Lesson Plan Template

Below is a template you will fill in as your lesson plan. It is designed to include the actions of the 4 National Visual Arts Anchor Standards of **Creating, Connecting, Responding and Presenting.** The left column you will populate with the lesson criteria. Be thorough and descriptive. The right column you will share your rationale for the choices you are making. The rationale/reflection should be backed up by readings from the class, and other content you've learned in other courses. Sharing your rationale is important as it asks you to think about why you are doing what you are doing. Reflecting deeply is a significant aspect of teaching.

Lesson Title: Local Library Redesign
Targeted grade Level: High School (Advanced Art/12th grade) Anticipated Time Frame: 3 Weeks (13 classes)

	Lesson Plan	Rationale
1.	**Conceptual Structure**/Big Idea: Community Engagement	**Why is this a relevant concept for students to explore? How does it connect to contemporary culture and context?** Libraries are underutilized spaces that have the potential to bring communities together, as well as engage youth in reading and researching, increasing literacy. The use of library books affects the environment in a positive way by reducing waste and saving trees, supporting environmental awareness which is important to contemporary culture. Many students, especially since the COVID-19 pandemic, have become increasingly isolated. The pandemic also caused stress and other psychiatric effects on adolescents. More and more, we are seeing a decrease in social interactions and other mental health concerns. (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8689095/)
2.	Key Concepts (*What ideas, facts, and new knowledge will the students acquire?* List the key **art** concepts that will help students to understand the big idea as an **artist.**) 1. Through innovative thinking strategies, students will learn how to create projects that have a lasting impact	**Why is it important for students to know these concepts?** Art concepts that will help students to understand what community engagement is as an artist includes: ● Students seeing themselves as innovators who can create real change in the world

	2. How to sequence a project from brainstorming/ideation to implementation 3. How to work collaboratively while investigating and researching	• Students learning how to research an issue, use the ideation process to develop multiple solutions to one problem • Collaborate to complete a project that could have a real world impact on a contemporary issue • Learning to think innovatively and outside-the-box - characteristics that are at the core of design thinking strategies (https://www.interaction-design.org/literature/article/what-is-design-thinking-and-why-is-it-so-popular) "Design thinking offers innovation the upgrade it needs to inspire meaningful and impactful solutions." (https://online.hbs.edu/blog/post/what-is-design-thinking) By designing a project where students are encouraged to apply design thinking skills in connection with community engagement, we are: • Promoting creative exploration • Showing students how art can play a significant role in real-life solutions • Empowering students with social skills • Combating social isolation • Helping our public institutions connect with their community, and specifically, youth "Students gain a more adaptable skill set by engaging in experiential and community-based learning, better preparing them for post-graduation. This approach also provides a deeper connection to class content by encouraging students to apply their classroom knowledge to a real-world setting." (https://ccel.umn.edu/faculty/teaching-community-engaged-learning/benefits-community-engaged-learning)

3.	Objectives (what students will DO):
	1. Students will learn about the five key non-linear processes of design thinking:
	    a. Empathize
	    b. Define
	    c. Ideate
		How do the objectives fully support learning and how do they connect to the students' lives? (What evidence can you provide that makes you say this?)
		
		Students will form a personal connection to the issue when they visit their local library and reflect on their findings. They will document their thoughts and feelings about their library experience and use them to make connections and create innovative solutions to the problems they

	d. Prototype e. Test 2. Students will work collaboratively to design their own ideal room/space in a library. The final piece can be digital or hand-drawn. 3. Students will visit a local library to analyze the space, take notes and photographs, present their findings to the class, share their solutions with their local library	observed. Students will hopefully come away with a more positive view of libraries, realizing the impact and potential they have to bring communities together and increase literacy. Design Thinking supports learning in many ways. Educators and researchers in the field attest to the positive impact of implementing design thinking strategies in the classroom. Additionally, the basic principles of design thinking can be applied in all subjects. The "design thinking process has many opportunities for learning embedded into it, including: how to define a particular problem, understand needs and constraints, brainstorm ideas and possible solutions, and how to gather and incorporate feedback. As students successfully use design thinking to solve challenges, their confidence, creativity and belief in their ability to make a difference will grow." https://teacher-blog.education.com/how-to-use-design-thinking-in-the-classroom-to-build-problem-solving-skills-c42bdfa95ccd
4.	Essential Questions (BIG overarching questions): 1. Why is community engagement important? 2. How can art and creativity increase literacy and research skills in youth? 3. Why is it important for artists to engage in public art?	**How are these questions meaningful to the student? How do you know?** Students understand the value of reading and how it impacts our daily lives. The connection between libraries and youth engagement can increase literacy. Students will learn about the impact of public art and its ability to inspire and bring a community together. They will reflect on these concepts to ensure a greater understanding. Community engagement is another important factor in learning. Students will have opportunities to interact with library staff, and perhaps visitors, to gain information that they then have to incorporate and apply in their design thinking processes. This type of real world input gives them experience in social interaction (needed in many professional fields) and discover ways of applying research to solve a problem. In a world where youth are increasingly isolated and on electronic devices, social skills are necessary if students are going to function in healthy ways in society. "Social skills are a vital part of early development. They impact your child's ability to interact, communicate, and form relationships with other people throughout their life. Your child's identity, sense of agency, ability to make friends, and overall well-being are strongly linked with their

		social skills." https://ccaeducate.me/blog/why-are-social-skills-important-for-children/
5.	**Standards:** NVAS: 1. VA:Cn10.1.Ia: Document the process of developing ideas from early stages to fully elaborated ideas. 2. VA:Cr1.1.IIIa: Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change. 3. VA:Re.7.1.Ia: Hypothesize ways in which art influences perception and understanding of human experiences.	Students will gain the skills to follow the design thinking routine of solving complex problems. It includes empathizing, re-defining the problem, ideating, creating, prototyping, and testing their solutions. They will generate their plans, document their process, and reflect on how art can influence the world. These concepts are meaningful and will engage the students in the project.
6.	**https://www.pinterest.com/pin/5770305764213271/Connecting and Responding:** **Teaching Resources: (art work, videos, books, etc)** Art: (Artists and insert thumbnail photo of examples shared) Design Thinking Video https://www.youtube.com/watch?v=a7sEoEvT8l8&list=PL6cG1WctJGLB3Msassl6UPQ4yx_t2GLTG Read Article https://www.interaction-design.org/literature/article/what-is-design-thinking-and-why-is-it-so-popular Artist- Patrick Hughes ('reverspective' illusion paintings) https://www.patrickhughes.co.uk/	**Explain how the students will explore the concepts of the big idea through artists and their artwork. *What opportunities will the students have to RESPOND to art? Choose artists whose work exemplifies an exploration of your big idea and include examples of the artist's work in your presentation.*** Patrick Hughes is a British painter who creates illusion paintings using what he calls "reverspective" He explains, "The illusion is made possible by painting the view in reverse to the relief of the surface, that is, the bits that stick farthest out from the painting are painted with the most distant part of the scene". He creates interesting paintings that look different from each angle they are viewed at. Patrick Hughes can serve as inspiration for the students as they create their ideal library room using one point perspective. They will ideate, sketch, draw, and finally color their finished piece before they present to the class, along with a written reflection on
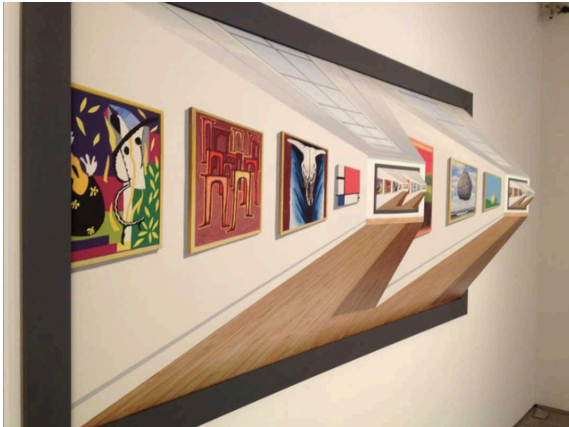
their thoughts, observations, and testimonials about why they made their design choices.

Artists have been creating work for the general public's engagement for centuries. This is also the case for architects. As busy humans, we can navigate spaces mindlessly - going from point A to point B. Artists, architects, landscape designers, and urban planners are those who often seek to stop us on our tracks so that we take notice of the space around us. Artists can also include social and political ideas to their public art.

Through research students will learn that "Public art adds enormous value to the cultural, aesthetic and economic vitality of a community. It is now a well-accepted principle of urban design that public art contributes to a community's identity, fosters community pride and a sense of belonging, and enhances the quality of life for its residents and visitors."

Through examining and responding to public art, students will learn that "Public art humanizes the built environment and invigorates public spaces. It provides an intersection between past, present and future, between disciplines, and between ideas. Public art is freely accessible."

Artist Torkwase Dyson, for example, is interested in creating works that examine the juxtaposition between architecture and systemic racism and how spaces in the past were designed to keep people of color out and certainly uncomfortable. Students will have a chance to look at and discuss how spaces can be used for the good of all or for the good of some. They will also be challenged to consider how this applies to their own library design and who it is for.

Students will watch a series of videos to help them understand how to create architectural models and floor plans. This will aid in their understanding of bringing their written concepts to life.

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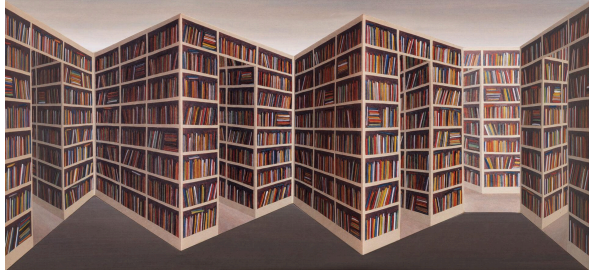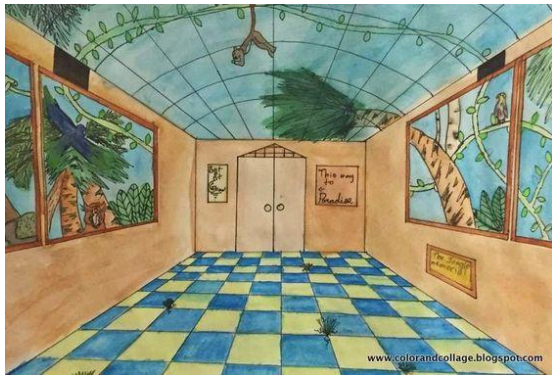
Torkwase Dyson

Claes Oldenburg and Coosje Van Bruggen
"Spoonbridge and Cherry"

Robert Indiana
"LOVE"

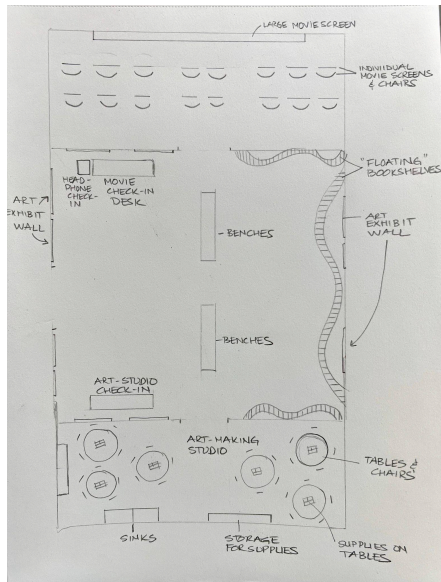| 7.	**CREATING**	**Share rationale for choices in teaching and learning strategies, here is where I should see additional evidence of the readings. How will you scaffold the lesson to maximize learning?**
	Lesson Plan Sequence (This will be lengthy and will be broken down into days if need be) *How will the art teacher help students artistically and creatively investigate and express the big idea? Explain how you will facilitate the development of knowledge about CREATING/ARTMAKING that will help students explore subject matter, media, and techniques in their own work. How will you weave opportunities for formative assessment and reflecting into the lesson? Bold content specific art vocabulary*	The lesson will be scaffolded to help students understand the big idea and connect it to the act of creating and responding. We will review/learn vocabulary words, including: Perspective Architecture Design Thinking Composition Public Art Color Theory Elements/Principles of Design
	1. Class 1 - Introduce project/big idea, define design thinking, show examples of public art, architectural models, floor plans, perspective drawings, digital design 2. Class 2 - Deep dive into design thinking process: (Empathize, Define, Ideate, Prototype, Test). Discussion about libraries, assign groups 3. Class 3 - Field trip to library (Empathize) 4. Class 4 - Present library findings in class/develop possible solutions in writing/group research (Define) 5. Class 5 - Begin brainstorming/concept development with group (Ideate) 6. Class 6 - Perspective lesson/Floor plan lesson/Digital design lesson/Begin sketch of design (Prototype) 7. Class 7-9 Work time (Prototype) 8. Class 10 - In-progress presentation/critiques/peer-to-peer feedback 9. Class 11 - 12 Final work days 10. Class 13 - Final presentations (each group will present final project to peers, invited school staff, and library staff)	Students will be introduced to the five key non-linear processes of design thinking: empathize, define, ideate, and prototype. These processes are the foundation of our lesson plan and lesson sequence. Taking students to an actual library will help them connect art-making to the real world. Being able to empathize is the first step in design thinking. We will use this field trip to help students connect with the library space, staff, and general public. They visit the library and investigate the space with their collaborative group. The field trip has many purposes: it will help them connect physically to a space and begin the brainstorming process, asking questions of one another and hopefully, the library staff. Students will be encouraged to come prepared with questions to ask the library staff. This evidence they collect will be important in developing solutions to the problem.

8.	Differentiation/Accommodations/Modifications (For differently abled on both ends of the spectrum) Students who need extra support can be helped by chunking the steps of the project into smaller taste and be provided materials to aid. Students could also use a medium that is easier for them to create their room design, such as collage, using a stencil to draw, or tracing an example using a lightbox. They can also get one on one time with the teacher who can model steps of the project to them individually or in a small group.	**Share rationale for each** Students who are having a difficult time staying focused, completing their work, or following project requirements often need support because they are having difficulties understanding, are feeling overwhelmed, or have a special need that is creating an extra struggle for them. Giving them one-on-one support will help get to the bottom of the issue and provide clarity and help for the student. DIfferentiation provides an opportunity for every student to be successful and learn from each lesson. Chunking steps, differentiating through materials, and providing one-on-one support are great ways to alter the project so they can complete it. Chunking "is a strategy that helps students consider large amounts of information in a short amount of time. This is accomplished by taking a large topic or body of information and assigning small chunks of the topic to individual students or student groups to learn about and explore." (Fountain, 214, p137)

9.	Assessment Strategies: (Connecting and Responding) **What evidence from performances and products demonstrate deep understanding and generalizable new knowledge?)** What evidence of pre-thinking, in process ideation and development will be required?
	
	Formative:
	Group/interview participation (peer to peer)
	Ideation for project in sketchbook
	Process/steps followed for project (attention to detail)
	Exit tickets
	Discussions after presentations
	
	Summative:
	Final project completion
	Execution of idea and followed project criteria (rubric)
	Can they speak about their own experience with the research and what they learned?
		Share rationale for formative and summative assessment, HOW will this reveal knowledge acquired and how they will use it?
		How will you know what your students have learned about:
		     • the **big idea** that they investigated
		     • the artistic concepts and depth of knowledge base
		     • art **creating** and production/process
		     • reflecting on their own work and **connecting** and **responding** to other artwork
		     •How will the students' voices be represented in the assessment and presentation of their work?
		
		The group participation will provide a space where students can share and build upon each others' thoughts while they are in the ideation phase, showing their understanding of the real world issue and why community engagement is important. The concept sketches/ideation for the project will show the depth of their knowledge base and level of understanding of the design thinking process. The final visual project (floor plan, or 1 pt perspective room) will show their execution of composition, craftsmanship, and execution of initial concept. They will be assessed on how they explain and present their project during the final

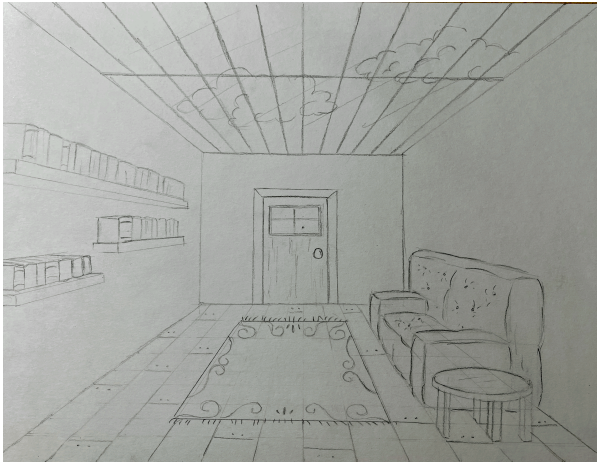|		presentation. They will be asked to speak about their experience and how they felt about the project, sharing their points of view on this issue. The exit tickets will also be an opportunity for students to reflect and share their experiences for an assessment.
10	Insert photo of teacher created exemplar here: 1 Room Drawing of Ideal Library (3 core values/design concepts included in ideation) 	**Rationale here should discuss the significance of what was created and address prior knowledge (ideas, context etc) students will need to understand the lesson content.** Students should have prior knowledge of basic research skills, visual ideating, basic drawing skills, measuring/using a ruler, and using colored pencils or other mediums of their choice for this project. All of these skills will be necessary for the ideation and physical execution of the project. To create the floor plan, it is helpful to know how to use a ruler and triangle. Having visual spatial awareness helped to bring the concept to life. It was important to visualize how a room could appear from an aerial perspective. The drawing was inspired by three main concepts that were then translated to a floor plan. Students should similarly be able to take their concepts and create their floor plan or perspective drawing. After looking at the work of artist Patrick Hughes, students will create their own room using one point perspective. They will use the concepts they discussed while deciding on the ideas for their library room. Students are expected to draw a sketch of the room using one point perspective and then color it with a medium of their choice. Thinking about the details of the room will be a large part of the project. Understanding the basics of perspective is an artistic skill that is useful for students who want to create their own work or go into an artistic field of work.

How to Design a Room Floor Plan Step by Step
https://www.google.com/search?client=firefox-b-1-d&q=how+to+make+a+simple+architectural+drawing+for+kids#fpstate=ive&vld=cid:a3d7c176,vid:2IzbSUNwZjs,st:0

11.	Materials/Tools/Art supplies needed Drawing paper, sketching pencils, erasers, watercolor paint, colored pencils, markers, rulers, black ink pens, triangle.	**What prior knowledge students will need to effectively use materials to express their ideas? (you may complete this AFTER making your teacher exemplar)** Prior skills necessary for the project will include knowledge of sketching thumbnails and translating to larger drawings, measuring with a ruler, and outlining with ink.
12.	Materials Distribution/Clean Up Each table will be responsible for cleaning their own mess, and each table mate is expected to help clean up. Materials that come back to the teacher's private storage will be picked up from the tables by the teacher.	**Describe possible systems and management strategies** Some teachers have designated classroom cleaners, some have lists of jobs, and other teachers have each table clean up their own mess. The most reasonable, fair, and organized plan is having each table clean up their own mess.

13.	**PRESENTING** How will your students' work be PRESENTED and curated? Students will have their art showcased in the hallway when the unit is finished, or showcased in the end of the year art exhibit..	**Who is the audience? What kind of feedback will the artists receive?** Students will give each other feedback when they present and comment on each others' work. The audience would be the class. Students will also evaluate themselves with a rubric to assess how they have done, along with the teacher's official grade which includes feedback.

Citation

Fountain, Heather. (2014). *Differentiated instruction in art*. Davis Publications, Inc.