

# CAEA Lesson Plan Format

LESSON TITLE: Electronic Portfolio Building and Engaging with the Common Core

Name of Presenter: Molly Carlos

Grade Level: MS

Background Information:

Electronic portfolios allow for students to photograph, organize and write about their art making processes and outcomes. Haiku LS wiki-sites are the perfect platform for this and more. Students can also use discussion boards to answer Essential Questions as they relate to each art lesson and/or to Art History and/or to the Elements and Principles of Design. Students culminate their yearlong elective work with the creation of an Elements and Principles of Design slideshow using Pic-Collage and/or iMovie, complete with voice-over describing and evaluating their examples alongside visual examples from the Internet.

Content Standards:

1. Visual Art content standards addressed with the lesson using the following format:

5. Content Standard: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Common Core Content Standards addressed with the lesson:

Text Types and Purposes

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Objectives/Goals/Essential Understandings:

Students demonstrate artistic literacy as they write and discuss about their own art making processes and outcomes within the content blocks of their e-portfolio. Students will also evaluate and compare their work to historical art as well as interpret the meaning of art with the elements and principles of design as the foundational tools. Written evaluations and reflections, as they relate to the essential questions of the main lesson, will take place once each artwork throughout the curriculum is completed.

Vocabulary:

Elements and Principles of Design

Words relating to the full range and variety of art media and techniques used throughout the year

## Art History Evaluation Steps

### Materials:

Technology: iPad and/or desktop computer. Access to HaikuLS, Google Docs, iMovie, Pic-Collage, 50 Hands, Sketchpad IO.

Various basic materials for hand-made work, such as colors, collage, paint and canvas, rulers, printmaking, 3-D sculptures etc.

Informational text as it relates to the topics and essential questions of each lesson.

### Motivation:

Teacher can use their own Haiku Website that is a private site only for students in the class to access. This site contains lesson plans and student examples for each lesson. All lessons are organized and published as they come up throughout the year. Each lesson has essential learning questions to be answered at the end of the lesson via student self reflection on their e-art Portfolio. Video examples, informational text and art history examples are also integrated within each lesson.

### Procedure:

- 1) Introduction of teacher Wikisite page for the lesson.
- 2) Overview of final art examples, vocabulary, materials and techniques
- 3) Art history examples as they relate to the lesson
- 4) Videos as they relate to the lesson
- 5) Informational text as they relate to the lesson
- 6) Art-making processes with daily ongoing discussion with table groups about the art history and informational text
- 7) Daily evaluation and discussions with table groups.
- 8) Post photo of finished artwork
- 9) Post written evaluation of art process and outcomes- must relate to essential question and elements and principles of design
- 10) Discussion board of art history evaluation
- 11) Discussion board of informational text

### Assessment and/or Evaluation:

At the end of each art project/lesson students are assessed that they have completed the artwork as outlined by the project criteria and timeframe. They have posted a photo of the final artwork. They have posted a reflection that describes the process of making the art, what was learned with the materials and how their artwork shows meaning as it relates specifically to the elements and principals of design. Further extensions are embedded within the lesson to include the evaluation of historical artwork and its connection to theme of the lesson. Written analysis of a relatable informational text is also assessed. Final assessment and evaluation is the students' e-portfolio as well as the completion of the Elements and Principles of Design video/presentation at the culmination of the course.