

1. Lesson Plan Information	
Subject/Course: Visual Arts	Name: Adapted from Melissa Patterson
Grade Level: Grade 9 Open	Date: October 29
Topic: The Elements of Design	Time and Length of Period: 8:30- 9:45 am (75 minutes)

2. Expectation(s) and Learning Skills
<p>The students will:</p> <ul style="list-style-type: none"> In a small group, develop the knowledge necessary to understand and apply an element of design (line, shape, texture, colour, value, form, or space) by creating an artistic piece which emphasizes the element Explain the organization of visual content, in relation to their specific element, in the creation of their art work Learning skills: each group member must practice performing their tasks as outlined on role cards; each must contribute to group tasks <p>Today, students will:</p> <ul style="list-style-type: none"> Research one element of design giving a definition and locating and describing 3 historical visual examples that represent the element Create a group visual art piece displaying the use of their element of design using designated media (markers, paint, pencils, pencil crayons)

3. Pre-assessment
<p>A. (i) Students</p> <ul style="list-style-type: none"> Recognize the basic elements of design from art history examples analyzed and discussed last class Students have had exposure to the elements of design, including definitions, critical analysis of use, and incorporating into artistic work, throughout their elementary art education (Grade 1-8 Ontario Arts Curriculum). In this manner, this lesson should be a review for the students <p>(ii) Differentiation of content, process, and/or product (may be accommodations and/or modifications)</p> <ul style="list-style-type: none"> G.G., ESL student, has trouble reading English. Group members will explain readings verbally.
<p>B. Learning Environment</p> <ul style="list-style-type: none"> Art room 107 (main floor, arts wing) Students in individual desks during the explanation/demonstration part of the lesson and activity with the teacher at the front of the room (class list and seating plan in right hand drawer of teacher's desk) During the activity, students will work in groups of four and will be need to move their desks together. There must be seven groups in total. Each group will be in charge of one of the elements of design (line, shape, texture, colour, value, form, or space) Students can choose their own groups Adjustments to the learning environment: set out resources on the side table (see below), turn on computers along the back wall; set up data projector and have slide show opened and minimized; set role cards at the front for distribution before activity; have elements of design slips of paper folded and placed in a hat set at the front of the room for use at the

start of the activity

C. Resources/Materials

- Art History textbooks (14 copies, two for each group)
- Markers, paint, pencils, pencil crayons, chart paper
- Dictionaries (14 copies, two for each group)
- Computers in the classroom with Internet access
- The elements of design written on separate pieces of paper and a hat - so that the elements can be drawn from a hat by a member of each of the groups
- Data projector and slide show of famous/recognizable art historical examples. Pictures for the slides were taken from the Yahoo Images website
- Medium weight, textured water colour paper size 10"x10" (seven pieces, one for each group)
- Role cards (7 sets, one for each group)

4. Content (The What)

- Review elements of design:
 - line - a mark on a surface with both direction and length,
 - shape - a disclosed space that is defined by other elements of design, (2 dimensional) – these can be geometric, free-form or organic
 - form- a shape that has height, width, and depth, (3 dimensional) – these can be free-form or organic
 - hue (colour) - produced when light reflects off the eye, and the hue properties of 1) value- the range of lightness and darkness in a hue (i.e., Pink is a tint and maroon is shade of the hue red); 2) intensity – the brightness or dullness of a hue (i.e., A strong bright hue is said to be 'high-intensity"(Pure Green). A faint, dull hue is said to be "low-intensity" (Olive Green)
 - space- the distance area between things and all around us; space is the distance or area between, around, above, below and within things; space is empty until something fills it
 - texture - the surface quality of an object; texture is how things feel, or look as though they might feel if touched

5. Teaching/Learning Strategies (The How)

Teacher Role

(i) Introduction of the Activity, Routines and Procedures

(60 minutes+)

1. Students will form their groups of four people. I will pay attention to which students are grouped together and make any changes necessary.
2. Hook: Graffiti Team-Building Activity (10 min.)
 - Each group will be given a piece of chart paper and four markers. Slideshow (See Appendix One).
 - Put the following questions on the board: What do you see? Do you recognize these artworks? What makes it a "famous" work of art? Is it the artist, the technique, the medium, because it "looks pretty" ..?
 - Next, students take a marker and write on chart paper any words or short sentences that came to their mind in response to the questions. The group will brainstorm but everyone is allowed to write on the chart paper. (5 minutes)
 - After the students complete the graffiti team-building activity, there will be a **five**

minute discussion about what they wrote down. Later, I will hang these posters around the classroom

3. I will place directions projected on an overhead and review this with them (5 min.):

- Definition of your element of design
- Locate three historical visual art examples which use your element
- Identify the piece by:
 - Artist's name
 - Title of the work
 - Year it was created/finished
 - A 1-2 sentence explanation on how it applies your element of design
- As a group create your own art example using your element on the 10"x10" paper provided.

4. Routines and Procedures (45 minutes)

- Pass out "Role" cards for each of the group members. (Ex. Card #1- Facilitator and timekeeper, Card #2 – Recorder, Card #3 – Reporter and checker, Card #4 – Praiser/encourager – for how these are to work see Routine section of the binder)
- Have the facilitator from each group come up to the front and pull an element of design from a hat. That group will be in charge of that element.
- Using texts and internet, each group must:
 - a)** define the element that they are given. (Ex. If a group has the element of line, then they must provide the definition of "line");
 - b)** locate three historical visual art examples that represent/incorporate a strong use of their element in its design. For each example, they must include the artist's name, the title of the piece, the year it was made, and a brief 1-2 sentence description of the use of their element in the work;
 - c)** work as a group to create their own visual art piece that displays a powerful use of their element of design, using the media located on the side table (markers, paint, pencils, pencil crayons, and medium weight, textured water colour paper size 10x10)
- *During the group work, I will be walking around the classroom so that I can supervise the groups as well as facilitate any group discussion. During this time I will also be taking anecdotal notes, tracking completion, monitoring behaviours, writing down which students may be contributing more than others, which students work well in a group together, and who needed extra help with the project. I will answer any questions that students may have along the way. If they ask a good question I will repeat it to the rest of the class. If I find the class is getting too rowdy or off track then I will raise my hand to get their attention and ask them to regroup, as well as remind them that their work needs to be completed by the end of the period.*

(ii) Lesson Conclusion

(15 minutes)

- Ten minutes before class is over, I will ask the "reporter" from each group to share with the class their definition of the element they picked from the hat. This will help review the elements of design and it will also give each group an idea of how the other groups are approaching the activity.

6. Assessment (Collection of Data) / Evaluation (Interpretation of Data)

- Using anecdotal notes, record the level of success of individual students and groups in developing the knowledge necessary to understand and apply an element of design (line, shape, texture, colour, value, form, or space) into their artwork. Note if the group was able to demonstrate their knowledge of an element of design by creating an artistic piece which emphasizes the element.
- Using these anecdotal notes as a guide for marking (keeping in mind that this is a review of the elementary curriculum), award a 3 for successful completion of the expectations, a 2 if the group were almost completely successful in the task, a 1 if students were only partially successful, an R if the students were unsuccessful and mostly did not meet the expectations. Award a 4 if students were able to develop and apply the element of design, explaining the element using the correct terminology, and expand by demonstrating that they also remember the properties of the element as discussed throughout their elementary career.
- Group presentation marking sheet – peer evaluation of each group (**See Appendix Four attached**) conducted in class during the consolidation – to be left on the corner of each desk and collected by the teacher at the end of class
- Peer evaluation form. (**See Appendix Three attached**) - to be completed at the end of class and handed in to teacher as each student leaves the classroom at dismissal.

7. Student Teacher's Reflections on the Lesson

A. (i) Evidence of Student Learning Related to Lesson Expectation(s)

- All students were able to access and use information via the computer and the slides.
- Students were able to identify and explain the difference in the various elements of design noted in the expectation.
- All students were able to meet the expectations of this activity. All groups were able to finish their projects and complete them by the end of the period
- All groups successfully presented information on their element of design and were able to give detailed descriptions of the artwork examples representing the element.
- Group artwork successfully represented each target element.
- With assistance from his group, G.G. was able to take part in the activity and contribute to the final product. He worked well in group discussion and understood verbally.

(ii) Next Steps for Student Learning Related to Lesson Expectation(s)

- I should plan more carefully to make one change in G.G's group. I didn't realize that he received the "recorder" role card so I had to switch his role with someone else's in his group since he isn't very comfortable writing in English.
- Next class: ask students to develop the knowledge necessary to understand and apply the principles of design (harmony, variety, emphasis, rhythm, movement, pattern, balance, and unity) into their artwork.
- Students will do a short presentation on their element of design, and then the rest of the class will give them a mark out of 10, based on how well their project turned out, and how well the information was presented.

B. (i) Evidence of the Effectiveness of the Student Teacher

- The use of the Graffiti team building activity was effective in gaining student interest and motivating them. Also with the directed questions on the board students were able to focus and think about specifics when formulating their answers.
- Effective delivery; good classroom atmosphere as a result of usage of praise and addressing minor off-task behaviours
- The use of group work was good in this review lesson. Placing directions on the overhead was extremely helpful as students knew exactly what they were expected to do at each step and time was not wasted with unnecessary questions related to routines.

(ii) Next Steps Related to the Effectiveness of the Student Teacher

- For future group work, I can reference my anecdotal notes to see which students worked well together and contributed to the group more than others.
- I also need to go over some of the expectations for the various roles assigned in group work so they are more clearly understood.

Appendix 1: Content for Introduction

Slides of famous paintings, sculptures, photographs, etc.



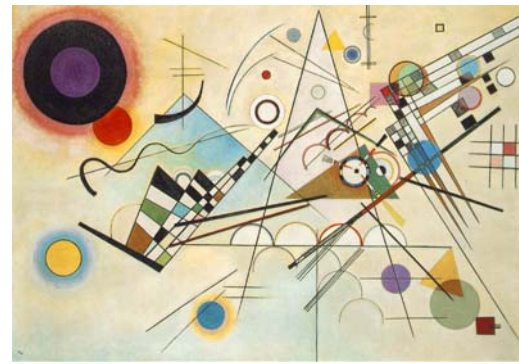
Leonardo Da Vinci
"Mona Lisa"



Andy Warhol
"100 Cans"



Michelangelo
"David"



Kandinsky "Composition 8"



Picasso
"Les Femmes d'Alger (O.J.)"



"Viet Cong"

Appendix Two: Role Cards

<p>ROLE CARD #1: FACILITATOR AND TIMEKEEPER -Gives instruction and direction -Keeps an eye on the clock</p>	<p>ROLE CARD #2: RECORDER -Writes everything down</p>
<p>ROLE CARD #3: REPORTER AND CHECKER -Makes sure everything is being done correctly -Presents ideas out loud</p>	<p>ROLE CARD #4: PRAISER AND ENCOURAGER -Offers support for the group</p>

Appendix Three: Peer Evaluation Marking Sheet

Peer Evaluation: Elements of Design Group Activity

Partner's Name: _____

Marked By: _____

Instructions: Please give your partner a mark on a scale of 1-3 for each of the following statements:

Statement	Level One	Level Two	Level Three
My partner worked well with the rest of my group members	<input type="checkbox"/> Not so good	<input type="checkbox"/> Good	<input type="checkbox"/> Great
My partner was hardworking and contributed a lot to the group	<input type="checkbox"/> Not so good	<input type="checkbox"/> Good	<input type="checkbox"/> Great
My partner had a good attitude and was cooperative while working with the other group members	<input type="checkbox"/> Not so good	<input type="checkbox"/> Good	<input type="checkbox"/> Great

Appendix Four: Group Presentation
Marking Sheet

Peer Evaluation: Group Presentation on the Elements of Design

For each group that presents please give them a rating from 1-10: 1 being the lowest and 10 being the highest. Please keep in mind these questions while you are marking:

- Was their definition precise and easy to understand?
- Did they choose art historical examples that demonstrated a strong use of their element of design?
- Was their group artwork a strong example that used their element of design?

Group	Element of Line	Element of Shape	Element of Texture	Element of Colour	Element of Value	Element of Form	Element of Space
Mark	Mark:	Mark:	Mark:	Mark:	Mark:	Mark:	Mark:
	/10	/10	/10	/10	/10	/10	/10

ANECDOTAL NOTES	
Codes	Grade 9 Open Visual Arts
Gr. work rating scale 1 2 3 (P) Good participation! (I) – Inattentive (W) Working well! (T) toilet (H) HW	
	Date
1. AA	
2. JB	
3. EA	
5. JB	
6. RB	
7. JB	
8. MCW	
9. JC	
10. PD	
11. SEJ	
12. RF	
13. SF	
14. DG	
15. CG	
16. BH	