

UWM Lesson Plan Template for Learning Segment

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LESSON PLAN # AND TITLE: Lesson Plan #1, Community and Love

NUMBER OF SESSIONS: 2

RATIONALE FOR USE OF BIG IDEA:

The big idea that I will be working on is “community.” Students will be constructing a representation of the issues involved in this big idea through a personal figure and/or object from their community. The artist that I have chosen for my lesson plan is Keith Haring. He used his skills to represent social issues in which he was involved. Haring was very involved with symbolism in his work. Each minimalist form he created in his work represented a particular aspect of society through a positive outlook. The book that I have chosen for this big idea is entitled, Love, which is both illustrated and written by Keith Haring. He expresses his perception of love through an array of drawings and a poem he wrote. The connection between my artist and children's book is the relationship between two concepts--community and love. Both love and community require respect, kindness, and reciprocity. One must give to receive. Both community and love also bring people together, however community works for a greater good.

OBJECTIVES AND NATIONAL STANDARDS :

Interpreting and Developing Works of Art

Form and Structure (allow students to analyze and demonstrate art making approaches using art elements and principles of design to convey meaning):

Students will use bright, flat color, bold, black lines, directionality, and juxtaposition of text/image to create a balanced composition that represents people, animals, and movement and a message about community relations.

VA:Cr2.3.5: Identify, describe, and visually document places and/or objects of personal significance.

Production (allow students to analyze and use techniques and materials through methods of experimentation and investigation to develop art and/or design):

Production used will be in a graphic format with paint. The works are laid out

to be read as a narrative, flowed throughout the piece. Each work, however, can be read individually or with multiple counterparts and in many directions. Students will use contour drawing to plan their compositions of community and learn how to arrange elements using principles of design. Student will explore such painting techniques as dry brush to juxtapose text with image to create a message about community and color mixing to construct a color scheme for a balanced composition.

VA:Cr2.2.5: Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

Interpreting Art and Connecting Art to Context

Art Context (allow students to relate art to personal, social, cultural and/or historical perspectives):

Students will analyze and interpret the art of Keith Haring to learn how his work speaks to the importance of coming together as a community and having a positive and loving outlook on life.

VA:Re8.1.5: Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

Personal Choice

Personal Perspective (provide opportunities to students for personal choices with content, methods, or styles):

Students will have the opportunity to choose forms such as figures, natural phenomena, animals, and architecture and color schemes that represent their own interpretation of community and their message about it.

VA:Cr1.1.5: Combine ideas to generate an innovative idea for art-making.

ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

What academic language will be use:

- Line: A mark that goes from Point A to Point B
- Composition: The arrangement of elements onto a surface using principles of design
- Abstraction: Simplification of forms to indicate a representation of things
- Movement: A visual representation of motion using lines
- Social Issues: An issue that affects a large amount of people in the world
- Silkscreen printing: Printmaking using a mesh screen and ink to transfer an image onto another surface
- Color Mixing: Combining different colors of paints and applying them onto a surface with a brush
- Painting: A medium of art such as oil, acrylic, watercolor...

- Juxtaposition: Different objects placed next to each other in an artwork to create a message or reaction
- Community: A group of people who live in the same place, have common interests,...etc. (Students will define in their own way)
- Love: A type of relationship (Students will define in their own way)
- Reciprocity: The sharing of items and services for the common good
- Color and Color Theory: The use of different color combinations and how they relate to each other
- Equality: All people treated the same

Directionality: Indicating the direction of space
Repetition: The repeating of something that has already been presented
Dry Brush: Using a brush that is relatively dry but still has paint on it
Analyze: Overlooking and observing something critically
Interpret: Explain or tell the meaning of something through one's perspective
Contour Line: Defines the form of an edge

Where academic language will be practiced through looking and talking, writing, and art making:

The students will be using the above academic language during the looking and talking activity to describe, analyze and interpret the artwork shown to them. They will also be using the academic language through the teacher demonstration. During this I will show the process of laying out a composition using principles of design including directionality, repetition, and juxtaposition, demonstrating the method of painting, and various use of line for motion. During the writing process, they will be reflecting on the concepts demonstrated as well as the ideas expressed from the big idea such as community, love, social issues and equality.

LANGUAGE FUNCTION USED THROUGHOUT LESSON:

Type of language function:

Interpretation

Where language function will be practiced through looking and talking, writing, and art making:

Interpretation will be practiced through the discussion of Keith Haring's general work, his work in the book, *Love*, and through the final critique, using individual writing and a discussion with their peers of their work to understand how community can be defined in various ways.

UNIT or LESSON OVERVIEW:

Describe how the learning segment or lesson reflects a broad view toward **creating, presenting, or responding to visual art** that incorporates **all** of the following components:

1) interpreting art (analyzing art-making approaches, theories, art forms, genres, etc., used to convey meaning)

Through the analysis and interpretation of Keith Haring's art making approaches, images and sociocultural context, I will encourage students to think about and comprehend understandings of community, expand their knowledge of art making and how it is used to construct messages and how context influences meaning. Students will interpret and analyze the images in the book, *Love*, and Keith Haring's general work to understand the means of community and they will share their own ideas of community and represent them in their works.

2) developing works of art/design (using techniques, methods of experimentation, or investigation)

By using the figures in the interactive portion of the bulletin board and by analyzing and interpreting Haring's images, students will begin to understand Haring's methods of making work including the construction of abstract forms, the arrangement of compositional elements including line and color, and directionality, repetition, and juxtaposition to create interaction, motion, and balance and transfer this knowledge to their own artmaking. Student will also learn different techniques in painting such as color mixing and dry brush application to create a visual representation of community.

3) relating art to context (personal, social, cultural, or historical perspectives)

while providing opportunities for student choice (of content, methods, or styles).

Each student will individually create his/her own composition using their own understanding of community and that of Haring's. There is an opportunity for student choice because they will share own perspective on community and select ways of using the principles of design and art elements to represent their vision.

LESSON SESSION PART ONE:

Session: 60 minutes

MOTIVATION/INTRODUCTION: Looking and Talking About Art

Students will be looking at the work of Keith Haring while answering questions that connect with both the work and its connection with the big idea.



Questions based on Images:

Essential:

- What is community?
- How is community made?
- Why is community important?

Scaffolding:

- What do you think these images represent?
- Why are there lines surrounding the figure(s)?
- What colors do you see?
- What are the figures doing?
- Why do the figures have no faces? (reordered)
- How do these visual decisions represent community? Are there other stories that can be told about community? What are they?

ART MAKING: Students will create representational figures and objects from their community through the use of various supplies.

Supplies:

- Pencils
- Paper

Teacher instruction:

Instructor will read Keith Haring's book *Love* while introducing the artist's style and meaningful approach in their work. The instructor will discuss community, compare the concept to the artist's work and introduce the project using contour drawing. Teacher will demo the use of directionality, repetition of elements, and juxtaposition to create a message.

Objective: Students will use bright, flat color, bold, black lines, abstract forms, repetition, directionality, and juxtaposition of text/image to create a balanced composition that represents people, animals, and movement and a message about community relations. Students will build a strong understand of what community actually means, work together collaboratively to help them interpret the concept of community and create their own work (figures that defines community).

Students at work:

Students will analyze and interpret the images and context of Keith Haring's book *Love*. Students will then interact with the bulletin board while expanding on their understanding of community, academic language, analysis, interpretation, and knowledge of Haring works. Students will then begin to draw thumbnails of 2-3 figures and/or objects that represent their own community.

Closure:

Students will begin to wrap up their thumbnails (Instructor will collect them)

and we will present their ideas to their peers for a mini critique to see what different ideas students have. The lesson will end this day with a small discussion of what they learned and what will happen the following day.

LESSON SESSION PART TWO:

Session: 60 minutes

MOTIVATION/INTRODUCTION: Art Making

Questions based on Images:

Essential:

-How do your peers' work represent community? [Text Wrapping Break]-
What kind of figures and/or objects and movements did your peers make to speak to actions that represent community?

Scaffold:

-What are some of the academic language words from the last class?
-What is the definitions of one of those words? How are they used in the drawings produced?

ART MAKING: Students will create a final composition based off their thumbnails through the use of various supplies.

Supplies:

- Tempera paint
- Brushes
- Paint Trays
- Cups for water
- Sharpies

Teacher instruction (demo):Instructor will demonstrate how to apply the paint to the figures. There will also be a demonstration of tracing your pencil drawn figure with a sharpie to fill in outlined sections with paint.

Objective: Students will use bright, flat color, bold, black lines, abstract forms, repetition, directionality, and juxtaposition of text/image to create a balanced composition that represents people, animals, and movement and a message about community relations.

Students will finish their composition by creating the final product referenced from their thumbnails.

Students at work:

Students will take their completed thumbnail and paint them on a new sheet of paper.

Closure:

Students will share their completed portion of work to the class in the form of

a final critique as well as one-on-one informal assessment. Students will then reflect in writing why they created the work and how it responds to the big idea of community.

ADAPTATIONS: Due to the fact that each student works at a different pace, there will be different adaptations presented to them. Students who work at a slow pace may be presented with additional one-to-one assistance to help them complete their work. Students who work at a faster pace tend to volunteer or are asked to assist other students in painting and drawing assistance of their work. Students will also brainstorm as a collective group before creating their artwork. As a group we will discuss the central ideas of community and who is apart of it. There will also be a repetition of directions through writing them on the board for students to reference if needed. Directions will also be presented verbally by reminding students of the objectives.

RELEVANT THEORIES:

The theory relevant to the lesson is Feldman's Model of Criticism, more so the phase of interpretation. Feldman's Model of Criticism states that "the learner interprets the emotions, moods, symbols and ideas that are visible in the artwork." (Feldman pg. 2).

Students will be interpreting different perspectives from both Keith Haring's work and their peer's work. From the images of Keith Haring, a lot can be interpreted through the context of his work (i.e. community, love and equality). This idea will have students understand the context of Haring's work by understanding how their students applied their knowledge to it. Students are creating work from Keith Haring that relates to community so that they can create artwork that discusses individual perspectives of the idea of community.

ASSESSMENTS:

Initial assessment

Students will be asked what community is to gauge their current understanding and to prepare to expand them.

Progressive/Formative assessment

Students will apply the knowledge presented from the looking and talking, personal ideas and art making towards the lesson. I will ask students if they have the following in their work so they move forward: What is your color scheme? How is movement depicted through directionality and line? How is juxtaposition used to create a message using text and image? What is your message about community? What image will you include as a stencil and where will you place it in your painting? Students will display the academic language throughout the entirety of the project through their personal compositions.

Final/Summative assessment

Students will present and reflect their work to the class on how it represents the big idea of community and relates to the work of Keith Haring. Students will explain thoroughly how they represented their community and interpret how others did as well

Rubric for lesson:

Objective	Advance	Proficient	Basic	Minimal
Student used bright, flat color, bold, black lines, directionality, and juxtaposition of text/image to create a balanced composition that represents people, animals, and movement and a message about	Student used four out of the four compositional elements in their final work (1.Bright flat color [Text Wrapping Break]2.bold, black lines 3.Directionality 4.Text and image)	Student used three out of the four compositional elements in their final work	Student used two out of the four compositional elements in their final work	Student used one out of the four compositional elements in their final work

community relations.				
Student completed thumbnail using contour line and explained the meaning of their composition in detail.	Student planned out composition in thumbnail form and included explanation for their intended final work	Student planned out composition in thumbnail form and but neglected to use either contour line or add explanation for their intended final work	Student planned out composition in thumbnail form and but neglected to use neither contour line or add explanation for their intended final work	Student did not plan out composition in thumbnail form and included explanation for their intended final work
Student interprets the work of Keith Haring in his central idea of community and applies it to their own artwork.	Student interprets the work of Keith Haring, using the central theme of community in their artwork and explains how their work connects with Keith Haring in the exit slip.	Student interprets the work of Keith Haring, but neglected to use either the central theme of community in their artwork or explains how their work connects with Keith Haring in the exit slip.	Student interprets the work of Keith Haring, but neglected to use neither the central theme of community in their artwork or explains how their work connects with Keith Haring in the exit slip.	Student did not interpret the work of Keith Haring, using the central theme of community in their artwork and explains how their work connects with Keith Haring in the exit slip.