

<p>Grade Level and Segment Title: 5th grade Implied, Imagined, and Actual Texture</p>	<p>Central Focus - “Big Idea”: Imagination and Reality</p> <p>Essential Question(s): What is implied texture vs. actual texture? How do we use our imagination to create art? Why is it important to know what texture something is?</p>
---	--

Name: K. Eli Weingarten

<p align="center">LESSON 3 INSTRUCTIONAL STRATEGIES AND LEARNING TASKS</p>		
<p>LESSON LEARNING OUTCOMES Referenced to NCAS segment objectives</p> <p align="center">Cr, Cn, Pr, Re</p> <p>As a result of this lesson, students will know or be able to:</p>	<p>LESSON EVALUATIVE CRITERIA</p> <p align="center">You will know the student accomplished the learning because you will be able to observe the following evidence with accommodations & modifications:</p> <p align="center">[qualities, quantities, variations, concepts, processes...]</p>	<p>LESSON ASSESSMENT INSTRUMENTS</p> <p align="center">Attach rubrics, requirements, guides. You will gather the evidence through:</p> <p align="center">Formative – Summative / Formal - Informal</p>
<p>AS8: Interpret intent and meaning in artistic work. EU: People gain insights into meaning of artworks by engaging in the process of criticism. Va:Re8.1.5a: Students will interpret work based on observation of details and stylistic choices with a focus on how the mediums used highlight the subject of the work.</p>	<p>Students will be shown images of animals and drawings of them with implied texture and talk about how the chosen medium highlights how the animal would feel in real life.</p>	<p>Summative: Based on observation students will be assessed by their participation in the class discussion about texture and animals.</p>
<p>AS2: Organize and develop artistic ideas and work. EU: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Va:Cr2.1.5a: Students will experiment through mark making and different mediums to create the</p>	<p>Students will use mark making as a way to imply unconventional textures on the animals that they chose to draw. They will also think about what medium they would like to use in order to convey texture on their paper.</p>	<p>Summative: Art students working in class and trying out different mark making techniques? Formative: Based on the rubric and the guidelines of the assignment has the student made artwork displaying unusual texture on an animal of their choosing?</p>

<p>Grade Level and Segment Title: 5th grade Implied, Imagined, and Actual Texture</p>	<p>Central Focus - “Big Idea”: Imagination and Reality</p> <p>Essential Question(s): What is implied texture vs. actual texture? How do we use our imagination to create art? Why is it important to know what texture something is?</p>
---	--

<p>desired design in their artwork.</p>		
<p>AS7: Perceive and analyze artistic work. EU: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Va:Re.7.1.5a: Students will share their work with others to compare the different ways everyone created art under a shared assignment and instructions.</p>	<p>At the end of class and at the start of the next one, students will share their work with the group and see how everyone took on the challenge differently. They will see how different people interpret the same set of instructions.</p>	<p>Formative: Based on the rubric and the guidelines for the assignment, have students completed an art piece that highlights unconventional implied textures on an animal of their choosing. Summative: Based on observation, are students sharing their work with the class?</p>
<p style="text-align: center;">Cognitive Engagement</p> <p style="text-align: center;">Include warm-up / motivational set, student inquiry for the intended learning outcomes, closure-revisit objectives. Include questions and brief overview of topic discussion.</p>		

Grade Level and Segment Title: 5th grade Implied, Imagined, and Actual Texture

Central Focus - "Big Idea": Imagination and Reality

Essential Question(s):

What is implied texture vs. actual texture?

How do we use our imagination to create art?

Why is it important to know what texture something is?

INTRODUCTION/ MOTIVATION:

Time: 5-10 minutes

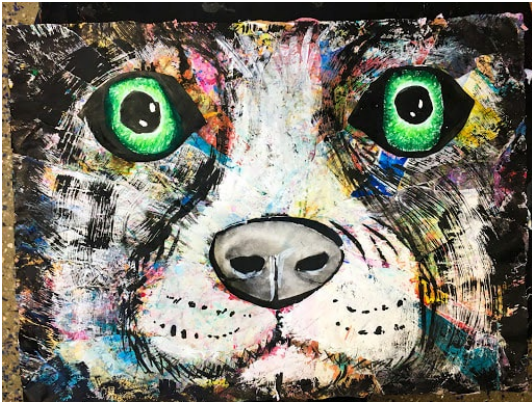
Students will be introduced to the assignment and discuss how to draw implied texture. The teacher will give a demonstration before going on to explain the assignment for the week.



Mark Lawson, Drawing



Mark Lawson, Photograph



Student work from Riverside School

<https://riversideschoolsart.weebly.com/textured-collage-animal-paintings.html>

<p>Grade Level and Segment Title: 5th grade Implied, Imagined, and Actual Texture</p>	<p>Central Focus - “Big Idea”: Imagination and Reality</p> <p>Essential Question(s): What is implied texture vs. actual texture? How do we use our imagination to create art? Why is it important to know what texture something is?</p>
---	--

STUDENT INQUIRY/ EXPLORATION:
 Time: 15-20 minutes
 Students will begin sketching out the animals of their choosing and then decide what unique texture they would like to add to their drawing that is not the actual texture of the animal. The students will then spend the remaining classroom working on their sketch.

REVIEW OBJECTIVES/CLOSURE:
 Time: 5-10 minutes
 Students will show their progress to the class if they would like to. They will be reminded to finish up the assignment outside of class and to turn in all of their work to Google Classroom.

This rubric is taken from my Cooperating Teacher’s existing rubric for her classes.

Excels 4pts	Meeting 3pts	Partially Meeting 2 pts	Not Meeting 1 pt	No Image 0 pts
Student Excels in the standards for this grade level.	Student is Meeting the standards for this grade level.	Student is Partially Meeting the standards for this grade level	Student is Not Meeting standards for this grade level.	No Image was provided as evidence to support the assignment.