

Lesson Plan – Seeds of Change – South America

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| Grade | Visual Arts 9, 10, 11, 12 | Topic | Using Art To Convey Social Message |
| Date | November 30, 2013 | Allotted Time | 80 minutes |
| Cite sources used to develop this plan: Romero Britto artwork; found online | | | |

1. Rationale: *Why is this lesson relevant at this time with these students?*

This lesson will expand upon previous concepts regarding the Elements of Art, design and composition, and introduce art as a way to convey a message of social and global change. This lesson plan is in reality intended to be part of a week-long segment dedicated to creating works of art which are meaningful and eye-catching; also part of a larger unit based on exploring different artworks from different countries.

2. Provincial Learning Outcome(s): *What IRP outcome(s) does this lesson develop?*

A1 - create 2-D images for specific purposes, using a variety of image sources
 A3 - analyse how particular elements and principles are used to create meaning and effect in 2-D and 3-D images; create 2-D images that demonstrate effective use of particular elements and principles.

From Art Foundations 11 – Examine the relationship between the use of particular image-development strategies and intended mood and message; apply design strategies to solve a design problem; compare roles that visual arts have in reflecting, sustaining and challenging beliefs and traditions. Create 2-D images that reflect personal context, that express, defend or challenge beliefs, values and traditions; that reflect historical and contemporary themes.

3. Assessment

| Lesson Outcome What will students learn? | Sources of Evidence What product or action will show what students have learned? | Criteria What will you look for in this evidence? |
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| How to think visually regarding an issue of social importance | Debate participating, three original sketches | Students have spoken about their thoughts and feelings in a respectful way towards peers and teacher. Students have portrayed the social issue chosen with thoughtfulness on sketches. |

4. **Resources, Material and Preparation:** *What resources, materials and preparation are required?*

This is intended to be a one-week segment; **on this first class, students will discuss social issues and select a theme they wish to work on; they will also create a few sketches of their ideas related to the theme, including some ideas for colouring.** Students are expected to have photographic sources brought from home on the second lesson, where they will start working on their finalized pencil base drawing. In the end of class, they should be able to trace this finalized drawing onto 11” X 14” paper. The third, fourth and fifth lessons will be spent colouring the painting using a technique similar to Romero Britto’s. Using patterns from previous assignments, students will fill in the colour shapes and embellish them with patterns when needed, to create a sense of texture.

Material needed: sketch books; pencils; erasers; coloured pencils.

| 5. Lesson Development | Pacing |
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| <ul style="list-style-type: none"> Introduction: <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i> <p>Make sure class is paying attention. Give each table an illustrated write-up about a different social issue, together with jigsaw sheets. Give students a brief presentation about Romero Britto, the artist chosen as inspiration. Chosen social issues: Environment, poverty, bullying, inequality, hate crimes, drugs and alcohol, discrimination.</p> | <p>10 minutes</p> |
| <ul style="list-style-type: none"> Teaching/Learning Sequence: <i>What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?</i> <p>Give them five minutes to read the write-ups.</p> | <p>5 minutes</p> |
| <p>Ask students to debate amongst themselves for another five minutes. How do you feel about this issue? What is your opinion? What have you heard outside of the classroom about this issue? Students write a summary of their issue on the jigsaw sheet.</p> | <p>10 minutes</p> |
| <p>Ask each table to share what their social issue is about. Students read what they thought of the subject out loud. Students write what their peers read on the empty spaces of the jigsaw sheet.</p> | <p>20 minutes</p> |
| <p>Students pick the social issue which they feel most strongly about, and start thinking visually; they must draw or sketch strong ideas to convey the issue. They must think of big, bold shapes and a focal point, line movement and colour choice. Teacher walks around and ensures everyone is on task and using the time to create three sketches.</p> | <p>30 minutes</p> |

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| <ul style="list-style-type: none">• Closure: <i>How will you solidify the learning that has taken place and deepen the learning process?</i> <p>Ask students—How do you feel about doing art with a social purpose? Did you know you could use your art to convey ideas? Do you have any questions?</p> | <p>5 minutes</p> |
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6. **Accommodations** (adaptations, extensions, other): *How will you plan for students who have learning/behaviour difficulties or require enrichment?*

If a student can't decide on a social theme, it will be chosen for them. Students with behavioral issues will be encouraged to join in the debate and give their opinions. Everyone must do something art-related. Spend more time with students who are struggling. Everyone needs a hand sometimes.