MORAVIAN UNIVERSITY

Teacher Name: Emily Brier
Lesson Topic/Theme: Your Name, Your Personality
Grade Level(s): 6

National Core Art Standard(s)

- **Standard - 9.1.8.A**: Know and use the elements and principles of each art form to create works in the arts and humanities.
  - Students are creating and coloring patterns that relate to their interests, personalities, goals, etc. while developing their sense of form/shape by viewing letters as shapes.
- **Standard - 9.1.8.B**: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
  - Students are able to paint, draw, and/or sketch their patterns, names, and compositions using watercolors, markers, Sharpie pens, pencils, and/or colored pencils.
- **Standard - 9.1.8.C:** Identify and use comprehensive vocabulary within each of the arts forms.
  - Students are able to learn and apply the following terms: typography, block letters, bubble letters, graffiti, cursive, calligraphy, font, and constructive criticism.
- **Standard - 9.2.8.A:** Explain the historical, cultural and social context of an individual work in the arts.
  - Students explore how fonts affect how people think or react to products, ideas, etc. in popular culture.
- **Standard - 9.3.8.E:** Interpret and use various types of critical analysis in the arts and humanities.
  - Students are able to critique each others' work, ask questions about the art, and explain formal qualities of the art within the contexts of each student.

Objectives
Students will be able to:

- Students will apply typography vocabulary to a drawing consisting of their names, 4 patterns, and 4 drawings of the students' interests/goals/etc.
- Students will create a composition that represents their personality by incorporating at least 3 font and 4 pattern techniques.
- Students will discuss their art-making decisions while analyzing their peers' formal art qualities in a concluding gallery walk.

Materials Needed for this lesson

- Projector
- Name Lettering Slides (6)
- Chromebooks/Laptops
- Pencils
- Sharpies
- Multi-Media Paper
- Colored pencils, Markers, and/or Watercolors

Lesson Procedures & Steps

Introduction/motivation:

- ★ The first 5 minutes of every class will be dedicated to a game ("bell ringer") relating to the students/teacher as people (getting to know each other) or to the topic being discussed.
- ★ Students will discuss what they believe typography is. Then, the definition of typography and what its role is will be discussed.
- ★ Questions to promote engagement:
  - What is typography?
- ★ Students will then engage with various fonts seen in popular culture (3 times).
- ★ Questions to promote engagement:
  - What vibe does this font have?
  - What kind of company is this?
  - Why would they choose this font?
- ★ 

- ★ Students will then be given a piece of practice paper to use when discussing/practicing block letters, bubble letters, graffiti, cursive, calligraphy, and custom fonts.
- ★ 

Project explanation:

- ★ Part 1 consists of students researching 3 fonts they enjoy to be used for spelling their name.
- ★ Then, students will grab a piece of paper from the red bin.
- ★ Students will draw their name in the center of their horizontal paper using their 3 chosen fonts.
- ★ 

- ★ Students will then Outline everything using a thin Sharpie
- ★ Part 2 consists of dividing the background into 8 parts, every other (4) dedicated to different patterns. The other 4 are dedicated to illustrations of the students' goals, interests, etc.
- ★ Students will then outline everything using a thin Sharpie.
- ★   
- ★ After steps 1 and 2, students can color/shade their work with pencil, colored pencil, markers, and/or watercolors.

Process:

- ★ Students will then work on their drawing consisting of their names (using at least 3 fonts), 4 patterns, and 4 drawings of their interests/goals/etc. based on their received feedback from the practice questions and letter sketches.
- ★ The teacher will monitor students for any questions, technique assistance, and/or support as their ideas come to fruition.

Closure:

- ★ Once all projects are complete, students will begin a gallery walk to offer/recieve feedback on what they like/think could be improved in each others' art.
- ★ The class will discuss what constructive criticism looks like first.
- ★ Then, the students will be split in half to walk around the room. Once finished, the other half will walk around.
- ★ Students can verbalize or write down their comments for peers to hear/see/review.
- ★ After students take into consideration their peers' feedback, they can make adjustments accordingly.
- ★ After this, students will bring their project to the teacher to collaboratively grade the project.

Assessment - Formative & Summative

- The formative font-sketching activity, questions, and gallery walk allow for students to understand vocabulary and drawing techniques before submitting their final projects.
- A rubric will be provided, and students will also take-part in the grading process.

Universal Design Strategies used to address all learners

- Multiple Means of Representation: Information is presented visually via pictures, auditorily via class discussions, and kinesthetically via a group lettering activity.
- Multiple Means of Action/Expression: Students are able to depict any pattern, illustration of interest, or font, as well as participate in the critique by having spoken or written comments.
- Multiple Means of Engagement: Students can choose why they used specific fonts, illustrations, and patterns to depict their names.

Specific Pedagogical Strategies

- Choice-Based Art Education:
  - Students are able to make choices regarding the subject matter, font, and how to present their knowledge in a gallery walk (verbal or written options).
- Teaching for Artistic Behavior (TAB):

- The classroom community supports building relationships through the encouragement of participating in daily games that can inspire, support, or develop friendships, project ideas, or more information about art/the classroom environment. The gallery walk further supports such relationships, as well as helping students to develop their artistic and communication skills.

Examples of the project/project steps



Rubric:

Your Name, Your Personality

Name_____.

The student researches and applies typography vocabulary to a drawing consisting of at least 1 fonts for their name.
(__/20)

1 2 3 4 5

The student implements 4 patterns of interest in the background of their drawing.
(__/20)

1 2 3 4 5

The student implements personal symbols/illustrations of their interests/goals/etc.
(__/20)

1 2 3 4 5

The student worked every class and displayed an understanding of craftsmanship in their drawing.
(__/20)

1 2 3 4 5

The student discussed their art-making decisions while analyzing their peers' formal art qualities in a concluding gallery walk.
(__/20)

1 2 3 4 5

___/100

Following your observed lesson, return to this document and reflect on the questions below:

- *What worked really well for this lesson? What did not work well? Is there anything that I could do differently next time?*
- *Did the students learn the specific objectives? How do I know this?*
    - *Which students needed a more rigorous objective?*
    - *Which students still need guidance and repetition with these objectives?*
- *What will my goals be for the next steps in this lesson (if applicable)?*