

Teacher Name	<a href="#">Bob Reinard</a>
Course	Art Fundamentals
Subject Area; Grade Levels	Visual Literacy, grades 9-12
Lesson Title	Time and art
Date	
Lesson Context, Rationale, and Description	<ul style="list-style-type: none"> <li>• Time is an often overlooked element of art making. Artists and arts educators tend to focus on the more traditional elements of art making (Line, shape, color, value, texture, form, and space). However, time is inseparable from the making and viewing of art objects, and therefore should be something the artist considers in their individual artistic practice. This lesson will provide an introduction to the interaction between time and art, and prepare students to incorporate elements of time into their own work and/or consider the effects of time on how art is viewed.</li> <li>• At this point in the quarter, students should already be familiar with and able to apply fundamental artistic concepts such as line, shape, color, value, and texture. They should have a basic understanding of the traditional definition of an artwork, but will be encouraged to push the boundaries of that definition. We emphasize fundamentals regularly, and this lesson will be no different. Lecture topics will include discussions on line quality, color use, material texture (both implied 2D textures and real 3D surface textures), etc. This lesson is near the midpoint of the quarter, and students are expected to have a basic understanding of fundamentals such as line, shape, color, value, texture, etc. however, new concepts will be introduced that will challenge existing schema and incorporate new information</li> </ul>
National Visual Arts Standards OR Illinois Visual Art Standards	<ul style="list-style-type: none"> <li>• VA:Cr1.1.3 Elaborate on an imaginative idea.</li> <li>• VA:Cr2.1.3 Create personally satisfying artwork using a variety of artistic processes and materials.</li> <li>• VA Cr 1.2.1 Use multiple approaches to begin creative endeavors.</li> </ul>
IL Culturally Responsive Teaching & Leading Standards	<ul style="list-style-type: none"> <li>• A) Self-Awareness and Relationships to Others</li> <li>• Students will be able to see their relationship to their peers as well as how they fit within their specific socio-cultural continuum.</li> </ul>
Social Emotional Learning Standards	<ul style="list-style-type: none"> <li>• Develop self-awareness and self-management skills to achieve school and life success.</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> <li>• How do artists work?</li> <li>• How do artists and designers learn from trial and error?</li> </ul>

Objectives	<p>Students will:</p> <ul style="list-style-type: none"> <li>● View a brief lecture on time and art. How time changes meaning, changes art, or how examining the time an object was made will help us understand an object.</li> <li>● Break into groups to discuss the lecture.</li> <li>● Continue work on a self-directed studio project.</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>● Post Lecture Q&amp;A will check for understanding. Popcorn method and other assessment techniques will make sure all students have an opportunity to demonstrate understanding or ask for clarification.</li> <li>● Teacher and student conversation throughout the class will assess each student's understanding of the lesson and their progress experimenting with materials.</li> <li>● Whole class meetings at the end of each class will serve as closure activities to check for understanding.</li> </ul>
Vocabulary & Language Demands	<ul style="list-style-type: none"> <li>● Basic artistic concepts such as Line, shape, color, value, texture, time, form, pattern, composition, balance, etc.</li> </ul>
Connection to learning theory & educational principles.	<ul style="list-style-type: none"> <li>● Studio Habits of Mind-Stretch and Explore, Express, Develop Craft, Envision</li> <li>● Backward design</li> </ul>
Teacher Preparation	<ul style="list-style-type: none"> <li>● Time based exemplars</li> <li>● Slide presentation</li> <li>● Sketchbooks/journals</li> <li>● Materials as needed by students' individual projects.</li> </ul>
Instructional Materials	<ul style="list-style-type: none"> <li>● Slide lecture and printed lecture notes</li> <li>● iPads/chromebooks for additional, individual research.</li> <li>● Art making materials as needed by individual student' projects</li> </ul>
Technology	<ul style="list-style-type: none"> <li>● iPads and chromebooks will be available for students to do additional research.</li> </ul>
Instructional Plan for the Lesson	<ul style="list-style-type: none"> <li>● <b><u>DAY 1 (ideally a Monday)</u></b></li> <li>● <b>5 Minutes. Introduction</b> <ul style="list-style-type: none"> <li>○ Introduction to time based art. I will ask students if they believe time and art interact, and if so how.</li> </ul> </li> <li>● <b>15 Minutes. Lecture</b> <ul style="list-style-type: none"> <li>○ I will present a brief slideshow/lecture showing different examples of the interaction between time and art. This portion should take no more than 15-20 minutes.</li> </ul> </li> <li>● <b>10 Minutes. Discussion</b> <ul style="list-style-type: none"> <li>○ Students will break into groups of 3 to discuss the lecture and share their thoughts. Questions: "What are some other ways Time and Art interact?", "How do you think you would like to incorporate time into a project or your overall artistic practice?", "Does the project need to be an object or image?"</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Each group will elect a spokesperson, the spokesperson will introduce topics and ideas the group discussed to the wider class for further discussion.</li> <li>● <b>25 Minutes. Studio Work</b> <ul style="list-style-type: none"> <li>○ Students will make single day projects to explore how time and art can interact. The projects will be choice based and considered as separate from their 2 week self-directed projects (see Unit 1 sec. 2 of curriculum guide). However, it is expected that this exploration will inform the current and future self-directed work(s).</li> </ul> </li> <li>● <b>5 minutes. Closure</b> <ul style="list-style-type: none"> <li>○ Before class ends, we will meet again to discuss what we have learned about the interaction between time and art. I will start off the discussion by asking how time can change the perception of a work of art, I will ask students to summarize what they have learned, and ask other scaffolding questions such as “How can time be used as a subject for art?” What materials/techniques would you like to see demonstrated the rest of the week?</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● <b><u>Day 2</u></b></li> <li>● <b>10-15 minutes. Review/Q &amp; A.</b> How are students thinking about time in their projects? Whole class material demonstration based on Day 1’s closure activity.</li> <li>● <b>25-35 minutes. Studio work.</b> <ul style="list-style-type: none"> <li>○ Students will resume work on their 2 week self-directed choice projects. I will circulate and assist/demonstrate during this time.</li> </ul> </li> <li>● <b>10 minutes: Clean up</b></li> <li>● <b>5 minutes Closure.</b> <ul style="list-style-type: none"> <li>○ Meet to discuss the day’s progress, how students are feeling about their work, and discuss the next day’s materials/techniques/concept demonstration/lecture.</li> </ul> </li> </ul>
<p>Differentiation (Accommodations &amp; Modifications)</p>	<ul style="list-style-type: none"> <li>● The classroom will be equipped with adaptive tools and materials to provide physical/motor accommodations.</li> <li>● As students progress in their projects, my expectations and lesson planning/delivery will need to be reviewed and adjusted as necessary to make sure all student needs are addressed. (ESL materials for students whose first language is not English, written lessons for students with visual sensitivities, etc)</li> </ul>
<p>Remote Learning Accommodations</p>	<ul style="list-style-type: none"> <li>● Students working remotely will work synchronously with the class, using whatever materials they have available. This may be as simple as paper and pencil or more advanced and art specific materials.</li> <li>● I will routinely check in with students via laptop just as I would while circulating around the classroom in person.</li> </ul>

Extension Activity	<ul style="list-style-type: none"> <li>• Most activities will be timed, and students will be required to use all available time.</li> <li>• If students complete their self-directed project, they can begin planning the next self-directed project.</li> </ul>
Exit Activity & Closure	<ul style="list-style-type: none"> <li>• 5 minutes of class will be spent on Q&amp;A/discussion to check for understanding and fill any gaps in knowledge.</li> </ul>

**TEACHER SAMPLE OF LESSON PRODUCT (pasted/linked here)**



*One stick of Compressed Charcoal (1 Hour 38 Minutes and 25 seconds) Compressed Charcoal on Paper 10 x 30 in.*

Slide Lecture link: [SCED Slide show](#)

**Rubric**

	<b>Lecture Understanding/ class participation</b>	<b>Studio work.</b>
<b>Meets standards</b>	Student is engaged and participates in class discussion. Student works with peers and teacher to gain and demonstrate understanding.	Student uses all time allotted productively and works with class to maintain a clean studio area.
<b>Needs supports</b>	Student is not engaged and does not participate in class discussion. Does not work with peers and teacher to gain and demonstrate understanding.	Student does not use time productively and does not help maintain a clean studio work space.