Lesson Plan Title:\_\_\_\_Photogram\_\_\_\_\_\_ Length:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Note:** Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know *and* what they willneed to know to be successful.

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| **Pre-Assessment:**  ***This will need to be done prior to teaching your lesson.*** Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge. |
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| **Performance:**  **What will students accomplish as a result of this lesson?** This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic) |
| Role: Artist  A: Classmates  F: Photo-gram  T: Composition and Communication  Today you will be artists who are working to communicate something about yourself through making a photo-gram. With this photo-gram your classmates should be able to understand what you are trying to communicate through your use of composition and the elements and principles of design. While working on how to communicate something about yourself in a photo-gram you will be learning about what exposure is and the basics of the darkroom. This will give you background on how to use the darkroom so that you are prepared to make a print for your next assignment. |

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| **Concepts:**  List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.** |
| Composition  Symbols |

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| **Enduring Understanding (s):**  Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.** |
| **Composition** can *communicate* the meaning behind the **symbols** in an artwork. |

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| **Standards: (All lessons should address all standards.)**  1. Observe and Learn to **Comprehend**  2.Envision and Critique to **Reflect**  3. Invent and Discover to **Create**  4. Relate and Connect to **Transfer** |

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| **Objectives/Outcomes/Learning Targets:**  Objectives **describe a learning experience** with a **condition → behavior (measurable) → criterion.** Aligned to: Bloom’s – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom’s: \_\_\_\_\_ - Standard: \_\_\_\_\_ - GLE: \_\_\_\_\_ -Art learning: \_\_\_\_\_ -Numeracy, Literacy, and/or Technology) |
| **Using their test strips**, students *will be able to create* a final photo-gram that has an interesting composition, value, and contrast. (Bloom’s: Create, Standard: Create, GLE: Assess and produce art with various materials and methods, Art Learning: Expressive features and characteristics of art, Numeracy: Sequencing)  **Given the Power point on photograms**, students will be able to *identify* what a photogram is and photographers who’ve made photograms. (Bloom’s: Analyzing- Standard: Transfer- GLE: The work of art scholars impacts how art is viewed today- Art learning: Historical/multicultural content)  **Given studio time**, students will be able to *determine* how to use an enlarger and darkroom paper chemicals to make a photogram. (Bloom’s: Evaluating- Standard: Create- GLE: Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas- Art Learning: Materials/ Technique)  **Using their final images**, students will be able to *explain* the purpose of their photogram, what they did well compositionally, and what they would do differently. (Bloom’s: Analyzing- Standard: Reflect- GLE: Reflective strategies are used to understand the creative process- Art Learning: Critical reflection)  **Given examples of objects**, students will be able to *construct* a list of personal objects that represent them to include in their photogram. (Bloom’s: Applying- Standard: Comprehend- GLE: Art and design have purpose and function- Art Learning: Conceptual/ideation/personal grounding) |

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| **Differentiation:**  Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives**. |

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| **Differentiation:**  (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| -Group work  -Shared desk | -Connor is able to work in a group to create his elements and principles of design presentation  -Morgan is allowed to share a desk with another student in the class so he is able to stay on task. |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| -Media | -Some students are being allowed to create a rap/movie about the elements and principles of deign instead of a slide show. |

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| **Literacy:**  List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.** |
| Warm-up-answering questions about the enlarger in their notebooks  Definitions: Elements and Principles of Design |

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| **Materials:**  Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.** |
| Darkroom:   * Trays * Tongs * Chemicals * Photo paper * Student’s objects * Glass   Classroom:   * Textbook * Worksheets * Computers |

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| Resources:List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. Make reference to where the material can be found. (These are the resources used by the teacher to support/develop the lesson.) List all resources in a bulleted format. |
| Photography textbook:  Internet |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Finish work sheets * Write warm up * Check in with students progression on the photo-gram * Break class into groups * Write ticket out the door |

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| Safety:Be specific about the safety procedures that need to be addressed with students. List all safety issue in a bulleted format. |
| Darkroom Safety:   * All students must wear safety glasses before going into the the darkroom * Students are also responsible to clean up after themselves in the darkroom to keep it a safe place for everyone to be in |

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| **Action to** **motivate/Inquiry Questions:**  Describe how you will begin the lesson to **stimulate student’s interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc. |
| Warm-up   * Where is the aperture located on the enlarger? (in the lens)   + What else has a lens? (making connection between how the enlarger works and how a camera works) * What is the aperture’s function? (controls the amount of light being let through the lens) * What does the timer control? (the power and how long the light stays on)   + making a connection between the shutter on a camera to the timer on the enlarger. |

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| **Ideation/Inquiry:**  Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract.List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork. |
| * Is your photo-gram communicating something about yourself? * Is your composition using the rule of thirds? * What do you know about film cameras? |

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| **Procedures:**  Give a detailed account **(in bulleted form)** of how you will present the lesson logically and sequentially **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate. |

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| Day 1 | **Instruction** - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.) **Identify instructional methodology.** | **Learning** - Students will... i.e.: brainstorm to generate ideas; describe detail to develop observation skills, etc. (Be **specific** about what will be the **intended result** of the instruction as it relates to learning.) | **Time** |
|  | Warm-up: Aperture/ Shutter   * Where is the aperture located on the enlarger? (in the lens)   + What else has a lens? (making connection between how the enlarger works and how a camera works) * What is the aperture’s function? (controls the amount of light being let through the lens) * What does the timer control? (the power and how long the light stays on)   + making a connection between the shutter on a camera to the timer on the enlarger. | Students will review their knowledge on the enlarger and specific parts of the enlarger. | 10 minutes |
|  | Reminder:  -When is the photo-gram due? How many work days do we have left? (Feb. 10th at the beginning of class and 3 days)  - What is also due? (Elements and principles of design)  -What should we have already turned in?  - NO CELL PHONES! -They have a lot to work on and don’t need to be on their phones. more than one warning= phone is mine for the rest of the class.  -Chemicals have been getting exhausted why might this be?(mixing of chemicals) It is important that you let your print drip off before moving it over. Also it is important that you clean off tongs of they have touches the next chemical before putting them back.  -Also reminder we should have lots of time today so after your image has gone through the first tray of fixer 2 you can bring it out into the classroom in a tray to look at it and then put it into the next fixer 2 bath. | Students will reflect on what is due in the next week. | 3 minutes |
|  | Explanation of what we will be doing that day:  -Today is another studio day. This means that if your aren’t working in the darkroom then you can be either working on the elements and principles of design presentation. Finishing the basics of a camera worksheet. New today! -Aperture/ Shutter worksheet. You can find the answers in the black textbook. (location?) pg.  Activities  A- Elements and Principles of Design Presentation  B- Darkroom (final prints)  C- How to operate a camera work sheet  D- Aperture/ Shutter worksheet   * Explain more in depth ...when looking for answers to the worksheet you should be reading through the pages. This will be important because this information will help you when taking pictures and making sure that you get successful photographs. | Students will understand what is expected of them for the day.  A-Students will display their knowledge of the elements and principles of design by creating a power point of images displaying the elements and principles of design.  B-Students will be creating test strips or final photo-grams for their project due on Feb. 10th.  C and D-Students will be using the textbook to gain more knowledge about the camera. | 3 minutes |
|  | Today’s groups will be….   1. Allie, Rachael, Jaden, Betul, Marine 2. Tori, Morgan, Taylor, Diamond, Harrison 3. Dylann, Amanda, Tyler, Connor, Anthony 4. Maddy, Ryleigh, Amber, Ryan, Marcus | Students will know when they will be getting a chance to work in the dakroom. | 3 minutes |
|  | Explain how long they get  (20 minutes for each group. So when they are in the darkroom they should have time to make more than one print so continue to work till I come give you the 2 minute warning.) | Student will assess what they need to finish and how long they have to finish. | 16-20 minutes each group |
|  | Transition: 2 minute warning  Walk around checking in on students: answering questions and giving feedback on artwork | Students will prepare for their next task.  Students will ask questions when needed. | 2 minutes each warning |
|  | End of class ticket out the door:   * What else do I need to do so that I can create my final print? * If you feel you already have a final print what do you think is working well in your composition? | Students will reflect on where there are in the class and what more they need to be doing. | 3 minutes |

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| **Student reflective/inquiry activity:**  Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.) |
| Ticket out the door:   * What else do I need to do so that I can create my final print? * If you feel you already have a final print what do you think is working well in your composition?   Artist Statement:  Students filled out an artist statement by answering questions about the purpose of their photogram, how they felt they did, and what they would have done differently. |

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| **Post-Assessment (teacher-centered/objectives as questions):**  Have students achieved the objectives and grade level expectations specified in your lesson plan? | **Post-Assessment Instrument:**  How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc. |
| * Did students look at their test strips and assess what time will be best for their final? * Did students use their darkroom time to attempt a final print? | Rubric attached separately. |

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| **Self-Reflection:**  ***After the lesson is concluded*** write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (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.) |
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**Appendix:** Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

8/9/14 Fahey