Thematic Unit: Visual Art Standards and Comics

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General Information

Time Span:
This project as well as the various elements that can be found within it can be modified to accommodate for a more specific set of needs. On average this lesson may take anywhere from one week to a month depending on what amount of elements from the various lessons are being utilized.

Grade Level:
The grade level will vary from project to project and any project may be modified to suit the needs of your grade level. These projects are all very diverse and therefore may be applied to grade levels K-12.

Classroom Setup:
The classroom is setup for thirty four students. It is setup in a U formation, with two sets of rows on all sides of the U. I tend to teach from the open area of the U and the rows closest to me have six people in each row, whereas the rows furthest from me have five students in each row.

Materials/resources:
Multiple materials will be necessary for the different projects and each project has under the materials section a list of all materials that will be necessary for a given project.

Intended Audience:
The intended audience is meant to consist of: students within the classroom, peers across various grade levels, and possibly parents and administrators.

Objectives: What will be learned and achieved?
The objectives can be located within each lesson to provide more specific details as to what the students are expected to learn.

Content: Curriculum Area/Skills
Throughout this project students will be focusing heavily on the curricular areas of reading, writing, social science, and theatre.

Standards Addressed:
Reading:
2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, charts, maps) make information accessible and usable.
2.2 Analyze text that is organized in sequential or chronological order.
Writing:
3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).
Visual Art:
2.7 Communicate values, opinions, or personal insights through an original work of art.

4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.

Theatre:

1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.

2.2 Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations.

Artistic Perception: Elements of Art

Curricular Area:
> Reading, Writing, and Visual Art

Grade Level:
> Kindergarten-12th

Teaching Objectives:

Cognitive: Analyze and respond to a piece of art.	**Social:** Work collaboratively in pairs and organize vocabulary terms.
Affective: Communicate relevant ideas about a visual piece or art.	**Artistic:** Evaluate a piece of art through the use of the elements of art.

Standard:
> Artistic Perception:
>> 1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.

Rationale for Adaptations:
> Depending on the grade level that teachers may be working with, they may select to modify the vocabulary terms taught in the opening. Rather than utilizing all six of them, it may be necessary to only teach three of them. Also, within the lesson the teacher may choose to provide more or less of the questions for analyzing the piece of art.

Space Required:
> Throughout this project students will be working out of their seats. They will also be moving into a pair throughout the lesson.

Materials Needed:
> ❖ Blank sheet of butcher paper for teacher pictorial.
> ❖ Element of arts terms found in lesson opening.
> ❖ Textbook to select an image
> ❖ White sheet of paper for art evaluation
> ❖ Colored pencils for show color
> ❖ Final copy of Comic Experience

Life Skills:
> ❖ Teamwork: working in pairs.
> ❖ Critical Thinking: analyzing a piece of art while utilizing key terms
> ❖ Planning/Organizing: planning and organizing their thoughts for the responses
> ❖ Social Skills: collaborating and working with other individuals.

Lesson:
    Opening:
            T- Introduce Hook-Ups A and B.
            S- Perform Hook-Ups A and B.
            T- Create a pictorial with each of the following elements of art: line, shape, form,
                space, color, and texture. Draw image and write word on chart paper. Watch
                the video at the following link for a review of all concepts listed below:
                http://www.youtube.com/watch?v=nBem1EeO88w&feature=related
                    • Line: is the line horizontal, vertical, straight, curved, thin, or thick
                    • Shape: is the shape geometric (i.e. triangle, square) or free formed
                    • Form: is the shape 3-dimensional; think length, width, and height
                    • Space: is the area between and around objects, can also include depth
                    • Color: is hue (name), value (how light or dark), and intensity (light
                      or dark)
                    • Texture: is seen and felt (rough or smooth)
            S- Chorally chant the vocabulary term.
            T- Create a gesture for each vocabulary word and play Simon Says vocab game.
            S- Play Simon Says vocab game and review vocab words.

    Implementation:
            T- Find a painting or image in a textbook that is suitable to grade level and
                handout a white sheet of paper.
            S- Take the paper and fold it three times so that eight panels are available to work
                with.
            T- Write the following term in panel 1: line and review definition.
            S- Write the term line and draw examples of line that they see.
            T- Write the following term in panel 2: shape and review definition.
            S- Write the term shape and draw examples of various shapes that they see.
            T- Write the following term in panel 3: form and review definition.
            S- Write the term form and draw examples of form that are noticeable. (Form may
                be more difficult for lower grades; 3D shapes are more difficult to create.)
            T- Write the following term in panel 4: space and review definition.
            S- Place the term space in the panel and recreate examples that they may see. (If
                you touch the tip of your thumb and pointer finger, the inside area is space.)
            T- Write the term color in panel 5 and review definition.
            S- Place the term color in the panel and write down the different colors they see;
                think of hue, value, and intensity. (Modification: provide students with colored
                pencils and have them shade in the colors that they see.)
            T- Place the term texture in panel 6 and review definition.
            S- Write the term in the panel and recreate the texture they see (rough or smooth).

    Closure:
            T- Instruct class to take out Comic Experience materials and have them conduct
                the same evaluation as in the lesson on their own work.
            S- Select their favorite panel from their own comic.
            T- Place the six terms for the elements of art on the board.

S- In pairs: both partners analyze and respond to partner A's work, then partner B's work.

T- Reiterate the notion that students were working on key terms which relate to Artistic Perception.

S- Turn in assignment as ticket out of the door.

Comic Connection:

As a modification have students carry their final draft of the Comic Experience with them and play the mingle game. Get students into pairs and have them switch materials. At this point they should take a seat and begin analyzing a panel through the use of the key vocabulary.

Rubric:

	1	2	3	4
Analyze and respond to a piece of art.	Minimally analyzes and responds to a piece of art.	Partially analyzes and responds to a piece of art.	Adequately analyzes and responds to a piece of art.	Fully analyzes and responds to a piece of art.
Communicate relevant ideas about a visual piece or art.	Improperly communicates relevant ideas about a visual piece or art.	Limited communication of relevant ideas about a visual piece or art.	Adequately communicates relevant ideas about a visual piece or art.	Outstandingly communicates relevant ideas about a visual piece or art.
Evaluate a piece of art through the use of the elements of art.	Rarely evaluates art through the use of the elements of art.	Partially evaluates art through the use of the elements of art.	Reasonably evaluates art through the use of the elements of art.	Clearly evaluates art through the use of the elements of art.
Work collaboratively in pairs and organize vocabulary terms.	Unacceptable collaboration in pairs and organization of vocabulary terms.	Acceptable collaboration in pairs and organization of vocabulary terms.	Excellent collaboration in pairs and organization of vocabulary terms.	Exemplary collaboration in pairs and organization of vocabulary terms.

Creative Expression

Curricular Area:
Writing, Visual Art, and Technology

Grade Level:
5th-12th

Teaching Objectives:

Cognitive: Design and create a website that represents work with comics.	**Social:** Showcase website with others.
Affective: Communicate relevant ideas about a visual piece or art.	**Artistic:** Apply the elements of design to the creation of the website.

Standards:
Writing:
2.a. Establish a topic, important ideas, or events in sequence or chronological order.
Visual Art:
2.7 Communicate values, opinions, or personal insights through an original work of art.
Technology:
4.4 Understand effective technologies used in Web site development and the Internet.

Rationale for Adaptations:
Throughout the lesson students will be working on designing a website that incorporates the elements of art within its design. The students may be paired up in order to help each other throughout the process. They could also set up a buddy system in which case whenever they are stuck at a certain part; they could then ask their buddy.

Safety Considerations:
It may be important to check into your school districts policy for working with the design and build of a website.

Space Required:
Students will not need a great deal of space as they will be working on a website for the lesson.

Materials Needed:
❖ Computer with access to the internet website: www.wix.com.
❖ Students will need an e-mail address in order to open an account or they can utilize the teachers account.
❖ A projector should be utilized to show all of the individual steps.

Life Skills:

      Marketable Skills: create and design a webpage from scratch.
      Cooperation: cooperate with their buddy for help
      Problem Solving: solve various problems that relate to design of webpage

Lesson:

      Opening:
            T- Showcase the address bar and type in www.wix.com.
            S- Enter the web address in the address bar: www.wix.com.
            T- Model how to create an account. Click on sign up and type in e-mail and
                password. (Remind students to write down e-mail address and password.)
            S- Click on sign up and type in e-mail and enter password.
            T- Log in after creating an account.
            S- Log in after creating account.
            T- Click on create at the top of the page, then blank template at left side of page.
            S- Create a blank template.
      Implementation:
            T- Select the blank template and select edit. (A new page will open.)
            S- Select the blank template and select edit.
            T- Click on the background tool bar and select master page.
            S- Explore the various background types and select one.
            T- Discuss the various elements of art with the class.
            S- Explore the various borders and apply one to the background.
            T- Model how to lock and unlock an image on the page. (Click on the red lock to
                lock or unlock. Once a part is locked it can't be edited.)
            S- Lock their background and border.
            T- Select the add toolbar and select text. Add a title to the webpage.
            S- Follow add toolbar, select text, and add title to the webpage.
            T- Select the add toolbar and select text. Add a paragraph to the webpage.
            S- Add a paragraph to the webpage.
            T- Click on the add toolbar and select Pics. Click on Wix on the left hand side
                and enter something in the search.
            S- Add a picture to represent ideas to webpage.
            T- Select the add toolbar and select Page Parts, then Page Areas.
            S- Add a page area.
            T- Move the paragraph and picture from earlier onto the new Page Area.
            S- Place the picture and the paragraph onto the page area.
            T- Select the add toolbar, add Navigation, add Menu. Select a menu style. Then
                drag the menu so that it reaches from one end of the page to the other end of
                the page.
            S- Select a menu to add to the page and stretch it across top of page.
            T- Find the Page Manager on the right side of the screen and select add Master
                Page; add 4 more pages. Note: The only way to work on the new master pages
                it to select them from the page manager.
            S- Add four more master pages.
            T- Change the title of each new master page by selecting it in the Page Manager.

S- Change the title of each new master page.

T- Add a background, frame, text, and paragraph to each new page part.

S- Practice adding background, frame, text, and paragraph to each new page part.

T- Save work at top of the page and publish it. Be sure to write down the web address. After the page has been published you can type in the address and view it as a regular web page.

S- Save their work and view it later.

Note: Now that the basics are understood such as: background, frame, title, picture, menu, and master page, students can employ this new skill set to create a webpage that relates to their comic.

Closure:

T- Inform students that they will be creating a web page that relates to their comic. The title of the webpage should be the title of their comic. The master pages should be titled: about the author, characters, setting, conflict, and resolution. Each page should have an image as well as a paragraph explaining the concept.

S- Create a web page and employ their new skill set.

T- Facilitate the creation of web pages; assist as needed.

S- Continue development of web page.

T- Review how to save and publish site.

S- Save and publish site.

T- Discuss all work that was conducted.

S- Reflect with: What? So what? Now what? chart.

Rubric:

	1	2	3	4
Establish a topic and important ideas related to comic.	Minimally establishes a topic and important ideas related to comic.	Partially establishes a topic and important ideas related to comic.	Adequately establishes a topic and important ideas related to comic.	Fully establishes a topic and important ideas related to comic.
Communicate values and opinions through an original work of art.	Improperly communicates values and opinions through an original work of art.	Limited communication of values and opinions through an original work of art.	Adequately communicates values and opinions through an original work of art.	Outstandingly communicates values and opinions through an original work of art.
Understand effective technologies used in Web site development.	Rarely demonstrates understanding of effective technologies used in Web site development.	Partially demonstrates understanding of effective technologies used in Web site development.	Reasonably demonstrates understanding of effective technologies used in Web site development.	Clearly demonstrates understanding of effective technologies used in Web site development.

Historical and Cultural Context

Curricular Areas:
    Visual Art, Reading, Writing

Grade Level:
    3rd-12th

Teaching Objectives:

Cognitive: Evaluate the change and growth of comics over the four ages.	**Social:** Discuss and provide examples for comparison and contrast of different ages.
Affective: Communicate relevant ideas about the changes in styles.	**Artistic:** Write about the different works of art.

Standards:
    Visual Arts:
        3.4 View selected works of art from a major culture and observe changes in
            materials and styles over a period of time.
    Reading:
        2.4 Draw inferences, conclusions, or generalizations about text and support them
            with textual evidence and prior knowledge.
    Writing:
        c. Develop the topic with simple facts, details, examples, and explanations.

Rationale for Adaptations:
    Throughout this activity students will be analyzing the growth that has occurred within
    comics over the many years of their existence and drawing samples to represent each era.
    To modify the activity the educator can showcase fewer examples or only focus on
    several examples of different eras rather than on the full gamut.

Space Required:
    Students will be working on this project from their seats. The amount of space necessary
    is relegated to the regular confines of the classroom.

Materials Needed:
    ❖ Computer with a Projector
    ❖ The PDF File to showcase the various eras of artwork slide show
    ❖ Pencil, White Paper
    ❖ Koosh Ball
    ❖ K-W-L Chart

Life Skills:
    ❖ Critical Thinking: analyzing and comparing artwork
    ❖ Planning/Organizing: planning and organizing their thoughts for the responses
    ❖ Social Skills: collaborating and discussing work with the class.

Lesson:

Opening:

T- Begin with Hook-Up B and the Lazy Eight.

S- Stand and run through Hook-Up B and the Lazy Eight.

T- Write a K-W-L chart on the board. (A box with three vertical columns entitled: What you know? What you want to know? What you learned?)

S- Catch the Koosh Ball and provide an answer in regards to what they know about comics and what they want to know.

T- Model the creation of a keyhole book. (Note: View step by step directions in Handouts Section.)

S- Create a keyhole book.

Implementation:

T- Showcase Presentation with projector.

S- Place presentation title on cover of keyhole book; draw an image.

T- Present the second slide and discuss the Golden Age.

S- List what they see on page 2; think colors and themes.

T- Present the third slide and discuss the Silver Age.

S- List what they see on page 3; think colors and themes.

T- Present the fourth slide which compares the Golden Age to the Silver Age.

S- Compare and contrast the Golden Age and Silver Age on page 4.

T- Review and discuss the Bronze Age on page 5.

S- List what they see on page 4; think of the colors and themes.

T- Showcase the Silver and Bronze Ages on page 6.

S- Compare and contrast the Silver Age to the Bronze Age on their next page.

T- Explain the Modern Age.

S- List what they see in the comic; think of the colors and themes.

T- Showcase the last page and point out a few of the differences with artwork.

S- Write one paragraph explaining how comics have changed over time.

Closure:

T- Review and facilitate a discussion about the various ages.

S- Think-pair-share about their ideas of the future of comics.

T- Revisit the K-W-L chart on the board; fill in the L portion.

S- Explain what they learned about the progression of comics.

T- Discuss the growth of comics and possible direction of comics in the future.

S- Reflect in journals: What? So what? Now what?

Rubric:

	1	2	3	4
Evaluate the change and growth of comics over the four ages.	Minimally evaluates the change and growth of comics over the four ages.	Partially evaluates the change and growth of comics over the four ages.	Adequately evaluates the change and growth of comics over the four ages.	Fully evaluates the change and growth of comics over the four ages.
Communicate relevant ideas about the changes in styles.	Improperly communicates relevant ideas about the changes in styles.	Limited communication of relevant ideas about the changes in styles.	Adequately communicates relevant ideas about the changes in styles.	Outstandingly communicates relevant ideas about the changes in styles.
Write about the different works of art.	Rarely demonstrates writing about the different works of art.	Partially demonstrates writing about the different works of art.	Reasonably demonstrates writing about the different works of art.	Clearly demonstrates writing about the different works of art.
Discuss and provide examples for comparison and contrast of different ages.	Unacceptable discussion and provision of examples for comparison and contrast of different ages.	Acceptable discussion and provision of examples for comparison and contrast of different ages.	Excellent discussion and provision of examples for comparison and contrast of different ages.	Exemplary discussion and provision of examples for comparison and contrast of different ages.

Aesthetic Valuing

Curricular Area:
        Visual Arts and Writing

Grade Level:
        Kindergarten-12th

Teaching Objectives:

Cognitive: Critically analyze an image with various details in mind.	**Social:** Discuss as a class and select key points necessary for creation of rubric.
Affective: Communicate relevant ideas necessary for rubric and evaluation.	**Artistic:** Analyze and make judgments about a key piece of artwork based on a student created rubric.

Standards:
        Visual Arts:
                4.3 Develop and use specific criteria as individuals and in groups to assess works
                    of art.
                4.4 Assess their own works of art, using specific criteria, and describe what
                    changes they would make for improvement.

Rationale for Adaptations:
        This project allows student to compare works of art, create a rubric for the assessment of
        a piece of art, and the actual assessment for the artwork itself. This project can be
        modified to accommodate lower grade levels by simply focusing on the elements of art
        mentioned in the first lesson plan. Furthermore, it can be modified by creating fewer
        points by which to assess a piece of art.

Space Required:
        Students will be working out of their seats; therefore a minimal amount of space is
        necessary.

Materials Needed:
    ❖ Student developed rubric
    ❖ Student created final comics
    ❖ Koosh ball
    ❖ Art Evaluation Form (Handouts Section of Lesson Plan)
    ❖ Reflection Form (Handouts Section of Lesson Plan)
    ❖ Image of *Starry Night* by Van Gogh

Life Skills:
    ❖ Critical Thinking: Students will critically analyze an image.
    ❖ Planning and Organizing: Students will plan, organize, and create a rubric to evaluate art.
    ❖ Communication: Students will communicate and select key points necessary for rubric.

Lesson:

Opening:

T- Explain the significance of movement and run class through cross crawls and Hook-Up A.

S- Complete the Cross Crawl as well as Hook-Up A.

T- Explain the idea that students will be evaluating a piece of art, then going back through and creating a rubric.

S- Think-pair-share on the idea of what the purpose of a rubric is.

T- Showcase the image to the right. It can be found in a larger size in the Handout Section.

S- Simply observe the painting by Van Gogh in silence.

Implementation:

T- Hand out the Art Evaluation sheet which can be found in the Handout Section.

S- Answer the first two questions on the Art Evaluation sheet.

T- Toss the Koosh ball around and get several responses from students.

S- Catch the Koosh ball and provide responses to questions 1 and 2.

T- Review the meaning of questions 3 and 4 with the class.

S- Answer questions 3 and 4 and share answers with an elbow partner.

T- Discuss the notion of some images representing real life and others not representing real life.

S- Respond to questions 5 and 6.

T- Explain that a reflection is significant because it allows the writer to jot down key points without having to worry about being right or wrong.

S- Answer questions 7, 8, and 9 and be ready to be called on to share answer.

T- Toss the Koosh ball and take several answers.

S- Flip the paper over and identify what they will be assessing: their own comic.

T- Explain that at least one panel from every comic will be assessed.

S- Think of things that they should be looking for in each panel. If they need help they can flip over their Art Evaluation and get ideas.

T- Jot down a list of as many ideas that students can mention in a minute.

S- Write down the three most important and think of a definition for each. (i.e. Setting- because it gives information to the viewer.) This idea of selecting three could be more or less based on your grade level.

T- Create a table on the board with the key word and concept in the left hand side with three columns and the numbers 1, 2, and 3.

	1	2	3
Point A:			
Point B:			
Point C:			

S- Decide on what a one would be and then what a three would be. Next fill in the middle. Do this as a class.

Closure:

T- Complete the rubric with the class and have students take out their final copy of The Comic Experience.

S- Select their favorite panel and evaluate it based on their rubric.

T- Circulate around the class and allow students time to think.

S- Answer the following question: After evaluating your own work, what would you change about it and why? If you wouldn't change anything explain why.

T- Select students at random to provide their answer.

S- Reflect in journals: What? So what? Now what?

Comic Connection:

The students will create a rubric and then evaluate their comic based on certain criteria that they find significant within a panel. This idea can be modified to fit the needs of various other assignments as well.

Rubric:

	1	2	3	4
Critically analyze an image with various details in mind.	Minimally analyzes an image with key points in mind.	Partially analyzes an image with key points in mind.	Adequately analyzes an image with key points in mind.	Fully analyzes an image with key points in mind.
Communicate relevant ideas necessary for rubric and evaluation.	Improperly communicates relevant ideas necessary for rubric and evaluation.	Limited communication of relevant ideas necessary for rubric and evaluation.	Adequately communicates relevant ideas necessary for rubric and evaluation.	Outstandingly communicates relevant ideas necessary for rubric and evaluation.
Discuss and select key points necessary for creation of rubric.	Rarely contributes to discussion of key points necessary for creation of rubric.	Partially contributes to discussion of key points necessary for creation of rubric.	Reasonably contributes to discussion of key points necessary for creation of rubric.	Clearly contributes to discussion of key points necessary for creation of rubric.
Analyze and make judgments about a key piece of artwork based on a student created rubric.	Unacceptably analyzes and makes judgments about a piece of artwork.	Acceptably analyzes and makes judgments about a piece of artwork.	Excellently analyzes and makes judgments about a piece of artwork.	Exemplarily analyzes and makes judgments about a piece of artwork.

Connections, Relationships, and Applications

Curricular Area:
    Visual Arts, Reading, and Writing

Grade Level:
    Kindergarten-12th

Teaching Objectives:

Cognitive: Critically think about decisions that need to be made in order to create machine.	**Social:** Teamwork is necessary as students will be creating a machine that moves.
Affective: Communicate relevant concept related to the image provided.	**Artistic:** Create a moving structure that consists of all members in the group.

Standards:
    Visual Arts:
        5.1 Research how art was used in theatrical productions in the past and in the
            present.
    Theatre:
        5.1 Use theatrical skills to dramatize events and concepts from other curriculum
            areas, such as reenacting the signing of the Declaration of Independence in
            history social science.
    Dance:
        2.2 Invent multiple possibilities to solve a given movement problem and analyze
            problem-solving strategies and solutions.

Rationale for Adaptations:
    This is a modified version of Tableau in which case students will create a moving
    machine. It can be modified by selecting an image with less going on it or teachers can
    modify the amount of people in each group based on the grade level.

Safety Considerations:
    Throughout this activity students will enter a given space and they will turn into a
    moving machine. The students will view an image and select one aspect from it and
    model that image with their bodies. They need to be aware of their surroundings as well
    as their own kinospheres.

Space Required:
    An ample amount of clear space will be necessary for this activity.

Materials Needed:
    ❖ Reflection Worksheet (Located in Handouts.)

Life Skills:
    ❖ Teamwork: Students will work in teams to reach end goal.
    ❖ Decision Making: Students will need to make decisions in relation to what they
        will be.

- ❖ Problem Solving: Students will generate solutions to physical problems.
- ❖ Planning and Organizing: Students will create a plan of action for their performance.

Lesson:

Opening:

T- Inform students to stand and touch three walls in the class and take a seat with their hands on their desks.

S- Touch three walls in the classroom and find their seats.

T- Showcase an example of a comic that is student based work.
  (It will be helpful to find an image that consists of more details.)

S- Point out all of the details that can be found within the image.

T- Review the concept of Tableau (students freeze and create a scene as a group.)

S- Think-pair-share with an elbow partner about their last Tableau.

Implementation:

T- Explain that this time around students will be creating a moving Tableaux, which is known as a Machine.

S- Play the mingle game and get into groups that consist of six students.

T- Seat all students with their group and use the clap to grab their attention.

S- Listen to the directions provided by the instructor.

T- Explain the concept of the Machine: Students will select a scene from one group members comic. They will plan and coordinate how each member will actively serve as a part of the scene. Each member will then get into the tableaux, the difference is they will be in a stationary position but their bodies will show movement. (Ex. Two feet on the ground in a stationary position, but hands are modeling the driving of a car.) Students will enter their Machine and continue their movements for a count of ten. At this point the Machine will be over. Review the goal of the team: Make each other look good.

S- Select a scene from one group member's final comic. Plan the moving Tableaux which is also known as the Machine. Practice going from a line on the back wall to the Machine.

T- Give students the one minute warning call, so that they know to get in position in a line with their backs to the back wall.

S- Get ready in line, in a neutral position, and come into Machine formation.

T- Add the concept of a sound. Explain that every member of the group will contribute by creating a sound that represents their part of the image.

S- Get ready in line, in a neutral position, and come into the Machine formation with a sound.

T- Congratulate the class on a job well done and add the next part to it. Rather than creating a still Machine with Sound, the groups will be creating a Machine that moves with sound from one part of the classroom to another.

S- May select the entire image or a component of the image.

T- Allow students to practice their moving Sound Machine.

S- After ample practice time, get in a neutral position as a class, and all groups are to practice a final round prior to performances.

Closure:
> T- Ask students why they took on various roles. The idea is to get students to think about their thinking which is also known as metacognition.
>
> S- Think about their role and why they selected it.
>
> T- Review the overall lesson and the connection between the three domains of art: visual art, theatre, and dance/movement.
>
> S- Explore how music could have been incorporated within the lesson.
>
> T- Provide students with reflection handout.
>
> S- Conduct reflection: What? So what? Now what?

Comic Connection:
> The connection lies in the fact that students were relating their comic scene to various other disciplines of art. This connection can easily be made with an image out of a textbook to theatre or to dance/movement.

Rubric:

	1	2	3	4
Critically think about decisions that need to be made in order to create machine.	Minimally thinks about decisions that need to be made in order to create moving sound machine.	Partially thinks about decisions that need to be made in order to create moving sound machine.	Adequately thinks about decisions that need to be made in order to create moving sound machine.	Fully thinks about decisions that need to be made in order to create moving sound machine.
Teamwork is necessary as students will be creating a machine that moves.	Improper communication shown through teamwork.	Limited communication shown through teamwork.	Adequate communication shown through teamwork.	Outstanding communication shown through teamwork.
Communicate relevant concept related to the image provided.	Rarely demonstrates Machine related to image from comic.	Partially demonstrates Machine related to image from comic.	Reasonably demonstrates Machine related to image from comic.	Clearly demonstrates Machine related to image from comic.
Create a moving structure that consists of all members in the group.	Unacceptable creation of a moving structure that consists of all members in the group.	Acceptable creation of a moving structure that consists of all members in the group.	Excellent creation of a moving structure that consists of all members in the group.	Exemplary creation of a moving structure that consists of all members in the group.

Handouts:

Starry Night by Vincent Van Gogh

Art Evaluation

1. What colors do you see?

2. What do you see in the work or art in front of you?

3. What is going on in this work of art?

4. Does anything you have noticed in this work of art so far remind you of something in your own life?

5. Is this work of art true to life? How real has the artist made things look?

6. What ideas and/or emotions do you think this work of art expresses?

7. Do you have a sense of how the artist might have felt when he or she made this work of art? Does it make you feel one way or another?

8. What would you have called this work of art if you had made it yourself? Does the title of the work, if there is one, make sense to you?

9. What have you discovered from looking at this work of art? Have you learned anything about yourself or others?

What? - What did you see or do?

So what?- What is the significance of the work?

Now what? - How can this information be used in the future?

Keyhole Book: For the sake of this project this should be completed with a regular sheet of white copy paper. Scissors can be used for the cut or a careful tearing will also take care of business.
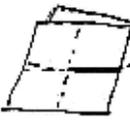
Keyhole Book

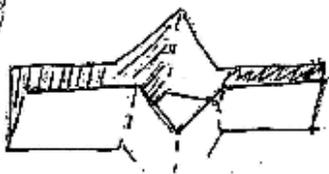① Cut a piece 7" x 14" from your sketchbook and crease lengthwise. Open flat.
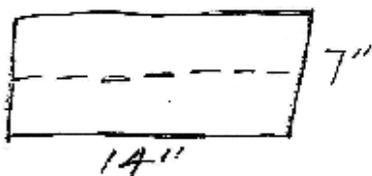
② Accordian-fold in 4 equal increments. Each of the 8 sections is now a square.

③ Fold in half the fold to cut + cut from make the "keyhole" slot (it will cross the 2 center sections
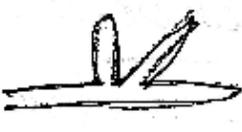
④ Fold along lengthwise crease. Grab 2 end sections + push towards each other

till <u>top view</u> it looks like this: ⊥

then like this

then fold up square book.