

<b>LESSON 12 K. Eli Weingarten</b> <b>INSTRUCTIONAL STRATEGIES AND LEARNING TASKS</b>		
<b>LESSON LEARNING OUTCOMES</b> Referenced to NCAS segment objectives  <b>Cr, Cn, Pr, Re</b>  <b>As a result of this lesson, students will know or be able to:</b>	<b>LESSON EVALUATIVE CRITERIA</b>  <b>You will know the student accomplished the learning because you will be able to observe the following evidence with accommodations &amp; modifications:</b>  <b>[qualities, quantities, variations, concepts, processes...]</b>	<b>LESSON ASSESSMENT INSTRUMENTS</b>  <b>Attach rubrics, requirements, guides.</b> <b>You will gather the evidence through:</b>  <b>Formative – Summative / Formal - Informal</b>
AS3: Refine and complete artistic work. EU.Cr3.1: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime. Va.Cr3.1.2a: Students will use their vocabulary to discuss with fellow students about what they are drawing and why they have chosen to go back and add detail to a previous project.	Students will be successful by either completing their final details on their original project and having a drawing that depicts a real place in as much detail as possible. Students will describe what they are drawing and why as well as discuss the reasons behind adding more detail to their drawings from last time.	Observational: Are students able to pick up work that they had been doing weeks ago and continue to add to it? Are students able to imagine a place they have visited often and realistically draw from memory alone? This will be an informal assessment based on observation.
AS7: Perceive and analyze artistic works. EU.Re2.1: Visual imagery influences the understanding of and responses to the world. Va.Re.2.1a: Students will compare all the works provided to them related to fantasy creatures and discuss one of them.	Students are able to share their ideas about the artwork with each other and are engaging in conversation with their peers over the details found in the images provided.	Observational: Informal: Are students talking with their peers about how the fantasy and reality aspects of the image work together? Are students able to explain what interested them in the work they were given?
AS2: Organize and develop artistic ideas and work. EU.Cr2.1: Artists and designers experiment with forms, structures, materials, concepts, media, and non-art making supplies.	Quantity: Is there a final completed project that combines both the decorated background landscape and the added fantasy characters from the previous lesson? Quality: Does the piece display the thought process of the students and	Observational: Students will be observed in a formal summative setting viewing the completed project and seeing if every student has participated in the creation of the landscape and adding the fantasy creatures to the background.

## Grade Level and Segment Title: 1-2

## Central Focus - Fantasy: Fantasy vs. Reality

Va.Cr2.1.1a: Students will use a chosen medium to create a landscape design based off reality that displays the students ability to create a singular design together.

the consideration of what location would highlight the fantasy creature on top of the background?  
Does the work show an improvement in detail from the sketches in pencil to the final painted and drawn product?

**Cognitive Engagement**

Include warm-up / motivational set, student inquiry for the intended learning outcomes, closure-revisit objectives.

Include questions and a brief overview of topic discussion.

Essential Questions:

- What is a landscape?
- What is fantasy?
- What is the difference between fantasy and reality?
- How can we combine fantasy with reality in art?
- Can we use our imagination to create a realistic landscape? A fantastical one?
- What do we need to consider when making a landscape or background?
- What is the best way to go about working on a landscape piece together? How do we work together on one art piece?
- Do we need to think about the characters or creatures that will go into our landscape before we make the background?

INTRODUCTION/ MOTIVATION:

Warmup: 10 minutes

10:00-10:10

Students will have the opportunity to add the sharpie outlines to their fantasy characters from the first part of their project and if they were not present last time students will have the ability to think of a landscape or location they visit often and draw it from their imagination as realistically as possible.

Introduction Time: 15 minutes

10:10-10:25

Essential/Guiding Questions (5 minutes)

- What is a landscape?
- What is fantasy?
- What is the difference between fantasy and reality?
- How can we combine fantasy with reality in art?
- Can we use our imagination to create a realistic landscape? A fantastical one?
- What do we need to consider when making a landscape or background?
- What is the best way to go about working on a landscape piece together? How do we work together on one art piece?
- Do we need to think about the characters or creatures that will go into our landscape before we make the background?

Mentor Artist (10 minutes)

Robert Gonsalves





Tomek Sętowski



**STUDENT INQUIRY/ EXPLORATION:**

Time: 30 minutes

10:25-10:55

Students will work on sketching out the landscape with pencils marking each important part of the drawing. Afterward, students will use markers or watercolors to fill in the drawing and create the landscape. After the landscape is complete the students will add the fantasy creatures to the background in specific places they believe would look best based on previous markings during the sketching stage of the project.

**REVIEW OBJECTIVES/CLOSURE:**

Time: 5 minutes

10:55-11:00

Students will have the ability to look at the entire completed project hung on the wall and share their favorite and least favorite parts of the project as well as what was or was not challenging to work on.

### Informal Rubric for Teacher to Reflect on Students' Learning Outcomes

Exemplary	Accomplished	Beginning
<p>The student is able to describe, in detail, what they are drawing and why they are deciding to include certain details in their work. The student is able to talk to one another about their projects and feel comfortable sharing ideas about how to improve each other's work in a constructive manner.</p>	<p>The Student shares information about their project but is hesitant to provide feedback about others' work. The student is more focused on the creating aspect of the warmup than the dialogue between them and their peers.</p>	<p>The student is unwilling to share any information about their drawing and do not feel comfortable accepting any suggestions from their friends. They are hesitant to draw a real place from memory and are not interested in following the drawing prompt provided.</p>

**Grade Level and Segment Title: 1-2**

**Central Focus - Fantasy: Fantasy vs. Reality**

<p>The student takes turns in their groups sharing what they found interesting about the mentor artist’s image and participate in the discussion while giving space for their friends to talk as well.</p>	<p>The student makes a valiant effort to speak up and express their opinions while also giving space for others to share their thoughts. The student struggles to either speak up or allow others to share their ideas but does seem willing to try.</p>	<p>The student constantly interrupts his or her peers and talks over them pushing his or her viewpoint over anyone else. When this was brought to their attention they did not take the comments into consideration and continued to not allow others to speak.</p>
<p>The student is comfortable switching from pencil sketches to working with markers and paint. The student is willing to work with people in order to complete the landscape and values the input their friends have.</p>	<p>The student needs a little more time to adjust to switching materials than some of their peers but is willing to work on the project. While the student does make space for their friends to work, they struggle to accept opinions on their part of the project.</p>	<p>The student struggles to allow others to work on the landscape and does not express interest in switching materials from pencil to paint or markers. The student may become upset if asked to work on a different part of the landscape or allow someone else to work next to them.</p>