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For the edTPA, we work with LEARNING SEGMENTS. A learning segment is a part of a lesson, which in turn is part of a unit. A general guideline for edTPA is to decide upon a unit, comprised of 3-5 lessons that you want to teach (or modify a unit which your teacher wants you to use).

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| **Teacher: Ms. Corso**  **Lesson Title: Object Self Portraits**  **Grade/Subject: Art 1** | | |
| **Central focus for the UNIT. It stays the same for the entire LEARNING SEGMENT. The LEARNING SEGMENT isn’t the full unit, but rather 3 successive lessons within the unit that you teach and reflect upon for your edTPA.**  The purpose of this lesson is to build upon the student’s previous knowledge of still life and to create a nonrepresentational self portrait as an outlet of expression. During this lesson students will experiment with objects within a composition and students will choose objects that symbolize their identity. Students will learn and use the still life contemporary artist, Jennifer Maloney, as their inspiration throughout this lesson. The class will be able to demonstrate their understanding through the symbolism of objects, composition, and applying charcoal techniques.  Essential Questions:  What is Self-Identity?  What objects represent your Self-Identity?  The central focus should support students in developing their abilities to create, present, or respond to visual art by incorporating **at least one of the following components:**   * **interpreting art** (analyzing art-making approaches, theories, art forms, genres, etc., used to convey meaning)   Students will apply the concept of symbolism when conveying meaning of their objects.   * **developing works of art/design** (using techniques, methods of experimentation, or investigation)   Students will experiment with the placement of objects within a composition and will apply charcoal techniques such as blending, and reductive drawing.   * **relating art to context** (personal, social, cultural, or historical perspectives)   while providing opportunities for student choice (of content, methods, or styles).  Students will create a personal connection by selecting objects of choice that represent a student’s self-identity. | | |
| **National Visual Arts and Media Arts Standards:** http://nationalartsstandards.org/  Re8.1.HSI Construct interpretations of artwork, supported by relevant and sufficient evidence found both in the work and its surrounding contexts.  Pr5.1.HSI Analyze and evaluate how decisions are made in the preparation and presentation of artwork affect a viewer's perception of meaning.  Pr6.1.HSI Analyze and describe the effect that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings  Cr2.1.HSI Generate and develop artistic work in a self-directed manner. | | |
| **Learning Objectives** (written in language students can understand; **aligned to standards and central focus**, achievable within the learning segment, specific and measurable, supported by activities within the lesson, includes a verb and a few subject specific vocabulary words, **objectives build on one another across the learning segment**).  Consider, what are the most important objectives for this segment? Avoid including too many. Many concepts and skills are explored in any learning activity, not all are necessarily identified in the segment/lesson.  Content Objectives:  Students will be able to:   * Create an outlet of self-expression through symbolic meaning in objects. * Analyze one’s self-identity and their classmates   Process/Skill Objectives:  Students will be able to:   * Apply concepts and techniques of vine charcoal * Create 3D shapes using value and contrast * Analyze and experiment with placement of objects in a composition * Learn how to create thumbnail sketches | | |
| **Academic Language** Academic language elements should be incorporated into your learning objectives. **Choose one language function for the learning segment.**   1. Language function means the verb used in the learning segment, such as *create, identify, analyze, summarize, define, explain, conclude, justify, compare*, *sort*, and so on.   Create, Analyze, and Explain.   1. Language demand means the assignment or product the student makes, such as *essay, paragraph, sentence, speech, reflection, play, poem, comic strip, magazine article, poster*, and the like.   Experiment, Reflection, and Artwork.   1. Vocabulary, which includes any words the students should be able to define in order to comprehend the content of the lesson. These words may be specific to the discipline (*juxtapose, texture, or brayer* in art) or just general words used in school. Focus! Don’t include everything and the kitchen sink!   Balance, Composition (Asymmetrical & Symmetrical), Contrast, Gesture Drawing, Non-Representational Portraits, Still Life, Symbolism, Thumbnail, Unity, and Value. | | |
| **Monitoring Student Learning: Formal & Informal Assessments prior to, during & after learning (formative and summative). Remember, you assess what you are asking them to learn – these are aligned with central focus and learning objectives.**  Description of assessments: (formative/informal and summative/formal)  Formal Assessments: After the project is completed, students are required to complete a Self-Evaluation Worksheet. The Self Evaluation Worksheet will be graded on the understanding of goal, use of technique, use of time, and craftsmanship.  Informal Assessments:  What is being assessed: Students will be given exit tickets spontaneously throughout the period of the lesson. These exit tickets will question what they have learned, open ended questions, and peer assessment.  Assessment accommodations: Students will be provided with examples of correctly completed work, printed out slides from power-point, and students will be given a vocabulary sheet. | | |
| **Feedback (this aligns with assessment)**  Type of feedback that will be given to students: ex: one-on-one conferences, rubrics, written notes, critiques, etc.  Students will receive a Self-Evaluation worksheet where they score themselves on their project. Once students submit their evaluations to the instructor, the instructor will be grading the students based on their responses. The instructor will provide feedback in the comment section. (See Self Evaluation Worksheet)  What students will do with the feedback: Students will be able to change any corrections from the instructor’s feedback. Students will only have 3 days to complete corrections and corrections must be done at home. | | |
| **Instructional Resources and Materials:**   * **Vine Charcoal** * **Kneaded Eraser** * **Thumbnail Worksheet** * **Tortillon Stump** * **Charcoal Paper** * **Value Scale Worksheet** * **Self Evaluation Worksheet** | | |
| **Connection to prior academic learning and requisite skills:**  **Students will be asked specific questions based on prior knowledge so the instructor can assess accordingly.** | | |
| **Connections to cultural/personal/community assets:**  **Students will be creating a personal connection to their artwork by choosing objects that symbolize their identity.** | | |
| **Instructional Strategies & Learning Tasks that support diverse student needs** | | |
| **Motivation:** Include essential question from your central focus here.  **How can object’s represent one’s self-identity?** | | |
| **Procedure: note actions in table below. Think student centered vs: solely teacher directed.** | | |
| **Time**  **estimate** | **Teacher Action (include higher order thinking questions, grouping strategies)** | **Student Action** |
| Day 1  5 minutes | Introducing lesson: Object Self Portraits  Students will be asked “What is self-identity”. Students will then be given a Personal Identity wheel.  Asking students to identify characteristics about themselves enforces the students to formulate “Self-Identity” and awareness and accepting of diversity within the classroom. | After the class is asked one of the essential questions, students will complete the Personal Identity Wheel. |
| Day 1  30 minutes | Introducing lesson: Object Self Portraits  The instructor will start the presentation asking students the essential question, “How can objects represent one’s self-identity?”. Next, the instructor will present the power point based on Still Lives in history and symbolism of objects. Then, students will learn about contemporary artist, Jennifer Maloney, and will be given the assessment instructions and objectives. Depending on time, the instructor will talk in depth about the medium students are using. | Students will begin to think what objects symbolize themselves. Students will gain a better understanding of the assessment being given to them. |
| Day 1  5 minutes | Students will be given an exit ticket asking:  What are two things you learned from today’s lesson?  What are objects symbolize your self-identity? Will you be bringing in these objects to use for this project? | This allows students to reflect on what they learned and will allow students to brainstorms objects they would like to use. |
| Day 2  5 minutes | Introducing thumbnail sketching, and value scale.  Do Now: Draw 3 unlikely objects together in your sketchbook. | Students will begin do now in sketchbooks, and a 5-minute timer will be on the board. |
| Day 2  30  minutes | Introducing thumbnail sketching, gesture drawing, and value scale.  Students will be asked if the do now was challenging. This will lead into What a Thumbnail sketch is, and will introduce gesture drawing. The instructor will do a demonstration on how to do a thumbnail sketch and gesture drawing. | Students will practice from a still life set up in the center of the classroom. |
| Day 2  5  minutes | Exit Ticket:  Students will be asked to write down the definitions of the following:  Composition  Thumbnail Sketch  Value | This will allow students to reflect what they learned from the day’s lesson. |
| Day 3  10  minutes | Do Now: Create a series of thumbnail sketches of each object by itself. Become familiar with drawing their shape using charcoal  The instructor will make note if students brought in their objects. | Students will use their objects they brought from home and will create thumbnail sketches using these objects. |
| Day 3  30  minutes | Students will have their objects and will begin to set up their Object Self Portrait Still Life. Students will experiment with composition, light, and value.  Students will be asked to:   * Take photographs of their still life every time they change their composition and create thumbnails for each composition. | Students will choose their favorite photo reference and thumbnail and will print out their photography and will edit it as grayscale. If student has this step completed, they can begin to work on their Object Self Portrait on a 18x24 scale using charcoal. |
| Day 4-7  40  minutes | Continue to work on project.  On day 6, students will be given an exit ticket asking about their progress with their artwork. If students feel that they are behind, they will be asked to bring their project home for homework.  When students begin to finish up, students will be asked to fill out a Self-Evaluation Worksheet. | Students will be able to reflect on their process so far and will be able to evaluate what they need to continue to the next class. |
| Closure**: An activity students do that helps bring closure to the day’s lesson.**  Students will be given an exit ticket to understand what they learned to the day’s lesson. The day after a project is due, students will be given a fun activity. | | |
| **How students will reflect on their own learning:**  Students will reflect on their own learning by being given exit tickets to reflect on what they learned to the day’s lesson. Students will be required to fill out a Self-Evaluation based on the learning goal and symbolism of their objects, use of technique, and craftmanship. | | |
| **Accommodation/Modification based on IEP or 504 plans:**  Students who have anticipated learning difficulties will be given a modified lesson packet pertaining to their learning/physical disabilities needs along with slides printed from the PowerPoint. | | |
| **Differentiation strategies:** how will you teach to *all learning styles? All levels (emerging, at grade level, advanced)?*  Students who have anticipated learning difficulties will be given a modified lesson packet pertaining to their learning/physical disabilities needs along with slides printed from the PowerPoint. These students may instead be introduced to this lesson as them simply identifying what they like, interests, hobbies, culture, religion, and having a discussion about objects they love in their daily life. This lesson allows students to differentiate interests and cultural heritage based on who they are. | | |
| **Technology integration to support learning:**  Students will watch a power point. Students will use their iPads to apply grayscale to their Object Self Portraits. | | |