



Tuesday 10/04/2022

Week 2

4th VA

Critique, Refinement and Artist Choice**Arts Standards & Common Core Connections**

VA:Cr1 Generate and conceptualize artistic ideas and work.

VA:Cr3 Refine and complete artistic work.

VA:Re9 Apply criteria to evaluate artistic work.

Students will choose from 4 options to create a personalized artwork.

Vocabulary

Pattern- refers to the visual arrangement of elements in some kind of sequence or repetition.

Critique- the discussion or evaluation of visual art.

Essential Question

How would you judge an Artwork?

Lesson / Instruction / Narrative**Narrative****-Sketchbook**

Please take out your sketchbooks and turn to the first blank page. I would like you to draw a "monster in a party hat" Make sure to not draw the hat too small. Draw as many details on the hat as possible, Does the hat have stripes or candy dots?

-Main event

Students will choose between 4 different art projects. I will show the students the options on the Promethean board and describe the process of each. Students will start by drawing with pencil for 15 min and move on to color for an additional 5 min. Students will then pause 10 min before the end of class to observe other students work and make 2 observations from 2 different students artworks. I will select 3 volunteers to describe one of those observations to share with the class. Students will then use the final 5 minutes of class reflect on what they saw and to make changes to their art.

I can statements

I can imagine something that would be unexpected.

I can create art using prompts.

I can analyze details to enhance meaning of my artwork.

I can view others artwork and discuss interesting observations.

Formative Assessments**Checklists**

A list of easily identifiable components that can be marked as successful, making progress, needs support, etc.

Direct Observation

Purposeful observation of an art performance task which can be documented by note taking, digital media, or checklists.

Kinesthetic Signals

Movement to signal understanding. Hand signals such as Thumbs-Up, Thumbs-Down; Point and Identify

Praise, Polish, PonderA **Praise** statement on what is successful.A **Polish** statement on what can be improved.A **Ponder** statement on a question that was raised.**Visual Representations**



Images and words to represent concepts and organize information through means such as Visual Journaling, Graphic Organizers, Mind Maps, or Infographics.

Instructional Strategies

- ☒ Monitor Progress
- ☒ Modeling
- ☒ Expectations
- ☒ Check for Understanding
- ☒ Share/discuss with a partner or table group

Materials / Resources / Technology

Pencil
Drawing paper 9x12
worksheet
Colors (pencil/crayon) no markers

Differentiation / Modifications

EEL and or specials may buddy with other student for assistance or given the option to draw their ideas or express in their own language. Students may move closer to the Promethean board to better view presentation. Teacher may use auditory aids to assist hearing impaired students. Printout of lessons or materials may be handed out.