

Teacher Name	Bob Reinard
Course	Art I
Subject Area; Grade Levels	<i>Symbolism, Visual Arts, 9-12</i>
Lesson Title	Symbolism and making meaning
Date	4/25/2022
Lesson Context, Rationale, and Description	<ul style="list-style-type: none"> • Throughout the semester, I have encouraged the students to find their own inspiration and artistic motivation. I may choose the materials and techniques, but it is up to them to choose the subject matter/concept. Throughout this process, students have, without realizing, that they have created symbolic artworks that represent people, places, and things important to them. While they did struggle with the idea of self-directed work initially, each student has improved in this area throughout the semester. • This lesson will put symbolism at the forefront of the artistic process. They will be tasked with creating a “symbolic self-portrait,” or a work that represents them without being a direct self-portrait (which they have already done this year). Students will be free to choose any material with one restriction, the work must fit inside their sketchbooks. • There are 28 students in the class, 8 female identifying and 20 male identifying. Grade levels range from Freshman through Senior. Reflecting the overall student body, the students are predominantly LatinX (18). Other demographics include white (6), Black (3), and Asian/Pacific Islander (1). • Bandura’s Social Learning Theory is the ideal educational theory for this lesson. For Bandura, symbols are the vehicle of thought, and it is by symbolizing their experiences that students can provide their lives with structure, meaning, and continuity. Symbolizing also enables people to store the information required to guide future behaviors. This project will not only be a lesson on creating symbolism. It will also be a journey of self-discovery, an exercise in developing self-efficacy, and a lesson in how to make meaning in an artwork. • Ultimately, this lesson and subsequent project is intended to be the culmination of everything we have covered in class this semester. Students have explored how properly used color can create mood or elicit a specific reaction, we have discussed brainstorming and recording our preliminary work, and finally we have discussed how a finished work and concept can vary drastically from initial ideas/plans.
Standards	<ul style="list-style-type: none"> • IL VA:Cr1.2.1: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design. • IL VA:Re7.2.1: Analyze how one’s understanding of the world is affected by experiencing visual imagery
IL Culturally Responsive Teaching & Leading Standards	<ul style="list-style-type: none"> • C) Students as Individuals
Social Emotional Learning Standards	<ul style="list-style-type: none"> • Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Essential Questions	<ul style="list-style-type: none"> • What is an image? • Where and how do we encounter images in our world? • Why do artists follow or break from established traditions?
Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • Connect prior learning in color theory, a variety of materials and techniques, brainstorming, and finding meaning to the current lesson in order to synthesize an original self-referential symbolic artwork. • Conceptualize a “symbolic self-portrait” after viewing a lecture on symbolism, examining several teacher exemplars, and using sketchbooks to generate ideas and preliminary sketches.
Assessments	<ul style="list-style-type: none"> • Informal Formative: Classroom observation, Individual meetings and conversations with students • Formal Formative: Sketchbook usage and preparatory work. • Formal Summative (class level): finished sketches and preparatory notes in sketchbook. Work has begun on actual the sculpture (if time permits) • Formal Summative (project level): At the end of the two week project, students will submit a finished work, any process or preparatory images, and a 1 paragraph reflection on their choices, process, and discoveries they made during this project.
Vocabulary & Language Demands	<ul style="list-style-type: none"> • Symbol, symbolism, meaning, representation, • There are a number of English Language Learners in the class. However, their receptive comprehension and vocabulary is at a level that few, if any, accommodations are needed.
Connection to learning theory & educational principles.	<ul style="list-style-type: none"> • As mentioned in the context and rationale, this lesson meshes well with Bandura’s Social Learning theory. Students will explore how symbols are created and used. How communities create meaning together through shared symbols. Bandura focuses on the social aspect of learning, and symbols are an integral part of that learning.
Teacher Preparation	<ul style="list-style-type: none"> • Exemplars, slide lectures, material review.
Instructional Materials	<ul style="list-style-type: none"> • Slide lecture, exemplars, and a wide variety of art materials based on student choice.
Technology	<ul style="list-style-type: none"> • iPads are available for digital art, chromebooks are available for research.
Instructional Plan for the Lesson	<ul style="list-style-type: none"> • 5 minutes: introduce new lesson, document studio habits goals for the day. • 15 minutes: review all previous lessons from semester. • 10 minutes lecture on symbolism. • 15 minutes: studio time • 5 minutes exit activity, studio habits of mind review.
Differentiation (Accommodations & Modifications)	<ul style="list-style-type: none"> • There are several students with IEPs and require more personal attention, but no students require physical accommodations. • I will use multiple instruction methods to accommodate differences in ability level and prior knowledge among students.
Remote Learning Accommodations	<ul style="list-style-type: none"> • Currently there are no remote learners in this class, but the class does have the capability to broadcast the lesson synchronously or record and post the lesson asynchronously.

Extension Activity	<ul style="list-style-type: none">• If students finish their preliminary work, they will be expected to start work on the final work.
Exit Activity & Closure	<ul style="list-style-type: none">• Review of the work done today, what Studio Habits of Mind did we practice?

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

Rubric

Exceeds standards		
Meets standards		
Needs supports		