



## Prep-Villa Lesson Plan 2021-2022



<b>Name:</b> Ms. Schalk		<b>Subject/Grade:</b> Painting, 40 minutes classes
<b>Unit:</b> Early 20 <sup>th</sup> Century Art <b>Unit Title</b> <b>in Curriculum:</b> Mapping Art in the Early 20 <sup>th</sup> Century		<b>Essential Questions:</b> Does location have any indicator on the art we produce? When could restriction on travel benefit an individual in this time period? Should all artists travel?  <b>Resources (Low Tech):</b> World Maps, Art Resource Books, Student notes, Markers/Pins  <b>High Tech:</b> Photoshop, Photopea, World Historical Gazetteer, Art Books, Student notes, Kahoot
<b>Terms to know:</b> Photopea (Photoshop), World Historical Gazetteer, Art movements (Expressionism, Art Deco, Cubism, Surrealism, Art Nouveau, Post-Impressionism)		

<b>Standards Met for the Week:</b> PA: 9.1.12.B, 9.1.12.H, 9.1.12.J, 9.2.12.B, 9.2.12.C National: VA:Re.7.1.1a, VA:Pr6.1.1a, VA:Cn11.1.1a	<b>Students will engage in:</b>			
		Bell Ringer		Independent Activity
	x	Exit Ticket	x	Group/ Partner Work
	x	Technology Usage		Seminar Discussion
	x	iPad Usage	x	Multi-Day Project
	x	Writing Activity		Presentation
		SAT Writing Activity	x	Other: Demonstration

MONDAY	<b>Opening Activity:</b>	Students will retrieve materials (Tools and sketchbooks, etc.)	
	<b>OBJECTIVE</b>	<b>PROCEDURE (STEP BY STEP)</b>	
	<b>TSWBAT:</b> <ul style="list-style-type: none"><li>Students will recall information on the various art movements studied and the key artists in each.</li><li>Students will be introduced to their next project and will discover its guidelines</li></ul>	<ul style="list-style-type: none"><li>Students will begin class with a Kahoot that wraps up their understanding of the art movements studied in the early 20<sup>th</sup> century, their key artists, and artworks that were included in them. (20 minutes)</li><li>Once the review has been completed, introduce the final unit the class will be covering with wrapping up early 20<sup>th</sup> century art</li><li>Students must create a map on World Historical Gazetteer highlighting significant locations for artists of their art movements, then using a photo editing software (Photopea or Photoshop) to create the finished piece. <b>They will be telling the story of the artists.</b></li><li><b>Talk about essential questions related to the project and how we will use those questions to guide our thinking</b></li><li>Have students choose groups of 3-5 depending on class size, or if students need help, split them up and have them assigned to one of the art movements studied.</li></ul>	
	<b>Closing Activity:</b> Students will clean up their work areas and put their materials away 4-5 minutes before the end of class. A clean work area and supplies are their ticket out of class at the end.		
	<b>Homework Assignment:</b> N/A		

<b>TUESDAY</b>	<b>Opening Activity:</b>	Students will retrieve materials (Tools and sketchbooks, etc.)	
	<b>OBJECTIVE</b>	<b>PROCEDURE (STEP BY STEP)</b>	
	<b>TSWBAT:</b> <ul style="list-style-type: none"> <li>Students will research the key artists of their art movement era.</li> <li>Students will list out important locations in each artists life.</li> </ul>	<ul style="list-style-type: none"> <li>Today will be primarily focused on research the students will conduct to find all possible locations of importance for their artist.</li> <li>This research can be conducted using art books, websites, etc.</li> <li>Make sure students have at least 3-4 locations per artist, but with as many as they possibly can</li> <li>Encourage students to make notes of facts that were not aware of and/or things that surprised them in the process to share with the class at the end of the period</li> <li>In the last 10 minutes of class, have students share their thoughts and to make sure they have their devices ready for class tomorrow</li> </ul>	
<b>Closing Activity:</b>		<b>Students will clean up their work areas and put their materials away 4-5 minutes before the end of class. A clean work area and supplies are their ticket out of class at the end.</b>	
<b>Homework Assignment:</b>		Students will finish research as homework if not completed and may sign out art books if needed	

<b>WEDNESDAY</b>	<b>Opening Activity:</b>	Students will retrieve materials ( tools, sketchbooks, etc.)	
	<b>OBJECTIVE</b>	<b>PROCEDURE (STEP BY STEP)</b>	
	<b>TSWBAT:</b> <ul style="list-style-type: none"> <li>Students will plot locations on a map/World Historical Gazetteer</li> <li>Students will dissect locations and the other important events that took place there.</li> </ul>	<ul style="list-style-type: none"> <li>Today, the class will focus on using World Historical Gazetteer to plot their points on their digital maps.</li> <li>Using the written out instructions and teacher demonstration, follow with the students step-by-step as we diverge into WHG.</li> <li>Have only one student sign up for WHG with the other students working under the same account</li> <li>Talk about the differences written for data sets, collections, and studies.</li> <li>While students are following along with instruction and going through the process, have students make notes of information they find on two of the locations that were related to their artist (For example: Madrid was once deserted in a certain century).</li> <li>At the end of class, have students turn in their findings as an exit ticket, and they can share aloud if they would like.</li> <li>(For the low tech option, have students use maps, markers, etc. to make their maps)</li> </ul>	
<b>Closing Activity:</b>		<b>Students will clean up their work areas and put their materials away 4-5 minutes before the end of class. A clean work area and supplies are their ticket out of class at the end.</b>	
<b>Homework Assignment:</b>		Work on map if desired/needed	

<b>THURSDAY</b>	<b>Opening Activity:</b>	Students will retrieve materials ( tools, sketchbooks, etc.)	
	<b>OBJECTIVE</b>	<b>PROCEDURE (STEP BY STEP)</b>	
	<b>TSWBAT:</b> <ul style="list-style-type: none"> <li>Students will work to overlap map locations using Photopea/Photoshop</li> <li>Students will compose a final map using all of the locations of their artists in their art movement.</li> </ul>	<ul style="list-style-type: none"> <li>Next, the class will be working on combining their maps that they created online in either Photopea or Photoshop</li> <li>Following instructions and teacher demonstration, students will use basic photo editing tools in their software to convert several maps onto one.</li> <li>(For low-tech, have students use the trace and transfer method with their maps and carbon copy paper to get truly accurate maps).</li> <li>Students should have a completed map of their art movement highlighting all of the locations of their artists' significance. Implore students to use different colors for each artist.</li> </ul>	
<b>Closing Activity:</b>		<b>Students will clean up their work areas and put their materials away 4-5 minutes before the end of class. A clean work area and supplies are their ticket out of class at the end.</b>	

<b>Homework Assignment:</b> Work on map if desired/needed		
<b>FRIDAY</b>	<b>Opening Activity:</b> Students will retrieve materials ( tools, sketchbooks, etc.)	
	<b>OBJECTIVE</b>	<b>PROCEDURE (STEP BY STEP)</b>
	<b>TSWBAT:</b> <ul style="list-style-type: none"> <li>Students will discuss the findings of the groups</li> <li>Students will debate over how location may factor into artmaking</li> </ul>	<ul style="list-style-type: none"> <li>The last day of this unit will be reserved for a group critique.</li> <li>Write the essential questions on the board to help guide conversation, and have students put their combined maps up under their art movements written on the board.</li> <li>Have each group start off by talking about the process of the project, struggles, advantages, and answer what they interpret the essential questions in their project as</li> <li>After each group has discussed, talk about similarities between art movements and their migration patterns, and similarities within art movmeents.</li> <li>At the end of class, have students place maps in the turn in bin to be further evaluated/graded on accuracy of using their software, along with turning in their notes in the process/</li> </ul>
	<b>Closing Activity:</b> Students will clean up their work areas and put their materials away 4-5 minutes before the end of class. A clean work area and supplies are their ticket out of class at the end.	
	<b>Homework Assignment:</b>	N/A

#### Author's Notes:

This lesson plan was designed to cover a unit of looking at location in relation to artists, at the end of observing and learning about a certain era of art movements. It can be used in any fashion you would desire (any art class or even core studies class) with slight modifications, with mine being centered around a painting class. This could be done using low tech such as maps, markers, and books, or by using the highlighted websites of World Historical Gazetteer and Photopea/Photoshop. If you have access to Photoshop at your school, the steps should be similar, if not the same, as the ones given for Photopea.

This lesson is also made to tentatively be completed within a week's time. Some classes may meet this quota if they have tech experience, while others might take longer. Flexibility is key!