

Syracuse University Department of Art Education

Visual Arts Curriculum Components – K-12 Learning Sketch Short Form Template

Date/Semester:	Spring 2021 - Monday, March 1, 2021
Grade Level/Course:	9th - 12th, Drawing & Painting- Intro and Advanced
Unit/Lesson Topic:	Illustration and Commissions
Instructor:	Patrice Gonzales
Lesson Title:	Illustration

Previous Learning Experience/Prior Knowledge:

Students have been working in a hybrid model since September where they come into school two days a week and work virtually three days a week. This means students are only able to work on their pieces one day a week. Half the class will be on Zoom and the other half in person. This is their fourth week of this semester. This class is a mix of ages, abilities, and interests, though many students are interested in comics and anime. They have never talked about potential careers in the arts. Students have had little instruction in art history or contemporary art. Students have been introduced to the Art Madness bracket. Students get to decide what they draw and what mediums they use. They haven't been exposed to artists who mix media or who use text in their work. In their last class, we spoke about how painting subjects have changed over time and how artists were commissioned by the wealthy to create pieces with religious or mythological themes. We then talked about Realism and how these painters depicted moments from their everyday lives. Students actively use Instagram.

Developmental Characteristics:

- More independent
- Developing more intimate relationships
- Have more empathy
- More open to sharing
- Spend more time with friends
- Show concern for the future
- Can defend their own choices
- Have more defined work habits

Adolescence. (2020, March 06). Retrieved February 19, 2021, from <https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/adolescence2.html>

What's the Significant Idea?

Commissioned Illustration

Essential Questions:

How does art preserve aspects of life?

Learning Objective:

Students will learn that they can create an artwork in response to a prompt as a way to financially support their own art practice.

Linked Assessment Outcomes: (Include Formative & Summative Assessments)

- Students will communicate orally why they prefer one artist's work over another using evidence found in the artwork
- Students will sketch a response to a random word prompt
- Students will create a Google Slide recreating a piece made by a contemporary artist of their choice

Specific Assessments:

- Oral Response
- Google Slides

Learning Object:

- Louise Reimer
- Julia Bernhard
- Lorenzo Veneziano's Madonna and Child Enthroned with Two Donors
- Instagram hashtag Transmundane Tuesdays

Essential/Key Questions:

How can an artist support themselves through their work?
How can artists promote themselves?
How can artists use images and text to communicate an idea?

Universal Design for Learning Lesson Specific Plans:

Representation:**Multiple Modes: Visual, Auditory, Spatial, Linguistic, Gesture**

I'll be presenting the work via Powerpoint so students will see, read and hear the information being presented to them. Students will also be able to explore the Powerpoint independently after class through their Google Classroom.

Sensory/Tactile:

Students will be able to respond orally, through writing on the computer, and through drawing. Students will be able to choose their medium.

Cultural:

We'll be talking about female-identifying artists from Canada and Germany, and a historical example of illustration from 14th Century Italy. I chose these artists because I wanted to show students that they do not have to sacrifice their personal styles to take on commissions and how these artists promote themselves on Instagram and talk about their everyday lives in their personal work. We will also be talking about gender pay inequality.

Engagement:

Students can engage in the content visually, through listening, and in our discussion. The Powerpoint presentation will be up in their Google Classroom so they can return to the presentation later and spend as much time with it as they need. Students who are remote can respond orally or through their chat function. Students will also explore this content in their sketches.

Expressions:

Students can express their learning by participating orally during our in-class discussion, through writing in their Google Slides, and in their sketches of the prompt.

Activity Map:

10:43 - 10:50- Powerpoint presentation on commissioned illustration and will be introduced to their sketching prompt

10:50 - 10:53 - Students will vote in this week's Art Madness prompt

10:53 -11:23- Students will work independently on their individual projects. Teachers will circulate the room and check-in with each student.

11:26 - 11:56- Lunch

11:58 - 12:30- Students will work independently on their individual projects. Teachers will circulate the room and check-in with each student.

12:30 - 12:40- Students clean up

Content Standard Connections:

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

VA:Cn11.1.IIa - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts

Alliances and Outside Resources:

- Host teacher who has provided students with a foundation in drawing and painting
- Transmundane Tuesdays on Instagram
- Julia Bernhard's website
- Louse Reimer's website

Vocabulary Including Age Appropriate Definitions:

Illustration- a visual interpretation of a text or idea

Commission- when an artist is hired and paid to create a work of art often in response to a specific text or idea

Comics- a medium used to express ideas with images, often combined with text, and typically takes the form of a sequence

Teaching Materials/Equipment/To-Do List:

- Powerpoint Presentation
- Have paper and pen ready to tally who will win this week's Art Madness bracket
- Upload Powerpoint to the Google Classroom for students who did not Zoom in
- Make a teacher sample

Guided Discussion:

Topic Question

Can anyone give me an example of an illustration? An example of a comic? What's the difference?

Association Questions

We looked at this piece last class. Can anyone tell me why this piece was commissioned? What was it meant to do?

Visualization Questions

Now I am going to show you a commissioned piece made by a contemporary artist. What do you think the prompt was for this piece? What was the article about?

Transition Questions

I'm going to give you a random word prompt. What would you draw in response to this prompt?

Lesson Extensions/Adjustments for Students:**If a student works well and quickly...**

Students who finish early will be able to work on their independent projects. If they finish their independent projects they can return to their quick sketch of the prompt or I will give them another prompt to respond to

If a student works slowly and the class is moving on...

Students will have an ample amount of time to work on their sketch to their prompt and will be encouraged to finish before their lunch break as these are not a final piece but just a brief exploration or envisioning of a final piece.

If I have students with varying abilities and need to use different techniques or materials...

For students who are struggling to respond to the prompt, they will be invited to copy an artist's response to the same prompt through a pencil sketch or in watercolor.

Clean-Up Plan:

Students will begin cleaning up 10 minutes before the end of class. Each student has their own shelf to place their art objects on. Students are familiar with how to clean and where to store their paint brushes. Each student has their own set of tools that are kept on their shelves.

Teacher Reflections/Retellings/Reinterpretations:**Remote Learning Notes:**

Remote students and hybrid have been given three different assignments they can choose from in their Google Classroom which are due on Sunday, March 7th via Google Slides.