

CEP Lesson Plan Form

Teacher: Katie Kutz

Date: 3/22/2022

School: Silver Creek High

Grade Level: High School

Content Area: Drawing & Painting

Title: Unit 2 Assessment- Social Justice

Lesson #: 1

Lesson Idea/Topic and Rational/Relevance:	After doing 5 skill builder days, students will take their knowledge and complete a project of their choice centering around the theme of social justice.
Student Profile:	Students are of mixed grade levels and skill levels. Some students will welcome the choice and others will need more direction.

Content Standard(s) addressed by this lesson: *(Write Content Standards directly from the standard)*

- 1.1: Utilize the inquiry method of observation and the language of visual art and design to gather information and determine meaning.
- 1.2: . Interpret, analyze and explain the influence of multiple contexts found in visual art and design
- 2.1: Use criteria and personal discernment to evaluate works of art and design, taking into consideration the variables that influence how the work is perceived.
- 2.2: Articulate a personal philosophy of art, understanding various philosophies that have come before.
- 3.1: Establish a practice of planning and experimentation to advance concepts and technical skills.
- 3.2: Ideate and build works of art and design to demonstrate growth and proficiency in traditional and new art media.
- 3.3: Articulate and demonstrate that the making and study of art and design can be approached from a variety of perspectives
- 4.3: Utilize the practice of artmaking, and research historical and cultural contexts, to discern between different viewpoints, critique social problems and effect social change.

Understandings: *(Big Ideas)*

Students will be able to use observation skills to generate and synthesize ideas and interpret meaning by looking at artwork.

Students will be able to research and generate possible concepts that can be used to create an artwork.

Students will be able to create an artwork based on the concept of social justice.

Students will be able to receive and reflect upon feedback and integrate into artwork as needed.

Inquiry Questions: *(Essential questions relating knowledge at end of the unit of instruction, select applicable questions from standard)*

How can students analyze and discuss works of art and design?

How can students give form and expression to their stories?

How can students apply knowledge gained from critical analysis to inform the creation of their own artwork?

How can students use the process of inquiry to ask questions that stimulate imagination and envision ideas?

How can students explain how they will represent a personal narrative?

How do students use reflective strategies to understand the creative process?

How can students employ collaborative skills inclusive of individual and collective knowledge for the purpose of exploring new domains?

How can students examine perspectives that impact social change?

Evidence Outcomes: *(Learning Targets)*

Every student will be able to: *(Create your own lesson objectives from the standard using student voice)*

I can Understand the Arts Community by learning about artists who work with the concept of social justice.

I can envision and develop an idea to create a work of art.

List of Assessments: *(Write the number of the learning targets associated with each assessment)*

Formative: Ideation & solution finding (learning activity)

Summative: Final art piece and reflection (assessment)

Planned Lesson Activities

Name and Purpose of Lesson	Unit 2 Assessment- Social Justice		
Co-Teaching <i>Will co-teaching models be utilized in this lesson?</i> Yes ____ No _x_	Which model(s) will be used? Why did you choose this model(s) and what are the teachers' roles?		
Approx. Time and Materials	2 class periods- ideation 5 class periods- work time Will need drawing paper and watercolor paper, student choice of material		
Anticipatory Set	The strategy I intend to use is: group poster activity I am using this strategy here because: This will get students up and moving and discussing right away. Which should spark interest in the theme.		
Procedures	The strategy I intend to use is: Lecture/ questioning/ guided & unguided work time I am using this strategy here because: I will provide some information, ask questions to get idea of knowledge of students and to spark thinking and giving group and individual work time.		
	<i>Teacher Actions</i>	<i>Student Actions</i>	<i>Data Collected</i>

	Day 1: Talk to students about what social justice is. Talk about how crazy the world is right now, and that it is a daunting topic, but a necessary one. Ask students what they think it is and their thoughts surrounding it. Give definition "Social justice is the view that everyone deserves equal economic, political and social rights and opportunities. You may agree, you may not agree, just keep this idea in your mind during this next activity" Have a quick conversation about appropriately discussing works and ideas that others might disagree with. "During this activity, you may find yourself disagreeing with others on their opinions. Everyone is entitled to their own opinion. However, we still need to be respectful of that. Listen to each other's thoughts, share your own. take it as an opportunity to learn something and have a conversation. Nothing good comes from arguing and	Students will know that the theme of their project is social justice and that we will be respectful in our conversation about the topic.	
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	attacking.” - Group poster activity. Have students get in groups of 3-4 and pass out sticky notes with artists title and worksheets, ask them to look at the photo found in the slide deck on Schoology and then discuss, and answer the questions as a group. about 10 min. -Have students get together with the other group and discuss what they found out about the artwork (5 min) -Bring students back together and have a whole class discussion on the photos and our thoughts regarding them.	Students will know what they think about the assigned artwork and after research they will know more information about the artwork. Students will know what their peers thought about and found out about the assigned artwork. Students will discuss as a group and gain a whole class perspective on the artworks and social justice theme as a whole.	
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	- intro project. "We have been talking about social justice today, this is going to be our theme for our assessment. You are challenged to make an artwork around the idea that social justice is the view that everyone deserves equal economic, political and social rights and opportunities. You will be assessed on technique, craftsmanship, invention, and effort. You may use any material of your choosing, but you must utilize your knowledge of value and form. This can be in black and white, or color. Maybe you want to tell your story or thoughts regarding social justice, or maybe you want to tell someone else's, I ask that you do your research and make sure you are well informed on your chosen social justice topic. The rest of class you will work on starting your ideation. Open up your sketchbook to a new page and copy the worksheet I have on the board into your sketchbook. Under thoughts you will	Students will know what the criteria of the project is and how to ideate for it.	
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	write down all your thoughts regarding social justice, and under questions you will write all your questions. Then you will start to narrow down your thoughts and questions to get a base for your idea. you will then create a mind map on the backside using your idea you chose, who can tell us what a mind map is? Remember your first idea is not necessarily your best idea. My first ideas are never my best. You have the rest of class to get your thoughts and questions written and to create your mind map. Please submit this to Schoology at the end of class." - 5 min to the end of class: Tell students, "Social justice is a heavy topic, there is so much to unpack and so many different ways you can take this project. I am so excited to see what everyone comes up with. Please submit your ideation into schoology, Next class we will start our sketches"	Students will know what to expect for next class.	
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Closure	The strategy I intend to use is: recap and tell what expected for next class I am using this strategy here because: Students will know that our ideation activity of the day is over and what to expect next class.				
Differentiation	Modifications:	<u>Content</u> focus on theme of students choice	<u>Process</u>	<u>Product</u> Give a teacher directed project for those who find this much choice to much	<u>Environment</u>
	Extensions:			Students can take this as far they want to	
Assessment	Formative: Ideation sheets- Pass/fail: learning activity Summative: Final art piece and reflection				

Post Lesson Reflection

1. **To what extent were lesson objectives achieved?** (*Utilize assessment data to justify your level of achievement*)
2. **What changes, omissions, or additions to the lesson would you make if you were to teach again?**
3. **What do you envision for the next lesson?** (*Continued practice, reteach content, etc.*)
4. **If you used co-teaching, would you use the same co-teaching strategy for this lesson if you were to teach it again? Were there additional co-teaching strategies used during the lesson not planned for initially? Please explain.**

Lesson Plan Appendix

Lesson Idea/Topic and Rational/Relevance: What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?

Student Profile: Write a narrative about your learners. What are their special needs? Exceptionalities? Giftedness? Alternative ways of learning? Maturity? Engagement? Motivation?

Name and Purpose of Lesson: Should be a creative title for you and the students to associate with the activity. Think of the purpose as the mini-rationale for what you are trying to accomplish through this lesson.

Co-Teaching: Models – One teach/One observe, One teach/One assist, Station teaching, Parallel teaching, Alternative/Differentiated/Supplemental teaching, Team teaching.

Approx. Time and Materials: How long do you expect the activity to last and what materials will you need?

Anticipatory Set: The “hook” to grab students’ attention. These are actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson, To put students into a receptive frame of mind.

- To focus student attention on the lesson.
- To create an organizing framework for the ideas, principles, or information that is to follow (advanced organizers)

An anticipatory set is used any time a different activity or new concept is to be introduced.

Procedures: Include a play-by-play account of what students and teacher will do from the minute they arrive to the minute they leave your classroom. Indicate the length of each segment of the lesson. List actual minutes.

Indicate whether each is:

- teacher input
- modeling
- questioning strategies
- guided/unguided:
 - whole-class practice
 - group practice
 - individual practice
- check for understanding
- other

Closure: Those actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught. “Any Questions? No. OK, let’s move on” is not closure. Closure is used:

- To cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson.
- To help organize student learning
- To help form a coherent picture and to consolidate.

Differentiation: To modify: If the activity is too advanced for a child, how will you modify it so that they can be successful? To extend: If the activity is too easy for a child, how will you extend it to develop their emerging skills? What observational assessment data did you collect to support differentiated instruction?

Assessment (data analysis): How will you know if students met the learning targets? Write a description of what you were looking for in each assessment. How do you anticipate assessment data will inform your instruction?