Lesson Plan: Exploring Digital Drawing Length: 3 hours

Peer Teaching: Emily Green

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| **Pre-Assessment:** |
| What experiences have students had with digital media or drawing?  What digital drawing programs have students used in the past? |

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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) |
| Tonight, you will be using digital drawing to create three self-portraits, each depicting a different aspect of yourself. You may want to draw yourself past present and future, in three different areas of life (ex: school, work, home), or three sides of your personality (ex: creative, introverted, goofy). How can you communicate these things to your classmates in your drawings? |

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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.** |
| Relationships |

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| **Enduring Understanding (s):** |
| Visual arts are a way to express and communicate ideas and perspectives. |

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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) |
| **Given specific applications**, SWBAT: *Create* three works of art utilizing a minimum of three tools in the application. (**Blooms**: Knowledge/Create,  **Standard:** VA:3.2 Invent and discover to Create **GLE**: Assess and produce art with various materials and methods **Art Learning:** Materials and Techniques  **Numeracy**: Repetition )  “I can create a work of digital art using more than one tool.”  **Given guidance**, SWBAT: *Explore* several versions of digital media and *choose three* for creating self-portraits with personal significance. (**Blooms**: **Standard:** VA4.2 **GLE**: Communication through advanced visual methods is a necessary skill in everyday life **Art Learning**: Conceptual/ideation/personal grounding  **Technology**: exposure, immersion )  “I can assess tools that best fit my needs and requirements in creating a self-portrait.” |
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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) |
| Several websites as platforms of learning and exploration: Choice is presented for ease of access to learning and exploration. | Students are given a choice of access and production. |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Students have the choice of websites that do more of the work for you or need to be programed. Students who need more complexity will be directed to sites like sumo paint which require more finesse and choice. | Student will be asked to find a way to manipulate one painting in both programs and choose to combine works or compare and contrast, explaining the differences in tool expectations and results. |

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| **Literacy:** |
| Students will write reflections on their art making and their neighbors. Students will discuss their discoveries and applications to the art classroom with the class. |

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| **Materials:** |
| * Lesson website * Laptops for all students * Mice * Handouts (learning targets, ideation, reflection) |

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| Resources: |
| * Personal computer * Printed worksheets and lesson description * Lesson plan * Website for reference- internet |

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| **Preparation:** |
| * Create Unit and Lesson plans * Create a Handout * Draft powerpoint of background information * Research tutorials and reference websites for students * Create class website * Research applications for class * Request that students bring computers to class |

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| Safety: |
| * No food near computers * Ensure website contents are age appropriate (no weird ads along the sides) |

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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. |
| Motivation will be presented in a variety of ways. First there will be a survey presented to students prior to scheduled class. The survey will inquire about their level of skill, possession of needed tools and prior knowledge of digital drawing. Survey is intended to get the students wondering about what they will be doing in the class. During class students will be given time to explore the programs being presented and play around with them. Students will then be set a task involving further exploration of three of the tools presented. Students who may be more familiar with the tools presented will be encouraged to push the experiment further and fully explain their process. |

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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. |
| * How does the way you look relate to who you are? * What aspects of your identity are visible? * What impacts who you are and how you act? |

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| **Instruction:**  Give a detailed account **(in bulleted form)** of **what** you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience |

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| Day 1 | * Set up my computer, projector, and website. Write learning target on the board and pass out handout. * Students arrive and class begins * Tell class: get out your computers and go to the website listed at the top (<http://exploringdigitaldrawing.weebly.com/support-materials.html> ). Once you’re there, take a few minutes to read through the descriptions of the digital drawing websites listed and follow the links to try them out. * Bring class back together, ask inquiry questions:   How does the way you look relate to who you are?  What aspects of your identity are visible?  What impacts who you are and how you act?  Introduce prompt: Tonight, you will be using digital drawing to create three self-portraits, each depicting a different aspect of yourself. You may want to draw yourself past present and future, in three different areas of life (ex: school, work, home), or three sides of your personality (ex: creative, introverted, goofy). How can you communicate these things to your classmates in your drawings?  Tell class: take 5 minutes to write/sketch your ideas in your sketchbook. Once you know what you want to communicate and how it will look, you can start drawing your self portraits. EACH OF THE THREE DRAWINGS MUST BE MADE USING A DIFFERENT WEBSITE!   * Student work time. Tell class: “You should be spending 30-40 minutes on each drawing so that you finish all 3. Focus on exploration, not perfection!”   Students should be working with three of the programs suggested at the start of lesson. Continue to monitor and ask individual questions for further exploration or development.   * Students will complete their work and email their work to teacher email. * Students will reflect on process, exploration, discovery and use of tools in their work.   Two-Sided reflections:  Students will answer the questions “What is the meaning of your pieces?” and “How did the programs you tried help or hinder your creative process?”  Then they will fold the paper over, and on the back side their neighbor will respond to the questions “What is the meaning of these pieces?” and “What aspect of these digital drawings is most effective?”  Students will then share their reflections with their partner.   * Ask students to display their most successful piece on their screen, and take a few minutes to walk around and see everyone’s work. * Class discussion and applications for the art classroom * Questions of inquiry:   What struggles or successes did you experience?  How could you use these programs in your classroom?  How would you adapt your use of digital drawing for different ages?   * Cleanup, organize. shutdown equipment. | * **Students will take responsibility for setting up their tools, problem solve technology** * Connecting identity and the visual world * Planning, solving the problem/prompt presented * **Applying- Students will gather and synthesize information for using a new tool and develop understanding of digital drawing through making** * **Creating- Students will explore different programs and create 3 work of art that are personally significant.** * **Reflection- Students will reflect on their thinking, process and product** * **Students will take responsibility for their learning, document findings, present evidence and extend their learning to other applications in the art room.** | Times  4:30-5:00  **5:00-5:15**  **5:15-5:30**  **5:30-7:20**  **7:20-7:35**  7:35-7:40  7:40-7:50  7:50-7:55 |

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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.) |
| Two-Sided reflections:  Students will answer the questions “What is the meaning of your pieces?” and “How did the programs you tried help or hinder your creative process?”  Then they will fold the paper over, and on the back side their neighbor will respond to the questions “What is the meaning of these pieces?” and “What aspect of these digital drawings is most effective?”  Students will then share their reflections with their partner. |

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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. |
| How did students utilize a minimum of three tools to create a new work of art?  In what ways did students explore and synthesize material presented?  Advanced students: In what way did students compare and contrast the three programs, explain their choices and manipulate their work with the programs? | See Rubric posted on Website. |

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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.

[Rubric](http://digitaldrawingpeerteaching.weebly.com/assessment.html)

[Digital Drawing Unit](http://drive.google.com/open?id=1ZUDJv2jg1-AwVcOCc1Bjj-MS4MjQOK64OPR0E2Qg0yM)

[Assignment](http://drive.google.com/open?id=0B9Mk_0lhd-EnZ1VDRE5mNWRaQlU)

[Explorations in Digital Drawing](https://docs.google.com/presentation/d/1We5CDNDw9yA0VIFA5OsFWWyY_v3NIfxuT2A_tAOThEA/edit#slide=id.p3)

[Pre-digital Worksheet](https://docs.google.com/document/d/1wrpO-Wse4eUDpbvJxw0JEBjXeE-G4MmqvPV7Z3la7LQ/edit)

[Class Website](http://digitaldrawingpeerteaching.weebly.com/)

8/9/15 Fahey