

Jessica Ens

Signature Assessment #9

Florida State University

Unit Plan

Title: What lifts you?

Grades: 6-8

Teacher: Jessica Ens

Estimated Length: 10 class periods

Stage 1: Desired Results

Content Standard(s):

- Big Idea **VA.68.C:** Critical Thinking and Reflection
 - Enduring Understanding 1 **VA.68.C.1** : Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
- Big Idea **VA.68.O:** Organizational Structure
 - Enduring Understanding 3 **VA.68.O.3** : Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

Main Objective:

An understanding of what lifts them up and how to communicate this in a visual manner. An awareness of the ways in which one can engage viewers in a message to lift them up.

Essential Question(s):

- What lifts you?
 - How can I communicate this visually?
- How can we lift others?
 - How can we use artwork to lift others?

Understanding(s)/Goals students will understand that:

- An understanding of what lifts their spirits as a person and ways to lift others.
- Brainstorming is necessary to further develop big ideas.
- Messages and information can be conveyed to an audience through visual imagery.
- Artists make specific design choices when creating a successful visual message.
- Artists are able to engage an audience to communicate a message.

Objectives/Outcomes students will be able to:

- Identify actions/characteristics in themselves, others and the world around them that are uplifting.
- Describe the uplifting actions/characteristics visually on their worksheet.
- Discuss their uplifting actions/characteristics with a partner/small group and create a web of kindness.
- Illustrate uplifting actions/characteristics of themselves and others (Visual worksheet/warm-ups/exit slips)
- Analyze uplifting actions/characteristics on themselves and others (Visual worksheet/warm-ups/exit slips)
- Reframe the impact of uplifting actions/characteristics on themselves and others.
- Write an artist statement that narrates the positionality of the artist, artist's choices, the impact of uplifting actions/characteristics on themselves and others.

Factual Knowledge (think)	Procedural Knowledge (make)	Conceptual Knowledge (act)
<i>What should participants hear, read, view, explore or otherwise encounter?</i>	<i>What knowledge and skills should participants master?</i>	<i>What big ideas and understandings should participants be able to act on?</i>

Describe actions/characteristics in themselves, others and the world around them that are uplifting.	Analyze the impact of uplifting actions/characteristics on themselves and others.	Design an artwork that communicates personal perspective on uplifting actions/characteristics.
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Stage 2: Assessment Evidence

Performance tasks (what students will do and desired results from Stage 1)

Factual Knowledge (think)	Procedural Knowledge (make)	Conceptual Knowledge (act)
With your table, discuss their uplifting actions/characteristics. What are examples? How do they impact myself and others?	Use the computer (find a reliable source) to research the impact of uplifting actions/characteristics on themselves and others.. Research examples of artists that work with the idea of uplifting actions.	Create artwork that explores what you discovered through your research and your perspective of uplifting actions/characteristics. Prepare your project and artist statement.

Evidence of learning (Evidence of student understanding and proficiency, DATA):

- Photograph of the artwork/physical artwork.
- Written reflection about uplifting actions/characteristics and the impact of uplifting actions/characteristics.
- Document of research process (#, notes, sketches of design) - [to include rubric to evaluate the web of kindness, citation for the initial research phase]
- Checklist for project guidelines.

Possible problems for diverse learners:

Students may have a hard time making designs that successfully use line, shape and graphic symbols. Students may be nervous about sharing experiences with one another. Students may need templates for their designs or traceable design ideas. Students may need help cutting out intricate silhouettes. If students don't want to share about themselves role model or other's experience.

Stage 3: Learning Plan

Enabling knowledge (facts, concepts, principles) and skills (processes, procedures, strategies):

- How to identify uplifting actions/characteristics
- Journaling approaches
- How to diagram their thoughts/ideas/structures
- Understand societal need for kindness
- How artists create artwork that is interactive
- How to create a successful design
- How to photograph their artwork to show scale
- How to critically examine and reflect on ideas and choices

Student needs to perform effectively and achieve desired results:

- Opportunity to research examples of real life kindness
- Practice visually responding to prompts
- Small group discussion about their ideas

- Use a web brainstorming technique to push concepts further
- Opportunity to do research about the impact of uplifting actions/characteristics
- Look at and discuss the use of symbols to visually communicate
- Sketch or plan ideas for design and photograph
- Think about how their message will be conveyed by their artistic choices
- Finalize plans for their design and photo
- Group workshop their final ideas
- Create their interactive artwork
- Photograph the artwork
- Get large group feedback and take notes
- Write an artist statement that narrates the positionality of the artist, artist's choices, the impact of uplifting actions/characteristics on themselves and others.

Activities to equip students with the needed knowledge and skills:

- How to do research
- Some ways to approach visual responses
- What it means to examine the impact of uplifting actions/characteristics on themselves and others
- How to use a brainstorming web
- How artists think about designing an interactive artwork
- How to plan for a graphic design
- How to photograph with a cell phone or iPad
- How to write an artist statement/reflection

Instructional goals:

- A demo on how to analyze artwork
- Teacher modeling for brainstorming
- Examples of line, symbols and design
- Examples of graphic and interactive artists

Materials and Resources:

- Paper
- Sharpie
- Handouts/packet
- Scissors
- iPads or camera
- Web brainstorming model

- Sketch paper
- Pencil
- Artist video
- Rubric/printout of expectations

Learning Plan:

Day One:

1. Pre-assessment (10 mins)
 - Take attendance
2. Intro to Kelsey Montague (30 mins)
 - PowerPoint
 - What do you think this is? - talk about artwork
 - Intro to Kelsey Montague
 - Video
 - Artwork examples (Teacher will model group discussion for Day 2 activity)
3. Exit Slip #1
 - What is interactive art?
 - Why does Kelsey Montague make art?
 - Question for tomorrow

Day Two:

4. Wam-up (5-10 mins)
 - Draw a Kelsey Montague “mural” around the subject
5. Group Activity (20-30 mins)
 - Students will get into groups of 3
 - Each group will analyse an example of a Kelsey Montague artwork
 - Each student will answer a series of questions about the artwork
 - Each group will make their own “mini mural”

6. Groups will present their answers to the questions/group discussion to the rest of the class via the PowerPoint (15-20 mins)

Day Three:

7. Warm-up
 - Kelsey Montague makes interactive artwork to inspire people. She uses line, shape and symbols to ask people: "What lifts you?"
 - What inspires you?
 - How do these things make you feel?
 - How do they lift you up?
 - What would your inspiring hashtag be?
 - What could be a visual symbol for each of these inspirations
8. Writing Activity
 - Listing ways to lift up others
 - Examples of acts of kindness for each topic

Day Four:

9. Warm-up (10 mins)
 - Illustration of Act of Kindness
 - Collect weekly warm-ups
10. Video of act of kindness
11. Group kindness mapping activity (30-40 mins)
 - Teacher will model example
 - Students will get in groups
 - Groups will use the brainstorming web to map ideas together
 - Students will use day 3 writing activity to aid activity

Day Five:

12. Warm-up (15 mins)
 - Name the object by the silhouette
13. Teacher will lead students through discussion about how the items were identified
14. In class activity (25-30 mins)
 - Draw what you think the silhouette of 5 items look like
 - Trade your paper with classmate at table and guess what item they illustrated
15. Sticky note exit ticket (#4)
 - What lifts you up? - Draw a symbol of something that lifts you up

Day Six:

16. Warm-up (10mins)
 - Draw a tree/draw a tree on mountain
17. PowerPoint (30 mins)
 - Perspective
 - Background/Foreground
 - Kelsey Montague examples
 - Teacher will allude to project
18. Exit ticket #5
 - What are three symbols for something that lifts you up?

Day Seven:

19. Warm-up (10 mins)
 - Describe how you might use your symbols in an artwork like Kelsey Montague and why
20. Line intro/how to fold the paper (5 mins)
21. Line activity (20-35 mins)
22. While students work, teacher will briefly recap project
23. Exit #6
 - Questions for tomorrow? (Verbal check-in as a class)

Day Eight:

24. Warm-up (10 mins)
 - Draw a Kelsey Montague mural in these pictures
25. Teacher will introduce project details (15-20 mins)
 - Powerpoint of Kelsey Montague examples
 - Demo how to make silhouette
 - Demo how to sketch/add graphic details
 - Handout rubric and explain expectations
 - Teacher will demo a proposal
26. Proposal activity (20-35 mins)
27. Exit #7
 - How does the silhouette, design and location you are using in your project visually communicate your message about what lifts you up?

Day Nine:

28. Warm-up (10-20 mins)

- Finish proposals
- 29. Teacher will check-in with tables/individual students to check progress of project and answer questions
- 30. Students will work on projects (20-35 mins)
- 31. Exit #8
 - No physical exit slip. Teacher/student check-in will act as progress assessment

Day Ten:

- 32. Warm-up (10-20 mins)
 - PLACEHOLDER - Teacher will insert warm-up activity in response to student progress after analysing the data from previous days
- 33. Teacher will continue check-in with tables/individual students to check progress of project and answer questions
- 34. Students will work on projects (20-35 mins)
- 35. Exit #9
 - PLACEHOLDER - Teacher will insert warm-up activity in response to student progress after analysing the data from previous days

Day Eleven:

- 36. Warm-up (5 mins)
 - Look at list to find your small group
- 37. Teacher will demo how to use camera function on iPad
- 38. Photo day (40 mins)
 - Students will gather supplies
 - Students will split into groups of three
 - Groups will photograph their projects
 - When done with photo, students will complete self-evaluation
- 39. Exit #10 (10 mins)
 - Post-assessment