

**VISUAL ART LEARNING SEGMENT PLAN
STUDENT TEACHING TEMPLATE**

Learning Segment Title: Art Without Waste

Number of Planned Lessons: 4

Age Group: Middle School (6 – 8 grade)

ENDURING CONCEPTS & GOALS FOR THE LEARNING SEGMENT

Central Focus:

(3-4 sentences describing the core concepts for the learning segment and meaningful connections to the subject-specific objectives, including: interpreting art, developing works of art/design, and relating art to context.)

The central focus for this Learning Segment is Art Without Waste. Students will investigate and interpret work by contemporary artists that use this big idea in their work. The main artists we will look at are Tara Donovan and Tim Noble & Sue Webster, as well as looking at works from 500 Upcycled & Earth-Friendly Designs and watching a short video about Landfill Harmonic. While developing works of art, students will apply their knowledge of assemblage, composition, and structure. Throughout the learning segment, students will experiment with ideas and forms through art making and reflect on art making through an artist statement.

Text

Enduring Understanding

(What do you want students to understand through this learning segment?)

Art Without Waste

Key Concepts:

1. Artists use recycled and found materials to create artwork that makes a social, political, or cultural statement about the environment, waste, or consumption.
2. Artists can use found and recycled materials to be more respectful and responsible with art making.
3. It is important for artists to consider environmental issues in their work because art reflects social, political, and cultural ideas.

Essential Questions:

1. Why do artists use recycled and found materials to create artwork?
2. How can artists be more respectful and responsible with their art making in terms of environmental awareness?
3. Why is it important for artists to consider environmental issues in their work?

KNOWLEDGE OF STUDENTS TO INFORM TEACHING

How does this lesson connect with and build on students' previous/subsequent lesson(s)? How do students' visual art dispositions inform this lesson?

The school I am at is a strong proponent of Positive Behavior Interventions and Support (PBIS). PBIS has a

How does this lesson connect with and build on students' previous/subsequent lesson(s)? How do students' visual art dispositions inform this lesson?

The school I am at is a strong proponent of Positive Behavior Interventions and Support (PBIS). PBIS has a heavy focus on being respectful, responsible, and safe. Because the school is also an International Baccalaureate (IB) school, the students are educated on the following ten IB Learner Profiles: Inquirer, Knowledgeable, Thinker, Communicator, Principled, Open-Minded, Caring, Risk-taker, Balanced, and Reflective. They will connect with and build upon these learner traits throughout this learning segment. The students are a mixed-age group, putting them at varying stages in their artistic development. Through other lessons, I have assessed that these students are knowledgeable in several Elements of Art, such as line, color, shape, and value. They are also familiar with color theory. Students will apply their knowledge of these art and design elements and be challenged to create a dynamic found object sculpture in this learning segment.

What personal, cultural, and community assets inform this learning segment?

The class I am focusing on for this learning segment has chosen Advanced Art for their Extended Learning Opportunity (ELO) class. The ELO classes in an IB school are given more freedom in the curriculum lending them to more student choice. At the beginning of my time with the students, I asked them to fill out a questionnaire to gauge their interests. While many of the students are interested in exploring drawing techniques, I feel that giving them an opportunity to transfer their already developed drawing skills into a three dimensional form, work collaboratively, and re-imagine found or recycled materials will positively reinforce their artistic development and IB learning profiles. The IB school community teaches students to be compassionate to others and to the environment. This learning segment will contribute to that mentality, teaching students that art making can be a source of environmental change.

What are the developmental characteristics of these learners that are relevant to this learning segment? (physical, social/emotional, cognitive.) What adaptations and consideration are needed for instruction for whole class, individuals, and students with specific needs?

Middle school students are often self-centered and self-conscious. In terms of artistic development, this causes them to strive for realism and perfection in their work. When students do not achieve their desired result they become frustrated with themselves and believe they cannot do better. In the classroom, it is not unlikely to hear, "I can't (fill in the blank)." It is important to give positive reinforcement to student work and stress that 'practice makes perfect.' It is also important to expose students to work that does not fall under their perceived definition of art. Middle school students are also at an age that they are being exposed to larger world issues, especially in and IB school. They are becoming more aware of social, political, and cultural issues that affect them and those around them.

It will be important to provide whole class instruction in multiple medias. The majority of students in this class are visual and auditory learners. I will use PowerPoint presentations and class discussion to scaffold their learning and understanding. I will also provide planning sheets with specific instruction as well as vocabulary sheets to help focus students on specific terms they need to know. It is important with this class to give reminders on timing and when things are expected to be finished. As a group, they tend to get off task often, but respond well to verbal redirection. Throughout the learning segment there are opportunities for students to participate in partner and group work and discussion. There are some students that prefer to work alone, so there will also be opportunities for individual work and instruction.

What are the visual art dispositions of this group that are relevant to this learning segment? What are common misconceptions in relation to this learning segment?

This group of students are concerned with making things look a certain way. They are interested in copying specific styles of other artists and are often self-conscious with how their work looks and if it is 'right.' My intention with this learning segment is to help students hone in on their own artistic style while exposing them to other types of art that are not in their realm of popular culture.

It is a common misconception that Middle School students are only concerned with their own social interactions,

Identify research and theory that support your choices, adaptations, and understanding of your students.

The students in my room learn in a variety of ways. I have identified which students are more visual, auditory, or tactile learners and I am planning for instruction to accommodate them. Gardner's Theory of Multiple Intelligences states that we all hold each intelligence, but are stronger in different areas. I am using this theory to guide my planning by providing multiple learning materials for visual, auditory, and tactile learners. I will discuss our rubric and vocabulary terms with the group, but also provide them with printed versions. Students will have an opportunity to work in a group during the Chopped Challenge, but will work independently on their project. Students are given multiple opportunities to show their strengths throughout this learning segment. There is group work, independent work, opportunities for painting and building, as well as a written artist statement.

I am planning for several areas of student choice in this learning segment. John Dewey played a key role in progressivism and Student Centered Learning. Dewey was of the thought that students learn best through exploration and experience. In this learning segment I will have students experiment with new materials and methods of assemblage both in the Chopped Challenge and in their final projects. Students will make their own rules as to what social, political, or cultural issue they want their work to reveal, as well as choosing their materials, method of assemblage, and color schemes. I will only limit the students to up to 3 materials, not including paint and methods of assemblage.

LEARNING OBJECTIVES & VISUAL ART STANDARDS

National Core Art Standards <i>(list grade level specific number and text)</i>	Learning Objectives	Learning Tasks & Assessment Alignment
<p>VA:Re.7.1.6a Identify and interpret works of art or design that reveal how people live around the world and what they value.</p>	<p>Interpreting Art:</p> <p>Students will deepen their understanding of how works of art and design reveal social, political, and cultural issues through use of material and display.</p>	<p>Learning Tasks:</p> <ul style="list-style-type: none"> • PowerPoint presentation including works of art and design that use found or recycled materials • Small group and class discussions on works of art presented in PowerPoint • Exit Ticket reflecting on how artists use material to reveal social, political, and cultural issues. <p>Assessments/Feedback:</p> <ul style="list-style-type: none"> • Class discussion during PowerPoint presentation as initial assessment of student understanding • Group and individual discussions with verbal feedback as formative assessment. • Rubric with written feedback and artist statement as summative assessment.

<p>VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>	<p>Developing Works of Art/Design:</p> <p>Students will design three-dimensional forms through investigation of social and cultural meaning.</p> <p>Students will demonstrate the ability to experiment, innovate and take risks through the process of creating a three-dimensional sculpture from found and recycled objects.</p>	<p>Learning Tasks:</p> <ul style="list-style-type: none"> • ‘Chopped’ activity for ideation and practice of assemblage techniques and material use. • Sketch worksheet for sculpture ideation. • Apply assemblage techniques to final sculpture.
		<p>Assessments/Feedback:</p> <ul style="list-style-type: none"> • Mini critique on ‘Chopped’ activity for initial assessment of student ability. • Verbal feedback throughout art making as formative assessment. • Rubric and artist statement with written feedback as summative assessment.
<p>VA:Cr3.1.7a Reflect on and explain important information about personal artwork in an artist statement or another format.</p>	<p>Relating Art to Context:</p> <p>Students will demonstrate the ability to reflect on and explain their choices in developing a three-dimensional work of art that investigates social and cultural meaning in an artist statement.</p>	<p>Learning Tasks:</p> <ul style="list-style-type: none"> • Artist Statement Pre-Write • Artist Statement
		<p>Assessments/Feedback:</p> <ul style="list-style-type: none"> • Rubric with written feedback as summative assessment.

ACADEMIC LANGUAGE		
Language Demands <i>(Describe language demands that are essential to this learning segment)</i>	Planned Supports <i>(Instructional strategies, learning tasks, & materials)</i>	Assessments/Evidence of Learning
<p>Language Function:</p> <p>Interpret</p>	<ul style="list-style-type: none"> • The PowerPoint Presentation will have examples of artwork and a short video to promote class discussions. • Students will be guided through art interpretation following Feldman’s Model of Art Criticism in both their Chopped Challenge Critique and in the PowerPoint presentation. 	<ul style="list-style-type: none"> • Students will interpret their own work and work of their peers through the Chopped Challenge Critique. • Students will interpret works of art and design by professional artists through a PowerPoint Presentation and be formatively assessed through group and

		individual conversations.
<p>Vocabulary: (list & define)</p> <p>Describe – A written or spoken report of how something looks.</p> <p>Analyze – To break something down, to determine the elements or essential features.</p> <p>Interpret – To explain the meaning of something, to understand.</p> <p>Evaluate – To judge the quality or importance of something.</p> <p>Assemblage – A grouping of found or unrelated objects. Similar to collage, but in 3D form.</p> <p>Abstract – Unrealistic, using shapes, forms, colors, and textures to represent something.</p> <p>Transformative – Causing a major change to something.</p> <p>Environmentalism – Concern about and action aimed at protecting the environment.</p> <p>Found Object Art – Art created from undisguised, but often modified, objects or products that are not normally considered materials from which art is made, often because they already have a non-art function.</p> <p>Tara Donovan – New York based sculptor known for site-specific installation art using everyday materials.</p> <p>Tim Noble & Sue Webster – London based artists working with assemblage, light, shadow, and humor to address society’s attitude towards trash and reuse.</p>	<ul style="list-style-type: none"> • Vocabulary will frequently be used in discussions and demonstrations. • Vocabulary will be presented in the PowerPoint as well as given in a handout. 	<ul style="list-style-type: none"> • Students will be formatively assessed for knowledge of vocabulary through group and individual conversations. • Students will complete a Kahoot quiz as summative assessment for vocabulary knowledge. • Students will write an artist statement as evidence of their understanding of and ability to use vocabulary terms in their own writing to reflect on and relate art to context.
<p>Discourse (or Syntax):</p> <p>Students will write an artist statement to demonstrate their ability to reflect on and explain their choices in developing a three-dimensional work</p>	<ul style="list-style-type: none"> • Students will practice using vocabulary, reflecting on, and explaining their choices through an Artist Statement 	<ul style="list-style-type: none"> • Students will complete an Artist Statement Pre-Write as formative assessment.

of art that investigates social and cultural meaning.	Pre-Write. <ul style="list-style-type: none"> I will show examples of Artist Statements to help students better understand the purpose and structure of an artist statement. 	<ul style="list-style-type: none"> Students will complete a written Artist Statement as evidence of learning and summative assessment. Students will be assessed based on a rubric with written feedback.
---	---	---

LESSON #1

Descriptive Lesson Title: Art Room ‘Chopped’

Lesson Description:
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

Students will be introduced to the television series ‘Chopped’ with a short video. Students will be divided into small groups to discuss how this could relate to the art world/art classroom. The class will then share their ideas out loud. Students will reconvene with their groups as teams and be given their items for their ‘Chopped’ challenge. There will be a timer on the SmartBoard and students will begin art making. Following cleanup, students will participate in a mini-critique of their work and determine who is ‘Chopped.’

Materials:
(Instructional, art making, and organizational materials required for this lesson)

SmartBoard, Internet Access, Pencil, Paper Bags, Toilet Paper Rolls, Straws, Rubber Bands, Paper, Cardboard, QTips, Wire etc. Glue, Scissors, Markers, Colored Pencils, Paint, Paint Brushes

Instructional Strategies & Learning Tasks
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
10-15min	Introduce ‘Chopped Junior’ short video. After the video, divide students into small groups and instruct them to discuss how this show could relate to the art classroom. Bring students attention back to full class discussion and share ideas.	Students will watch the video and discuss how chopped could relate to the art classroom in small groups. Students will then share their ideas out loud to the class.	<p>The video of ‘Chopped Junior’ will help students visualize and understand their task for the day.</p> <p>I will strategically divide students into groups that will support them in staying on task.</p>
10min	Introduce ‘Chopped’ art room challenge. Review connections between the video and what we are doing in class. Instruct students to reform their small groups and hand out mystery materials. Begin timer on the SmartBoard.	Students will listen to instructions and form groups to begin their challenge.	<p>Review the similarities between the television show and the activity to ensure student understanding.</p> <p>Remind students that at least one of each item must be used in their sculpture.</p>

30min	Keep students motivated and on task throughout their challenge. Engage with students on their making by asking questions and giving suggestions. Give reminders for timing and refer to the SmartBoard timer.	Students will work collaboratively using materials in their bags and access prior knowledge to create assemblage art with found materials in 30min.	Timer on SmartBoard to motivate and keep students on track, and build excitement. One on one encouragement and discussion throughout challenge.
10min	Count down last 10 seconds. Give instruction for cleanup and sculpture storage.	Students will follow clean up instruction and store sculptures for mini critique.	Give specific instruction on where to leave supplies and sculptures.
5 – 8 min	Discuss and review critiques from past lessons. Go over critique etiquette and expectations via PowerPoint presentation. Introduce mini-critique for 'Chopped' challenge and instruct students to display their work and gather for critique.	Students will engage in review by providing their own insights and understanding. Students will also participate in discussion about critique etiquette and expectations. Students will display their work and gather for critique.	PowerPoint slide of critique etiquette and expectations will stay on the SmartBoard for reference throughout critique to support IEP student in social language skills.
20min	I will encourage group discussion on each sculpture and give verbal feedback. I will use open-ended questions to promote student thinking.	Students will participate in the critique by offering suggestions to their peers and giving positive feedback on their final product.	I will refer to the PowerPoint slide on critique etiquette and expectations if students become off topic.

Relevant Assessments & Planned Feedback (*Initial, Formative, and/or Summative*)

This lesson as a whole is designed as an initial assessment of students' knowledge in assemblage techniques, three-dimensional art making, and ability to problem solve. The mini-critique serves as formative assessment through verbal feedback from students and teacher.

Teacher Self-assessment/Reflection: (*To be completed following teaching; include connections to relevant theory*)

LESSON #2

Descriptive Lesson Title: Assemblage & Found Object Artist Presentation

Lesson Description:

(*Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson*)

This lesson will introduce our focus artists and their artwork through a PowerPoint presentation. Students will be guided through Feldman's Model of Art Criticism to interpret each work of art presented. There will be a class discussion around these works and vocabulary included in this learning segment. The discussion will include questions and prompts from the teacher, but will be dependant on student interaction. Students will deepen their understanding of how works of art and design reveal social, political, and cultural issues through use of material and display.

Materials:

(Instructional, art making, and organizational materials required for this lesson)

SmartBoard, PowerPoint, Speakers, Vocabulary Sheet

Instructional Strategies & Learning Tasks

Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
6min	Hand out vocabulary sheets. Instruct students to take notes and to pay attention for vocabulary throughout PowerPoint.	Listen to instruction and help pass out vocabulary sheets.	Print out of vocabulary terms and definitions for students to follow along with PowerPoint.
15min	Show PowerPoint and introduce artists and vocabulary terms. Guide students through Feldman's Model of Art Criticism to interpret works of art and design. Ask open-ended questions to encourage class discussion and deepen student understanding.	Students will participate in class discussion. Students will answer prompts and questions thoughtfully while taking notes on artists and vocabulary terms.	Repeat what students say to affirm that their ideas are valid and also to ensure all students hear what is being discussed. Make connections throughout instruction to past lessons, other art works, and comments from students. This will encourage other students to participate.
15min	Introduce Landfill Harmonic video and ask students to think about how this could relate to what we have been discussing. Play Landfill Harmonic video.	Students will watch video and think of ways the video relates to our discussion.	N/A
10min	Guide students through discussion on environmentalism and the similarities and differences between the artists we looked at and the Landfill Harmonic video. Use open-ended questions to help students understand how artists advocate for environmental change with their use of materials. Ask open-ended questions about how materials can affect the message in an artwork and how we can use this in our own art making.	Students will participate in class discussion and offer ideas on ways we recycle in the school or advocate for environmental change. Students will offer ideas on ways artists use materials to reveal social, political, or cultural issues.	N/A

Relevant Assessments & Planned Feedback *(Initial, Formative, and/or Summative)*

The PowerPoint presentation will serve as both initial and formative assessment of student knowledge and understanding of artists and vocabulary terms. Feedback will be given verbally throughout discussion.

Teacher Self-assessment/Reflection: *(To be completed following teaching; include connections to relevant theory)*

LESSON #3

Descriptive Lesson Title: Art Without Waste Project Introduction and Preliminary Sketch Designs

Lesson Description:

(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

This lesson will introduce students to their Art Without Waste project. Students will make connections between what they are being asked to construct and the artists' work we looked at in the previous lesson. Students will be introduced to their rubric and guidelines for the project. Students will begin their preliminary sketch designs that will be used to develop three-dimensional forms through investigation of social and cultural meaning. Students will demonstrate the ability to experiment, innovate and take risks through the process of creating a three-dimensional sculpture from found and recycled objects.

Materials:

(Instructional, art making, and organizational materials required for this lesson)

SmartBoard, Sketch Design Worksheets, Pencils, Rubrics

Instructional Strategies & Learning Tasks

Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
5min	Review PowerPoint, artists, vocabulary and video with class.	Students will participate in review of past lesson and demonstrate an understanding of vocabulary terms.	Student participation in the review will refresh their knowledge of the artists as well as their ideas for their project. It will also encourage them to verbalize learning while filling in classmates that may have been absent.
5min	Introduce Art Without Waste Project. Encourage students to begin thinking about materials and assemblage techniques.	Students will participate in ideation for Art Without Waste Project. Students will share ideas for materials and assemblage techniques.	Offer ideas on materials to use and connections to those materials to help students that may be unsure on how to proceed. Give specific examples on art works we have looked at and revisit artists from PowerPoint.
5min	Introduce Art Without Waste Rubric. Go over guidelines and success criteria with students.	Students will participate in rubric introduction. Students will confirm their understanding of guidelines and success criteria.	Giving students a printed version of the rubric for them to see before, during, and after their project will help focus them on the learning objectives and ensure they

			are aware of success criteria.
15min	Introduce design plan worksheet. Hand out worksheets. One-on-one discussions about ideas.	Students will begin preliminary sketches and ideation for Art Without Waste project. They will think about materials to use, access to those materials, and connections between material and meaning.	The design plan worksheet has a space to write what materials will be used. This will help students focus on making a connection between the material and it's meaning rather than focusing on what their sculpture looks like.
3min	Instruct students to clean up and collect design plan sheets.	Students will clean up area and turn in design plan sheets.	N/A
5-7 min	Hand out exit tickets and instruct students to answer the question, "How does the plan for my sculpture connect to the work of Tara Donovan, Tim Noble & Sue Webster, or Landfill Harmonic?"	Students will fill out exit ticket and hand in before being dismissed.	Exit tickets help students refocus on the learning objectives for the day. It helps remind them what they are learning and why. The specific exit ticket question for this lesson helps them make connections between past lessons and what they are currently working on.
Approx. 9 days of 83 min blocks	Review expectations for Art Without Waste Project each day. Review vocabulary terms and rubric periodically. Provide verbal feedback during work time. One-on-one conversations during work time.	Students will continue to work on design plan worksheets and begin collecting materials for sculpture. Students will use class time productively to complete Art Without Waste Project.	Learning objectives and success criteria presented on SmartBoard each day.

Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

Discussions and sketch design sheets will serve as formative assessment for this lesson. Students will be introduced to their rubric, which will serve as a summative assessment with written feedback.

Teacher Self-assessment/Reflection: (To be completed following teaching; include connections to relevant theory)

LESSON #4

Descriptive Lesson Title: Vocabulary Quiz & Artist Statement Writing

Lesson Description:

(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

Students will be quizzed on their knowledge of vocabulary terms through a Kahoot (interactive game on SmartBoard and ChromeBooks). Students will then be introduced to and presented with Artist Statement examples. Students will complete an Artist Statement pre-write and apply written feedback to their final Artist Statement. Students will demonstrate the ability to reflect on and explain their choices in developing a three-

dimensional work of art that investigates social and cultural meaning in their Artist Statement.

Materials:

(Instructional, art making, and organizational materials required for this lesson)

SmartBoard, PowerPoint, Chrome Books, Pre-Write Worksheets, Pencils

Instructional Strategies & Learning Tasks

Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
15min	Explain Kahoot guidelines to students. Hand out ChromeBooks and provide students will Kahoot access code. Begin Kahoot Vocabulary Quiz.	Students will retrieve their ChromeBooks and log in to the Kahoot quiz.	Read aloud questions and answer options for students who may not be able to read either due to the distance of the SmartBoard or reading comprehension level, or speed of the quiz. Turning the quiz into a game makes learning vocabulary more fun for students while still being able to assess student knowledge.
10min	Present Artist Statement samples in a PowerPoint. Ask open-ended questions to students to assess understanding of content.	Students will discuss similarities and differences in Artist Statement samples. Students will brainstorm ideas for what to include in their own Artist Statements.	Showing examples of artist statements helps students generate ideas for their own artist statement. This provides a concrete and visual example on the proper structure and necessary information included in an artist statement.
5min	Introduce and explain procedures for Artist Statement Pre-Write. Hand out Pre-Write Worksheets.	Students will listen to instruction for Artist Statement Pre-Write.	Giving students a pre-write for their artist statement helps them organize their thoughts. It also lets them know and understand the necessary information to include in an artist statement.
20min	Provide both written and verbal feedback on individual Pre-Write Worksheets.	Students will use class time productively to complete Artist Statement Pre-Write.	Giving individual instruction and feedback on pre-writes during work time helps students learn to correct themselves as they work.

30min	Inform students they should be at a point to begin work on their final Artist Statement. Provide students with Chrome Book when ready to write statements.	Students will use their Pre-Write Worksheet as a guide to write final Artist Statement. Students will use work time productively to complete Artist Statement.	Students are able to access their ArtSonia accounts outside of class if they have access to a computer and internet. This supports student with IEP by providing extra time to finish their Artist Statement in a distraction free zone.
-------	--	--	--

Relevant Assessments & Planned Feedback
(Initial, Formative, and/or Summative)

Individual conversations with students will serve as formative assessment and verbal feedback will be given. Students will be summatively assessed based on their rubric and given written feedback.

Teacher Self-assessment/Reflection: (To be completed following teaching; include connections to relevant theory)