

Lesson Plan Template- 2021

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: Social Justice Self-Portrait

Targeted grade Level: 8 Anticipated Time Frame: 3 Weeks at 50 Minutes Per Class


	Lesson Plan	Rationale
1.	Conceptual Structure/Big Idea: Access	<p>Why is this a relevant concept for students to explore? How does it connect to contemporary culture and context?</p> <p>Helping 8th grade students connect art to issues they care about brings greater purpose and meaning to their lives. Students can express their concerns about themselves and the world around them. Big Ideas are ways middle-school students can explore these ideas through a variety of art mediums.</p> <p>As a noun, access means the ability, right, or permission to approach, enter, speak with, or use. As a verb, access means to make contact with or gain access to; be able to reach, approach, enter, etc.¹</p> <p>www.dictionary.com As a Big Idea, access is a relevant concept for students to explore since having access to positive experiences, opportunities, and material goods can directly impact the outcome of ones future social, economic, and physical well-being. Many black and brown children and children living in rural areas who are poor, for example, suffer from access to high quality education due to systemic racism and oppression that has plagued our country, leaving these children deprived of equal educational opportunities as other more</p>

¹ www.dictionary.com

		<p>privileged children. “To personalize big ideas for artmaking, student artists may do what professional artists do – link artmaking and big ideas to individual interests, background, and experiences. When we introduce big ideas to student artmaking, we encourage students to examine them in relation to their own life...” (Walker, 2001)</p> <p>“It is not beyond our power to create a world in which all children have access to a good education.” Nelson Mandela</p> <p>“Higher education and social change are inextricably linked: by providing access to education, a scholarship program provides access to knowledge, resources, and opportunity for not only an individual, but a community.” https://cep.org/higher-education-access-and-equity/</p> <p>“The first five years of life are a time of great opportunity. Children learn at a faster rate than at any other time of life, providing a foundation for the development of life skills.”</p> <p>“It is also a period of great risk. Children from disadvantaged households are much more likely to experience poor early learning than others, placing them at greater risk of enduring negative impacts on academic attainment, employment and earnings and civic engagement, among others.” https://www.oecd.org/stories/education-equity/</p>
2.	<p>Key Concepts (<i>What ideas, facts, and new knowledge will the students acquire?</i> List the key art concepts that will help students to understand the big idea as an artist.)</p> <ol style="list-style-type: none"> 1. Students will learn how art can help us think critically about their lives and social issues 2. Students will learn that many artists explore social justice issues through art 3. Students will learn that you can use a variety of mediums to explore a big idea 	<p>Why is it important for students to know these concepts?</p> <p>By addressing the social justice issue of access, it will give children a chance to learn about the broader meaning of access and how they can use art to address issues close to their own lives or children unlike themselves who live in this context.</p> <p>It helps students know that artists have a broader role in our world and can have real impact on our culture and society. Similarly, culture and society can have an impact on the work artists make.</p>
3.	Objectives (what students will DO):	<p>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?)</p> <p>Students will learn that there are a wide range of tools, materials, and methods that can be used to express their views about themselves and the world they live</p>

	<ol style="list-style-type: none"> 1. Students will learn about artists whose works center around social justice issues and talk about these works of art while being guided through Visual Thinking Strategies 2. Students will write an "I Am" poem 3. Students will create a mixed-media self-portrait inspired by the social justice issue of access 4. Students will select, present, and share their work 	<p>in. They will learn this through works of art they view and talk about; through a writing project that helps them discover and declare who they see themselves to be; they will go through a three-week process of digging deeper into a subject they care about and want others to know about; and they will step out of their comfort zone by presenting their work to a broader public.</p> <p>"Students too need opportunities to learn about an idea, build an adequate knowledge base for working with it, examine the idea in the work of other artists, and find personal connections to the idea." (Walker, 2001)</p>
4.	<p>Essential Questions (BIG overarching questions):</p> <ol style="list-style-type: none"> 1. How do artists influence contemporary society and culture? 2. What methods, criteria, and processes do artists use to select and present work? 3. What can we learn from our responses to art? 4. Why do we make art? 	<p>How are these questions meaningful to the student? How do you know?</p> <ol style="list-style-type: none"> 1. "Different art forms such as visual arts (painting, sculpture, drawing), performing arts (music, dancing, theater), and literature are sometimes seen as the storehouse of a society's collective consciousness. Art captures what evidence-based historical documents cannot: how it FEELS to be in a certain location at a specific time and place." "Art has an impact on society through altering people's ideas, teaching principles, and transferring memories across place and time." "Art is a common visual language that bridges cultural boundaries and instills compassion for other people's culture, traditions, beliefs, and customs." https://www.miicreative.com/blogs/painting/how-art-influences-society 2. National Coalition for Core Arts Standards (2014) National Core Arts Standards. "Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments." 3. Giving students a chance to respond to art helps them learn more about themselves and the world around them. "When students voice their views about art and other art-related matters and when members of a community respond to art

		<p>exhibitions...they do so in an effort to contemplate and understand their world – to conceptualize and categorize their experiences.” (Stewart, 1997)</p> <p>National Coalition for Core Arts Standards (2014) National Core Arts Standards. “Anchor Standard 7: Perceive and analyze artistic work. Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.”</p> <p>4. A) “We are exquisitely designed for aesthetic experiences, from the mundane to the sublime. In his book, <i>The Art Instinct</i>, philosopher Dennis Dutton argues that the drive to make art is encoded in our genes, going all the way back to the DNA of our earliest ancestors.”</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7075503/</p> <p>B) “Creativity in and of itself is important for remaining healthy, remaining connected to yourself and connected to the world,” says Christianne Strang, a professor of neuroscience at the University of Alabama Birmingham and the former president of the American Art Therapy Association.”</p> <p>C) “When you make art, you’re making a series of decisions — what kind of drawing utensil to use, what color, how to translate what you’re seeing onto the paper. And ultimately, interpreting the images — figuring out what it means.”</p> <p>Quotes for B & C: https://www.npr.org/sections/health-shots/2020/01/11/795010044/feeling-artsy-heres-how-making-art-helps-your-brain</p>
5.	<p>Standards:</p> <p>NVAS:</p> <ol style="list-style-type: none"> 1. VA:Cr2.1.8a 2. VA:Re.7.1.8a <p>Michigan:</p> <ol style="list-style-type: none"> 1. ART.VA.I.8.5 2. ART.VA.II.8.7 	<p>These standards support the students in finding meaning in art-making. Rather than just undergoing a mindless process, students will be engaged in various activities that build upon each other to create a unique and original work of art that has personal connection. They will be challenged to think outside the box, use materials they may have never used, and consider how their identity, culture, and aesthetics are inextricably connected to the art-making process.</p> <p>National:</p>

		<ol style="list-style-type: none"> 1. Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing. 2. Explain how a person’s aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others. <p>Michigan:</p> <ol style="list-style-type: none"> 1. Effectively produce and exhibit a final product that demonstrates quality craftsmanship and technique. 2. Apply preliminaries, possibilities, and drafts in the creative problem-solving process.
6.	<p>Connecting and Responding: Teaching Resources: (art work, videos, books, etc) Art: (Artists and insert thumbnail photo of examples shared)</p> <p>Focus on artists who use social justice-related issues to make work. “Artworks to Discuss Social Justice Issues With Students” power point presentation: https://www.nga.gov/learn/teachers/pandemic-teaching-resources/social-justice-issues.html</p> <p>Video: https://www.youtube.com/watch?v=mcbAr3QCps0</p> <p>Sonya Clark http://sonyaclark.com/</p>  <p>Pope L https://www.popel.nyc/</p>	<p>Explain how the students will explore the concepts of the big idea through artists and their artwork. <i>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.</i></p> <p>Artists whose works are centered around social justice ideas will be our focus. We will also look at work by other artists whose techniques and approaches will help students learn more about the project. Artists will be diverse in both their discipline, race, and gender. Bringing in such diversity will help students connect art-making practices with real individuals, especially contemporary living artists.</p> <p>During the pandemic, the National Gallery of Art created a resource for educators to share about social justice-centered works of art. This website has various short lessons and VTS approaches to these works. Topics include “Standards of Beauty”, “Racism and Immigration”, “Gender and Identity”, “Civil Rights and Taking Action”, and many more. All these works explore the relationship between the role of art, artists, and social justice issues.</p> <p>The big idea will be explored through the many artists we will be looking at. We will use the Visual Thinking Strategy approach to looking at art, though not always keeping the art anonymous. With social justice issues, who the artist is can be very important and central to the work itself. When looking at art, students will be challenged to ask questions of one another like, “Is this really art?” “What is art?” “What did the artist mean?” “How is this artist’s exploration relevant to my life.”</p>



Cannupa Hanska Luger <https://www.cannupahanska.com/>



Kara Walker <https://artmuseum.princeton.edu/collections/objects/35572>



Rashaun Rucker, <http://www.rashaunrucker.com>

"In panning for philosophical inquiry within the art curriculum, teachers must identify questions, issues, and topics that are relevant for student exploration." (Stewart, 1997)



Njideka Crosby, <https://www.njidekaakunyilicrosby.com/>



Romare Bearden, <https://beardenfoundation.org/>



Mikalene Thomas, <http://mickalenethomas.com/>



Yvette Rock, www.yvetterock.com



7.

CREATING

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*

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?

Students will use brainstorming, sketching, writing, and material exploration and use to create an original work of art that is reflective of the big idea of access. In Day 2 and 6 of the lesson, students will have a robust list of associations to the word access. They will need to consider what is important about the big idea. **"The first step is to determine what**

<ul style="list-style-type: none"> I. Day 1 <ul style="list-style-type: none"> a. Introduce lesson b. Define the term social justice c. Watch video: https://www.youtube.com/watch?v=mcbAr3QCPs0 d. Present and discuss work of Sonya Clark using VTS (art, performance, writing) II. Day 2 <ul style="list-style-type: none"> a. Recap vocabulary b. Present and discuss social justice issue of ACCESS <ul style="list-style-type: none"> i. Education ii. Food/water iii. Healthcare iv. Equitable housing v. Environment c. Share Social Justice Big Idea Book by Yvette Rock III. Day 3 <ul style="list-style-type: none"> a. Recap day 2 b. Begin "I Am" poem (use template nga.gov template) <ul style="list-style-type: none"> i. Share examples ii. Distribute template iii. Students complete draft 1 of poem c. Present and share about artist Pope L. IV. Day 4 <ul style="list-style-type: none"> a. Recap day 3 b. Present and discuss one artwork from National Gallery of Art Social Justice Power Point www.nga.gov/learn/teachers/pandemic-teaching-resources/social-justice-issues.html c. Introduce Portraiture d. Sketchbook work <ul style="list-style-type: none"> i. Pair up students and have them draw each other V. Day 5 <ul style="list-style-type: none"> a. Recap day 4 b. Present and discuss work of Rashaun Rucker c. Self-portrait 	<p>is significant about the idea. Brainstorming a list of key concepts that inform a big idea is a good starting point." (Walker, 2001) Each daily lesson will have learning targets to help them achieve a mixed media piece that expresses their personal identity and ideas as it relates to this big idea. It will be important for students to problem solve through the concept and use multiple strategies to do so. "Although big ideas provide the conceptual structure for artmaking, it is not enough for artists to focus on big ideas: artists also require strategies for exploring the content of the big ideas. Once such strategy is to create, or construct – and then solve – conceptual problems that address the big idea." (Walker, 2001)</p> <p>We will also look at several artists whose works deal with social justice issues. To delve into these works, we will use visual thinking strategies. "...structured discussion among peers of art that intrigues them will produce observations, insights and exchanges that spur not only thorough, rigorous examinations of works of art but also significant skill development in individuals." (Yenawine, 1999) However, it is very important for students to also know who the artists are and the context the artworks were made in, so we will identify these artists during our art discussion time. "In planning for philosophical inquiry, teachers might consider what they have learned about the social-historical context in which an artwork was produced." (Stewart, 1997)</p> <p>Setting boundaries for artmaking is also important in our lesson. Students need to know why writing is helpful during the brainstorming and development of the big idea. We will talk about the values of using multiple methods to construct ideas and to create works of art. Many of the artists we will look at work this way conceptually. By discussing and answering questions related to lesson and media choices, "...students will come to recognize that artists' choices are not mere whims, but are boundaries intentionally set for expressive purposes." (Walker, 2001)</p>
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	<ul style="list-style-type: none"> i. Brief overview ii. Step-by-step pencil drawing of yourself on 9x12 paper <p>VI. Day 6</p> <ul style="list-style-type: none"> a. Recap day 5 b. Present and discuss work of Cannupa Hanska Luger c. Sketchbook work <ul style="list-style-type: none"> i. Brainstorming about ACCESS <ul style="list-style-type: none"> 1. Write three sentences about ACCESS. Ex, "Many families in my community do not have access to clean water." 2. Draw one visual representation/illustration for each sentence <p>VII. Day 7</p> <ul style="list-style-type: none"> a. Recap day 6 b. Sketchbook work <ul style="list-style-type: none"> i. Continue day 6 work if incomplete ii. Students who are complete an continue brainstorming/writing/drawing iii. Add color to sketch iv. Share your work with your table (provide guiding reflective questions) <p>VIII. Day 8</p> <ul style="list-style-type: none"> a. Recap day 7 b. Present and discuss work by Kara Walker c. Using a variety of media to create self-portrait <ul style="list-style-type: none"> i. Students can select three different materials to create self-portrait concepts (Ex. charcoal, markers, oil pastel, chalk pastel, ink, watercolor, crayons colored pencil, papers) <p>IX. Day 9-12</p> <ul style="list-style-type: none"> a. Recap day 7 b. Present and share about your three self-portraits from day 8 c. Define mixed media d. Show samples of artists who use mixed media/collage to create works (Njideka Crosby, Romare Bearden, Mik 	
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	<ul style="list-style-type: none"> e. Create a mixed media self-portrait around ACCESS and your ideas about ACCESS <ul style="list-style-type: none"> i. Begin sketching self-portrait on 16"x20" paper and begin adding contour lines, shading, and details to define self-portraiture ii. Divide portrait into 2-3 parts. At least two quadrants must show yourself realistically; other parts need to represent your social justice ideas about ACCESS and can incorporate your facial features. Here is where you can erase or add to drawing. iii. Add several collage and mixed media elements. Refer to sketchbook work from day 6 and 7 for what you will represent and add those detail to portrait. Incorporate at least one sentence, phrase, or word from "I Am" poem. The social justice word you're focusing on should appear somewhere on the collage. Use tracing and shape copying techniques. Select at least three different mediums/materials you want to use for final piece (refer to day 8) <p>X. Day 13</p> <ul style="list-style-type: none"> a. Recap day 9-12 b. Quick progress presentation of each work c. Workday/finishing touches d. Hang work in hallway/display space <p>XI. Day 14-15</p> <ul style="list-style-type: none"> a. Overview of entire lesson b. Exit survey c. Final presentations 	
8.	<p>Differentiation/Accommodations/Modifications (For differently abled on both ends of the spectrum)</p> <ul style="list-style-type: none"> 1. Create learning packet featuring images and text of artists we learn about during class that students can take home. 2. Easily accessible art materials. 3. Quiet "Make-N-Learn Corner". 	<p>Share rationale for each</p> <ul style="list-style-type: none"> 1. For students who are absent regularly due to personal home life issues or health issues so they can still learn about the artists we study. 2. For students who have physical disabilities or have wheelchairs and need easy access. Materials can be placed on lower tables and/or counters.

	<ol style="list-style-type: none"> 4. Provide wide range of material options for students with aversion to certain materials as well as variations of the same materials. 5. Students who have a fear of public speaking can submit a written description of their final piece answering the same questions students who do present orally are asked to share about. Alternatively, they may also select a fellow student to read their "I Am" poem for them. 6. Students with special needs will be given extra time to complete their work. They will also be given less requirements when it comes to the writing piece. For example, they can choose to complete only half of the fill-in-the-blank template. Special needs students can also pair up with students who have completed their work and ask for help in completing the written piece through brainstorming a list of adjectives. 	<ol style="list-style-type: none"> 3. For students who are overstimulated or overwhelmed in group settings, but still want to participate in lesson 4. It's important to find out why a student has an aversion to certain materials. It may be that they have never tried it or that the actual material feels uncomfortable. Some students have genuine physical reactions to materials. Providing a variety of options may help them overcome the desire to quit and not participate. 5. Just because a student has a fear of public speaking does not mean they do not want others to know about their work and the meaning behind their work. Providing alternative ways to share still gives the student a chance to express their emotions and creative ideas which can build self-confidence. 6. Students with special needs may need more time to complete their work and thrive better given the time accommodation. Peers who are known to be kind and patient can come alongside students with special needs to help them accomplish lesson targets. Teaching a subject often reinforces the lesson goals, so the student helping also improves. <p style="background-color: yellow;">"When teaching art, we take students' differences into account so that all students can experience equal opportunities and achieve learning outcomes. We strive to make a positive difference in all students' lives through quality instruction, a choose-based curriculum, fair assessments, and genuine care for students." (Sickler-Voight, 2020)</p>
9.	<p>Assessment Strategies: (Connecting and Responding) What <u>evidence</u> from performances and products demonstrate deep understanding and generalizable new knowledge?) What evidence of pre-thinking, in process ideation and development will be required?</p> <p>There will be formative assessments that take place through the course of this unit and a summative assessment at the end of the unit.</p> <p>Formative assessments to monitor student learning:</p> <ul style="list-style-type: none"> • Sketchbook check • Daily recap time asking kids to share what we learned the previous day 	<p>Share rationale for formative and summative assessment, HOW will this reveal knowledge acquired and how they will use it?</p> <p>How will you know what your students have learned about:</p> <ul style="list-style-type: none"> • the big idea that they investigated • the artistic concepts and depth of knowledgebase • 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? <p>We will have regular formative assessments through the unit. Since thinking about and expressing ideas related to social justice can be complex, it will be</p>

	<ul style="list-style-type: none"> • Checking for understanding during artmaking • Verbally asking kids to define some of the vocabulary words • Peer evaluations & feedback (when students share their sketches and share understanding about big idea) <p>Summative assessments to evaluate student learning:</p> <ul style="list-style-type: none"> • Written paragraph defining social justice (students with difficulty writing can use devices to verbally record answer and upload to assignment electronic platform). • Teacher and students will evaluate the final artwork using a rubric point system. Rubric will include: <ul style="list-style-type: none"> ➢ Use of at least three different materials to complete piece ➢ At least two quadrants of portrait are realistic/representational ➢ At least two quadrants include elements related to big idea ➢ All or excerpts from “I Am” poem are included in final piece ➢ Student shared during final presentation 	<p>important to combine both difficult and simple learning targets to unpack these principles. Students will be guided in how to think through the big idea when we talk about the work of other artists and as they share each other’s works through formative peer assessments.</p> <p>“Through formative assessments, teachers assist students in reaching targets that were unpacked from complex standards that require multiple tasks and time to attain, such as understanding about global cultures and traditions.” (Sickler-Voigt, 2020)</p> <p>“Given formative assessment tasks, students practice skills, ask questions, self-reflect, and participate in in-progress critiques to find solutions to challenge problems.” (Sickler-Voigt, 2020)</p> <p>Creating a rubric will help students monitor their own progress through the daily targets and overall project.</p> <p>A summative assessment will help me know the students’ comprehensive and visual understanding of the project. In addition, a basic numeric rubric will be used to evaluate the final piece and presentation. The summative assessment will include a section where the student can score their own work based on the numeric rubric. I will also consider this type of self-assessment as part of the final grade.</p>
10	<p>Insert photo of teacher created exemplar here:</p>	<p>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.</p> <p>Students will need to be willing to take risks, make “mistakes”, challenge themselves, think outside the box, accept feedback, go with their guts, and make the most with the materials they have. Putting this mixed media collage together was like writing a theatrical play, directing it, and doing the set design. It required some level of intellectualism as I thought through various words and issues around the theme of access. The brainstorming and sketching process will be important. This is where students will have a chance to think about what is important and personal to them within the big idea of access.</p> <p>While it is helpful to have some base knowledge of drawing, specifically a portrait, students will learn the step-by-step process to drawing a portrait. Similarly, while</p>



it would be helpful to know color theory and mixing, we will take at least one day to mix paints on paper. These papers will be materials for their collage.

Thinking through the many layers it takes to create this collage will be important as well. Students need to consider many of the principles of art such as composition, overlapping, and balance.

11. Materials/Tools/Art supplies needed:

- Drawing paper, 9x12 and 16x20
- Sketchbooks
- Pencils
- Charcoal (variety – vine, compressed, pencil)
- Paints (watercolor, acrylic)
- Brushes
- Water containers
- Palettes
- Paper towels
- Various papers for collage
- Light weight found materials (easy to adhere; students can bring from home)

What prior knowledge students will need to effectively use materials to express their ideas? (you may complete this AFTER making your teacher exemplar)

It will be helpful if students have at least a general knowledge of the following, however, we will review all these techniques and approaches during the lesson:

- How to draw a portrait
- Shading
- Types of lines (gesture, contour)
- Color theory and mixing
- Using scissors
- Writing

	<p>Adhesives (Elmer's, glue sticks, hot glue & glue gun, double-sided tape) Markers (illustration, water-based, permanent) Colored pencils Crayons Lined paper Ink and ink pens Fabrics</p>	
12.	<p>Materials Distribution/Clean Up</p> <p>Each table has two cubbies which hold the following:</p> <ol style="list-style-type: none"> 1. Scissors, glue sticks, Elmer's, rulers, pencils, erasers 2. Markers, colored pencils, crayon boxes, ink pens <p>Students have a clean-up routine which includes:</p> <ol style="list-style-type: none"> 1. Table Leader of the day makes sure their table is cleaned and that their tables do the following: <ul style="list-style-type: none"> ➤ Returning all supplies to proper location ➤ Making sure all lids are closed ➤ Putting any wet artwork on racks ➤ Using spray and paper towels to wipe tables at the end of class 	<p>Describe possible systems and management strategies</p> <p>Materials are organized and labeled.</p> <p>When students walk into class, they go to their cubby located on a shelf and grab their sketchbooks and walk to their assigned seats.</p> <p>There is an ongoing rotating list of Table Leaders posted on the chalk or wipe board for students to see at the beginning of class. Table Leader's tasks are clearly written for everyone to see as well. Table Leaders are allowed to delegate one task to a fellow student at their table whom they have identified. Table leaders are given points if tasks are completed based on norms and expectations that were created at the beginning of the school year. All students have a chance to be a Table Leader.</p>
13.	<p><u>PRESENTING</u> How will your students' work be PRESENTED and curated?</p> <p>Final mixed media self-portraits will be spray mounted on 16x20 foam board and hung in the school hallways. For the final presentations, students will share about their ideation, selections, and final material and subject choices made to complete their piece. Optionally, they can read their "I Am" poem to accompany their final art presentation. Extra credit will be given for students who do both art and poetry presentations.</p> <p>Presentations will be in the span of two days to give each student enough time to share and receive feedback.</p>	<p>Who is the audience? What kind of feedback will the artists receive?</p> <p>Students will give one another feedback with instructor guiding discussion and using Visual Thinking Strategy techniques to aid meaningful discussion. However, it will not remain open-ended, and creator of artwork can share their thoughts and concepts behind the work.</p> <p>The primary audience is students, but, staff, administrators, parents may see the work since the artwork will hang in school hallways.</p>

	Summative assessments and evaluations will occur during final presentations.	
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References:

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Walker, Sydney R. (2001). Marilyn G. Stewart, Editor. Chapter 1: Big Ideas and Artmaking. Chapter 4: Problem Solving. Chapter 5: Setting Boundaries. *Teaching Meaning in Artmaking*. Davis Publications, Inc.

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