

Unit Plan

Teacher(s): Sand	Unit: <u>POP ART stands out with Masking in Photoshop</u>	Expected Unit Dates: 10/29-11/13
Unit Topic(s): Pop Art, Peter Max, Filters, Clipping Mask, color symbolism		Grade Level(s)/ Class: 9-12, Exploring Digital Art
Hook/Problem: -How will you use the ideas in a current event to create an artwork using Photoshop.in the style of Peter Max and to represent how you feel about the topic using color symbolism? -Motivation: Students will view sample exemplary works, practice with Adobe Photoshop to understand digital tools and special effects, and create unique interpretations of the theme for this project.		
Throughout this project, students will have the opportunity to learn: <ol style="list-style-type: none"> 1. About a current event 2. About the style Peter Max used and how he was inspired in his work 3. How to use filters 4. How to use clipping masks 5. How to use colors to represent feelings and emotions 		
Vocabulary/Skills: Pop Art clipping mask filters lasso tool magnetic lasso tool paintbucket organic shapes merge lighting effect unity		

<u>CCSS Reading Literature</u>	<u>CCSS Writing</u>
Listen for - Retell - Define - Find the main idea - Compare - Summarize - Rehearse - Persuade - Write	
5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). 6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	3. Narrative Accounts: In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. (Daily goal setting, artist statement) 9. Draw evidence from informational texts to support analysis, reflection, and research. 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (Daily goal setting, artist statement)

Ohio Visual Art Standards

ENDURING UNDERSTANDINGS

Critical and Creative Thinking: : Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.

Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.

Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

- A. Understand and articulate the intrinsic worth and public value of arts and cultural participation.
- B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.
- C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.
- D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.
- E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.
- F. Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.
- G. Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.
- H. Demonstrate respect for, and effectively work with, socially and culturally diverse teams or content to increase innovation and quality.

Perceiving/Knowing

1PE Examine and articulate the effects of context on visual imagery.

2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.

3PE Identify the relationship between community or cultural values and trends in visual art.

4PE Identify the factors that influence the work of individual artists.

5PE Describe the role of technology as a visual art medium.

6PE Describe the decisions made in the design of everyday objects.

Producing/Performing

1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.

2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.

3PR Explore multiple solutions to visual art problems through preparatory work.

4PR Establish the appropriate levels of craftsmanship when completing artworks.

5PR Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.

6PR Identify and apply visual literacy as a means to create images that are personally expressive.

Responding/Reflecting

1RE Explore various methods of art criticism in responding to artworks.

2RE Identify assessment practices to manage, monitor and document their learning.

3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.

4RE Investigate the role of innovative technologies in the creation and composition of new media imagery.

5RE Identify and explain one or more theories of aesthetics and visual culture.

6RE Identify various venues for viewing works of art.

7RE Recognize and articulate the importance of lifelong involvement and advocacy in the arts.

Key Text(s)/ Informational Materials

Adobe Photoshop CS2
PowerPoint/Websites
Peter Max PowerPoint
Class assessments and instructions in PowerPoint and Word
Graphic Organizer

Best Practices (What Best Practices are you implementing during this unit?)

- Phil Schlechty's "Working on the Work"
- Personal Response - *More than one right answer* - *Students may create artworks that demonstrate mastery of concepts or define important concepts with more than one right answer.*
- Clear/Modeled Expectations - *Student knows what success "looks like"* - *Students will see exemplar peer and professional projects*
- Emotional/Intellectual Safety - *Freedom to take risks* Students will have opportunities to share work in-progress, revise their work, try new materials/styles
- Learning with Others (Affiliation) - *Learning has a social component*- *Students will work together to plan and assess work*
- Sense of Audience - *Student work is shared* - *Final compositions will be displayed in the artroom, on final presentations, and possibly at Festival of Arts*
- Choice - *Students have meaningful options* - *Students may choose tools/materials, style, and group partners(critiques, brainstorming activities, help during class)*
- Novelty and Variety - *Learning experiences are unusual or unexpected* - *Students will be encouraged to use new materials and try a new style that may not be their own*
- Authenticity - *Connections to experience or prior learning* - *craftsmanship skills from previous projects, concepts and vocabulary shared throughout this unit*

Activities

Day 1

Do Now: Level 1 voices. Open your daily journal in the link below and write the goals for class today in your own words. Then, go to the internet to find an image of something you think is beautiful. Open a Photoshop document that is 8"x10", 300 resolution, RGB Mode, Transparent background. Paste your picture into this document. Make a new layer on your project and make it the BACKGROUND.

1. Huddle up!- Introduction to Text Box, burn, and dodge tools.
2. Students create their own Text boxes and adjust contrast as necessary.

Exit Ticket: Complete your daily journal. Did you meet the goals for today? Save your journal in the Edmodo assignment.

Day 2

Do Now: Level 1 voices. Open your daily journal in the link below and write the goals for class today in your own words.

1. Huddle up!- Introduction to MASKING.
2. Students will create their images out of words using the MASKING process.
3. Students complete the checklist for their projects and TURN IN to Edmodo.

Exit Ticket: Complete your daily journal. Did you meet the goals for today? Save your journal in the Edmodo assignment.

Day 3

Do Now: Level 1 voices. Go to the internet and search for current events. It may help if you look at <http://newsela.com/>, <http://www.studentnewsdaily.com/>, <http://www.cnn.com/studentnews/>, or <http://www.pbs.org/newshour/extra/>. Spend 7 minutes finding topics that interest you and post a list of

topics in Edmodo. You may work with a partner if you can work well together.

1. Huddle Up!-Class discussion on Peter Max and his art style with websites and PowerPoint. Also discuss color symbolism.

2. Students begin work on **current event summary/graphic organizer**.

Exit Ticket: Complete your daily journal. Did you meet the goals for today? Be sure to include the topic that is most interesting to you (you will have an assignment due next week). Save your journal in the Edmodo assignment.

Day 4

Do Now: Level 1 voices. Open your daily journal and write the goals for class today in your own words. Then begin a new Photoshop document that is 14"x11" , 300 resolution, RGB mode, transparent background. Consider using <http://www.morguefile.com/> or <http://www.sxc.hu/> to find a picture of the main character or object from your current event.

1. Use your **SELECTION** and **ERASER** tools to delete any background from your picture.

2. Huddle Up!-Class Demonstration on Filters.

3. **Make 6 copies of your photograph that you pasted into Photoshop.** DO NOT MOVE any layers! They should be perfectly on top of one another. (Hide and unhide layers using the eye.)

4. Use a **different FILTER** on each layer you made. You will need SIX.

Open your self-assessment in the WORD document. Review the checklist at the top and put an "X" in front of any items you have mastered.

Exit Ticket: Complete your daily journal. Did you meet the goals for today? Save your journal in the Edmodo assignment.

Day 5

Do Now: Level 1 voices. Open your daily journal and write the goals for class today in your own words. Then open your Photoshop project. Find a **BACKGROUND** image that will work well with the current event you want to depict/show.

1. Huddle Up!-Class Demonstration on **SELECTION TOOLS** and color symbolism.

2. **Select a different area on each layer to delete that looks messy or is difficult to see.**

3. When you are finished, use your **LAYER STYLES** or **PAINTBUCKET** to **change the colors** of your layers so they share some of the same colors. Think about the **SYMBOLISM!**

Exit Ticket: Complete your daily journal. Did you meet the goals for today? Save your journal in the Edmodo assignment.

Day 6

Do Now: Level 1 voices. Open your Photoshop Projects. "Artist Walk" - Take 3-5 minutes to view the work created by other students. Then go to your own computer and write a **REPLY** to today's post about another student's artwork you liked. Be sure your comments are **POSITIVE** and include the name of the student whose artwork you liked. Then, take 1-2 minutes to write the goals for class today in your own words in your daily journal.

1. Huddle Up!- Students will share and demonstrate their skills in using **LAYER STYLES, PAINT BUCKET, DUPLICATING/COPYING** layers, and/or **MERGING LAYERS**.

2. Students will **complete the color changes they need so their subject matter is unified (all parts look like they belong together).**

3. Students will **merge their main subject matter layers (NOT THE BACKGROUND).**

4. Open your self-assessment in the WORD document. Review the checklist at the top and put an "X" in front of any items you have mastered.

(With extra time) Students begin work on the same process for the background as they did for the main subject matter. (Creating 6 layers, apply filters to each layer, delete parts of each layer, change colors as necessary, merge together the 6 layers for the background image)

Exit Ticket: Complete your daily journal. Did you meet the goals for today? Save your journal in the Edmodo assignment.

Day 7

Do Now: Level 1 voices. Open your daily journal and write the goals for class today in your own words. Open your self-assessment in the WORD document. Review the checklist at the top and put an "X" in front of any items you have mastered. Then write the ONE SENTENCE that describes your current event in the reply to this post.

1. TURN IN your current event summary/graphic organizer.
2. Continue work on BACKGROUND. Make sure your **background layers are MERGED by the end of class.**

3. Add layer styles to your main subject matter if you have time.

Add additional subject matter using the same steps if needed**STRETCH project if you add 2 more** (Creating 6 layers, apply filters to each layer, delete parts of each layer, change colors as necessary, merge together the 6 layers for the background image)

OR

Make this picture into a poster design with large text that advertises a special event.

Exit Ticket: Complete your daily journal. Did you meet the goals for today? Save your journal in the Edmodo assignment. ALSO, save your work as a .psd AND .jpeg. Post your .jpeg file to the class in Edmodo.

Day 8

Do Now: Level 1 voices. Open your daily journal and write the goals for class today in your own words. Then, REPLY to this post with a description of how your project represents the current event you chose. Be sure to state the topic of your current event again. Are the colors symbolic? Why is the subject matter important?

1. Huddle Up!- Class demo on TEXT tool.

Make a new layer on your project. Use the TEXT TOOL to DRAW A BOX from the top left corner to the bottom right corner of your project.

2. Then fill this box with one word you copy over and over, a phrase, a poem, a song, etc. Be sure the COLOR of the text matches your project!

3. Change the FONT to a 6pt size.

4. Highlight your text with the "T" tool. Copy and paste your text to fill the text box.

5. Huddle Up!- Class demo on CLIPPING MASK.

6. Create a **CLIPPING MASK on several areas of your project so words appear and disappear on your shapes OR use the TEXT MASK process we used on Project 5 (Beautiful project).**

Exit Ticket: Complete your daily journal. Did you meet the goals for today? Save your journal in the Edmodo assignment.

Day 9 and 10

Do Now: Level 1 voices. Open your daily journal and write the goals for class today in your own words. Open up the WORD document with your art vocabulary words. Update any words and images you do not have. (15 minutes)

1. Finish work on text and clipping masks.

2. **Duplicate your layers, merge the copies, and add a (BRIGHT) LIGHTING EFFECT.**

With extra time, work on Stretch project (Make this picture into a poster design with large text that advertises a special event.), an Enrichment Activity or create a colorful border around your project!

Exit Ticket: Complete your daily journal. Did you meet the goals for today? Save your journal in the Edmodo assignment. ALSO, save your work as a .psd AND .jpeg. Post your .jpeg file to the class in Edmodo.

Day 11

Do Now: Level 1 voices. Open your daily journal and write the goals for class today in your own words. Make any POSITIVE and HELPFUL suggestions to your classmates post of their artworks in Edmodo. (If you don't have anything nice to say, don't say anything at all!)

1. **Vocabulary Quiz** over new art words and skills in Photoshop.

2. Make final revisions to your project and complete the self assessment.

4. TURN IN your project to Edmodo and your PowerPoint/website.

With extra time, work on on Stretch project (Make this picture into a poster design with large text that advertises a special event.), an Enrichment Activity or create a colorful border around your project!
Exit Ticket: Complete your daily journal. Did you meet the goals for today? Save your journal in the Edmodo assignment. ALSO, save your work as a .psd AND .jpeg. Post your .jpeg file to the class in Edmodo.

Day 12

Do Now: Level 1 voices. Work to edit the DESIGN elements of your PowerPoint or website. Change colors and fonts, add pictures, or include special animation/transitions. If you think you are finished creating the STYLE of your website, ask another student who is free to review your work.

1.Huddle Up! - Class review of Peter Max PowerPoint

2. Write a paragraph describing what is the SAME and what is DIFFERENT between your artwork and the artworks on the Peter Max PowerPoint that we looked at in class.

3. Post your paragraph on your PowerPoint or Website.

Exit Ticket: Complete your daily journal. Did you meet the goals for today? If you are finished with EVERYTHING for this Peter Max unit, be sure to write that you finished. Save your journal in the Edmodo assignment.

Stretch Project:

Add additional subject matter using the same steps if needed**STRETCH project if you add 2 more**
(Creating 6 layers, apply filters to each layer, delete parts of each layer, change colors as necessary, merge together the 6 layers for the background image) – 10 points

OR

Make this picture into a poster design with large text that advertises a special event.(rubric below- up to 30 points)

OR

Student suggestion

Possible Modifications for students with special needs:

-choice and importance of current event could be shared verbally instead of written

-reduced number of layers on project

-reflection only on Daily Journal on Friday to summarize the week OR ESL-daily reflections in home language and final summary in English

-work in groups when possible to generate and share ideas

-use Google Translate for daily instructions and to translate assessments

-students may work with the same picture for their project instead of creating a collage out of two or more images

-possibly omit clipping mask option OR substitute with text mask option

Assessments

Formative

-Daily goal setting and reflection on progress at the end of class

-current event summary/graphic organizer

-in-progress critiques - teacher and peer critiques

Summative

1) vocabulary quiz

2)final project, checklists, and self assessment

3)compare/contrast own work to work by Peter Max

Your Name: _____ Class and Bell: _____

Date started: _____ Date Finished: _____

Daily Written Reflection on Participation and Progress

1. During the DO NOW write the goals for class today in your own words. Be sure to make these PERSONAL. If you are behind or ahead on the class goals, be sure to write how you plan to catch up or work on an enrichment activity.

2. Then at the end of class take 3-5 minutes to write at least 3 sentences about what you learned, the progress you made today in class, and how well you participated. Be honest and you will receive points for completing this activity. Save your file and upload into the Edmodo assignment.

Monday:

Goals(s):

End of class:

Tuesday:

Goals(s):

End of class:

Wednesday:

Goals(s):

End of class:

Thursday:

Goals(s):

End of class:

Friday:

Goals(s):

End of class:

What do you think your overall participation grade should be for the week? (up to 10 points each day): _____

On a sheet of paper or in your sketchbook, write:

1. One thing you did well on your project

AGREE

DISAGREE

2. One thing you struggled on when creating your project

AGREE

DISAGREE

3. 3 adjectives that describe your project

AGREE

DISAGREE

4. Write a question you may have on how to finish your project (can be problems you have with skills or ideas).

5. (Constructive COMMENTS)

Other Do Now Ideas:

Level 0 voices. Take 1-2 minutes to write the goals for class today in your own words in your daily journal. Then, send Ms. Sand a direct post describing any problems or questions you have on your project that were not solved yesterday. If everything is going well, what is/are the best part(s) of your project right now? Be sure to write this post independently.

Additional Summative Assessments (other than self-assessment/rubric)

Checklist 1- Text mask- Place an "X" before each item you have mastered

- _____ 1. I can copy and paste an image into Photoshop.
- _____ 2. I can create a background layer.
- _____ 3. I can create a text box.
- _____ 4. I can change the color and size of my font.
- _____ 5. I can use the masking process to create my picture out of words.

Checklist 2

Throughout this project, I have learned about: Place an "X" before each item you have mastered.

- _____ 1. About a current event
- _____ 2. About the style Peter Max used and how he was inspired in his work
- _____ 3. How to use filters
- _____ 4. How to use clipping masks
- _____ 5. How to use colors to represent feelings and emotions

Event Summary

What happened?

What happened at the beginning of the story?

who?

Who is/are the main characters in this story?

where?

Where is the setting for this story?

when?

When did this event happen or what is the timeline?

why?

Why are these events happening? Why is this a worthwhile or important story?

What happened?

What is the resolution or ending to this story? Or, what is expected to happen in the future?

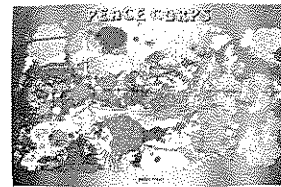
www.julieverse.com

Now write a paragraph summary of this story in your own words. HIGHLIGHT the details from this story you plan on adding to your project.

Finally, write ONE SENTENCE that completely summarizes this entire current event!

Throughout this project, you will have the opportunity to learn about:

1. a current event
2. the style Peter Max used and how he was inspired in his work
3. how to use filters
4. how to use clipping masks/ text masks
5. how to use colors to represent feelings and emotions



Artist's Name: Bell:	<u>Pop Art with Peter Max</u>	Choose one of the ratings for each criteria below EXPLAIN WHY!!! (Write your comments in each of the empty spaces.)
Goal: You will create a Pop Art project in the style of Peter Max based on a current event. Consider using FILTERS to make most of this project. You will use a MASK to add TEXT inside some of the shapes of your project.		
Fulfills Assignment (Composition And Design) 40% of your project 40% of your project What do you think you earned ___/50 ? Teacher Score and Comments: ___/50	1. How well does the work solve the problems outlined in this assignment? 1. About a current event 2. In the style of Peter 3. 6 different filters used 4. Collage of one background and one foreground subject matter 5. Clipping mask/Text mask is used 6. Colors used to represent feelings and emotions 2. You have achieved <u>unity</u> in the work by creating two sides of your project that both have the same style. 3. Did you talk to Ms. Sand about making changes from the project description above? Why?	Rate your progress AND write your answers using the criteria above.
Creativity & Unexpected Discoveries 10% of your project What do you think you earned ___/10 ? Teacher Score and Comments: ___/10	4. How original, innovative, and daring is the work? Does it show personal choice and vision? 5. Does it extend or change from past work done you have made? Have you paid extra attention to details?	
Craftsmanship and Care (Collaboration) 30% of your project	6. Is the work appropriate for the technique/style of art being made? Does the motion that was created make sense? Were the materials carefully used so color/line weight was added with care?	

<p>What do you think you earned ___/20 ?</p> <p>Teacher Score and Comments: ___/35</p>	<p>7. You had patience with your work and paid attention to consistency. Did you stay on the job the entire class?</p> <p>8. Were conversations during class appropriate for what you needed to accomplish?</p> <p>9. Was care taken to use tools, supplies, equipment, supplies, room, etc. appropriately? Did you clean up daily?</p>	
<p>Critical Thinking</p> <p>15% of your project</p> <p>What do you think you earned ___/15 ?</p> <p>Teacher Score and Comments: ___/15</p>	<p>10. Do daily reflections show regular growth in learning after each class?</p> <p>11. What comparisons can you make between this current project and other projects/designs you have made or seen using the SHAPE TOOL, LAYER STYLES, and ABSTRACTIONS?</p> <p>12. Is the artist reflection complete at the end of this project? See below.</p>	
<p>Communication</p> <p>5% of your project</p> <p>What do you think you earned ___/5 ?</p> <p>Teacher Score and Comments: ___/5</p>	<p>13. Written reflections are complete and clear in Edmodo, in class assignments, on artist statements, etc.</p> <p>14. Comments and presentations during class are appropriate</p> <p>15. Were you cooperative & generous in discussions & in helping others without doing it for them?</p> <p>16. Were good questions asked at appropriate times? (You did not waste class time.)</p>	
<p>***Stretch Assignment: (10 points - Pass or Fail only)*** (See below) OR Write your own ideas for a stretch project here:</p> <p>Did you finish the Stretch assignment? Yes or No. _____</p>		
<p style="text-align: center;">Artist Statement:</p> <p>In the space below, write about the why you chose the subject matter/theme for this project, how successful your project is, and if there is any other information that you would have liked to have to refine this project or changes you would suggest we make to this project.</p>		

STRETCH PROJECT: Poster Project for an Event

Yes	No	
		1. Do you have at least one shape filled with a <u>text mask</u> ?
		2. Do you show a picture of at least <u>1 person</u> (abstract or realistic)?
		3. Did you include <u>1 word</u> in a font style that reflects the style of the artwork?
		4. Do you use at least <u>3 different symbols to fill/decorate at least half the shapes</u> on your project?
		5. Did you use <u>bright colors</u> popular during the 1960's on 90% of your project?
		6. Did you use at least <u>3 organic shapes</u> on your project?
		7. Is your project <u>8"x10"</u> ?
		8. Is there a <u>focal point</u> in your work?
		9. Have you included at least <u>3 people in your project or represented a "Pop" issue in your work</u> ?
		10. Does your project look <u>unified</u> , as if all the parts of your project look like they are similar enough to belong on the same project?

Other considerations:

Did you try any layer styles?

Would a filter make the images on your project more dramatic or interesting?

Have you overlapped different shapes to create the sense of a foreground, middleground, and background?

Could your project benefit from including a frame around your work?

STRETCH PROJECT if students have a lot of extra time at the end of their project.+25

Multimedia Presentation: Compare/Contrast your own project with a work from art history.

You may use PowerPoint or YouTube to add images and narrate your description of your project as well as how it is similar and different to the work you chose from art history. This project should be uploaded to your website as well as turned into the Edmodo assignment.

Your Name: _____ Bell: _____

4	3	2	1
Content: Purpose			
My presentation has a theme that makes an important and meaningful statement about my topic. All parts of my presentation relate to the purpose or theme in a meaningful way.	My presentation has a theme: Compare and contrast my caricature project to a professional caricature artist. All parts of my presentation make an important statement about my topic. I support my topic with at least 2 comparisons and 2 contrasting points. I finish with a strong conclusion.	My presentation has a topic. Most parts of my presentation make an important statement about the topic, but some parts may be off topic. I do not make comparisons AND contrasting points. My conclusion is weak.	My presentation seems to have a topic, but many parts are off topic. I do not formally end my presentation.
Multimedia Features			
I use graphics, video, sound, and other multimedia features effectively to communicate my theme and create interest. I follow all copyright laws when I use multimedia features.	I use some graphics, video, sound, and other multimedia features to enhance and support my key points. I've included a picture of my own project and one from the artist I've selected.	I use graphics, video, sound, and other multimedia features, but some features detract from my key points. I've included a picture of my own project and one from the artist I've selected.	I do not use graphics, video, sound, or other multimedia features, or the ones I use detract from my key points. I'm missing a picture of my own project and/or one from the artist I've selected.
Organisation			
My presentation begins with a slide that builds curiosity and interest in the theme, organizes information in a logical order, and leaves the audience with an important idea about the theme to think about.	My presentation begins with an introduction that describes the theme in an interesting way, organises information in order, and concludes with a summary of the most important points. (at least 2 slides/images/pages)	My presentation has an introduction and a conclusion, but they may not engage the audience in thinking about my theme. The order of the information may not help me communicate the theme. (2 or fewer slides/images)	My presentation is missing an introduction or a conclusion and is organised in a way that confuses the audience. (1 slides/images)
Oral Presentation			
I have rehearsed my presentation. I speak clearly and smoothly in an engaging way. I show poise and confidence, interact appropriately with my audience, and handle unexpected problems effectively.	I have rehearsed my presentation. I speak clearly and smoothly. I show poise and audience awareness. I engage the audience by asking questions when I can, especially when I show my own artwork.	I could have rehearsed my presentation more carefully. Sometimes, my audience loses interest or has difficulty understanding me.	My audience has difficulty following my presentation and understanding me. I did not practice enough.
Creativity			
My presentation includes unique features that communicate meaningful fresh insights and perspectives in unusual and surprising ways.	My presentation communicates insights in unusual and surprising ways.	I try to communicate fresh insights in unusual and surprising ways, but some of my methods distract rather than support my presentation's theme.	My presentation is predictable, not focused or off-topic.

Pop Artist Peter Max - Color and Creativity!

<http://youtu.be/punS9XAJMJ8>

Goal: You will create a Pop Art project in the style of Peter Max based on a current event. Consider using FILTERS to make most of this project. You will use a MASK to add TEXT inside some of the shapes of your project.

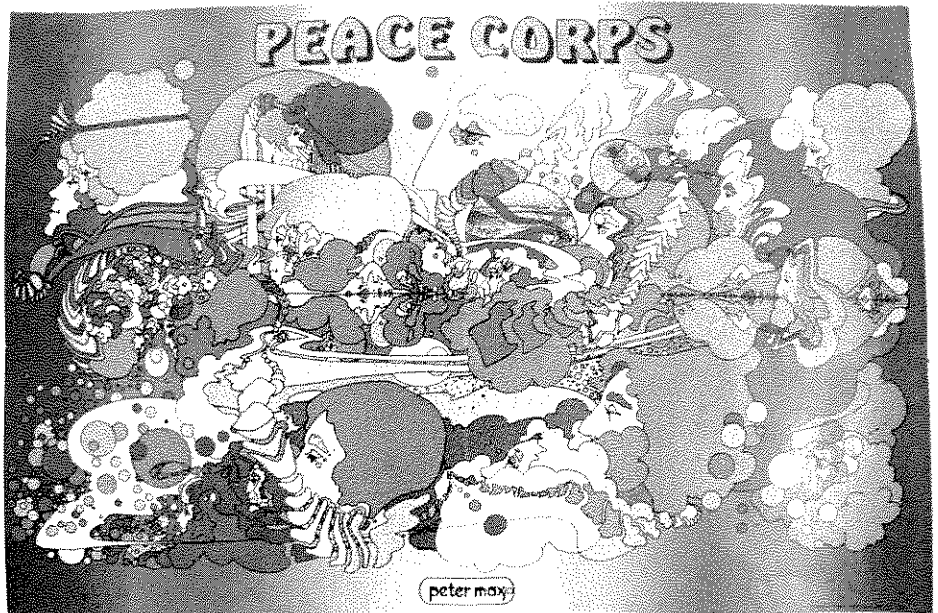
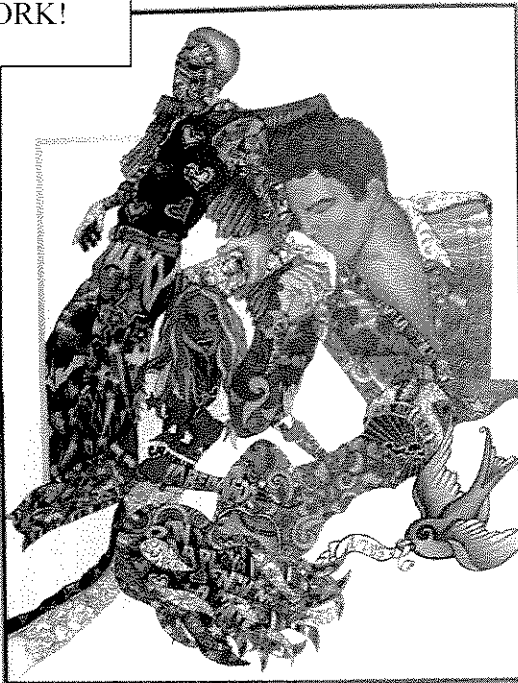
What art words can you use to describe the art made by Peter Max?



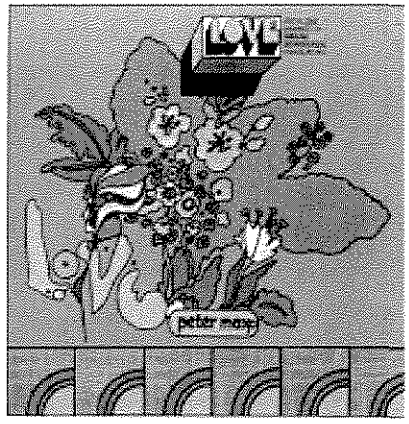
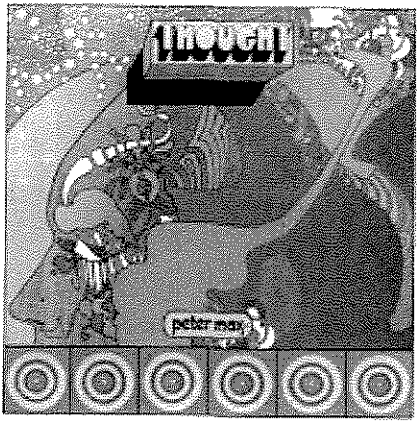
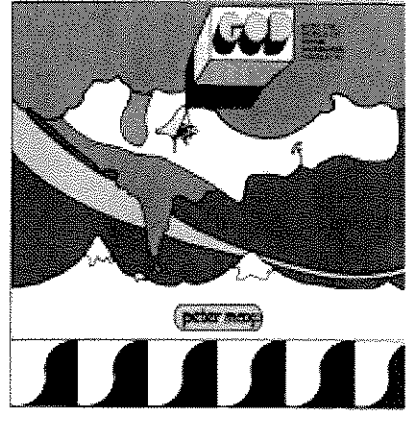
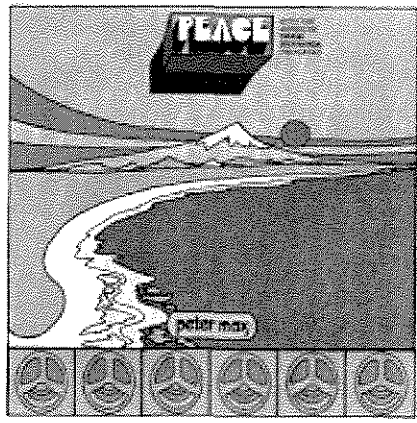
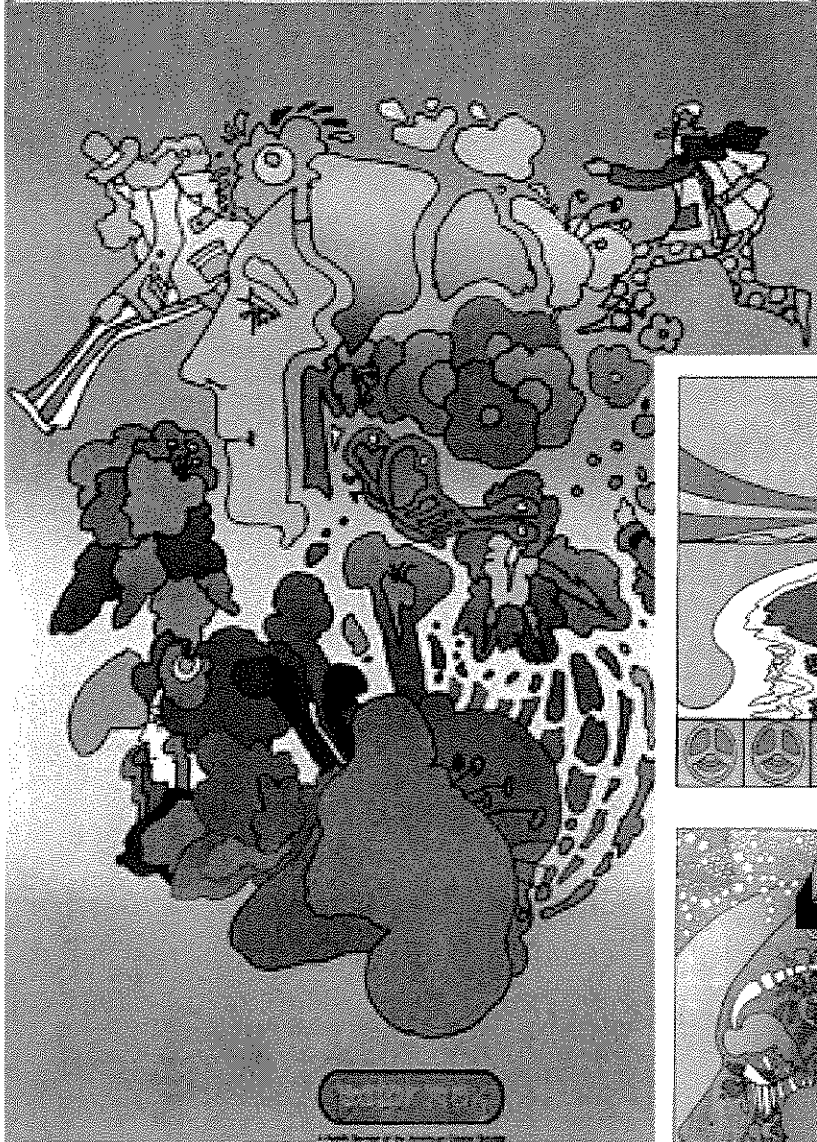
Project: Sensational_P_s_y_c_h_e_d_e_l_i_c_A_r_t_
Inspired by art of the 1960's and artist Peter Max, art studio students will create psychedelic art representing current events in our world today.



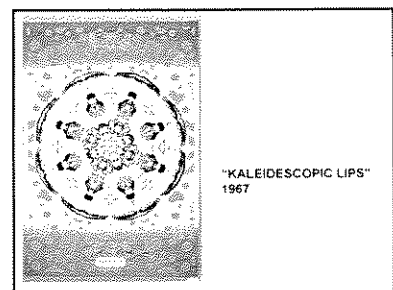
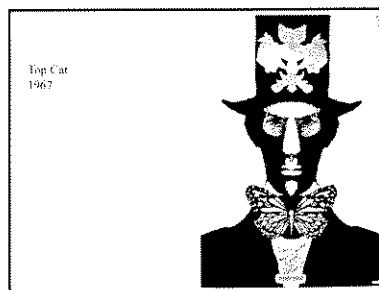
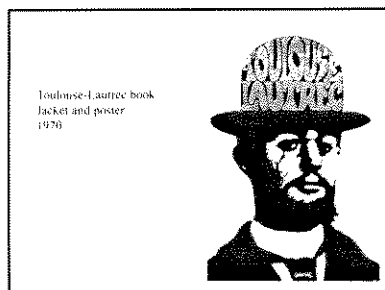
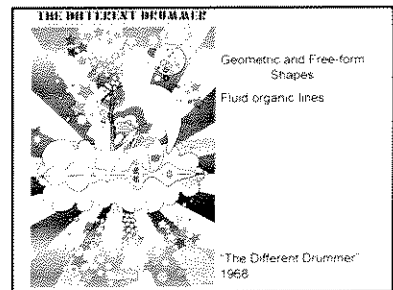
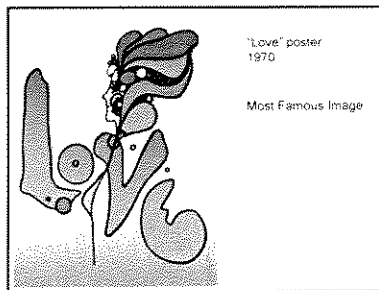
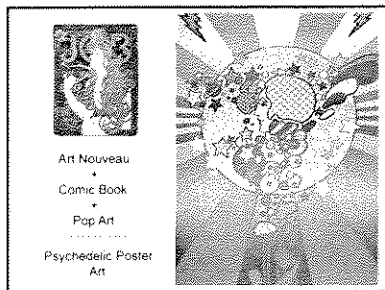
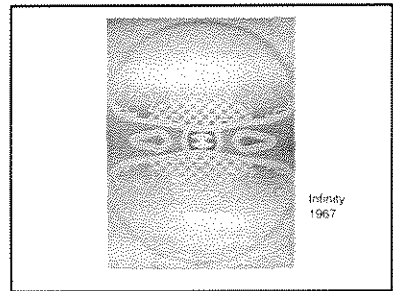
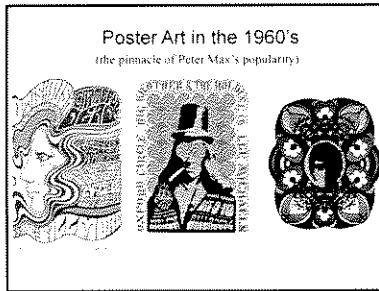
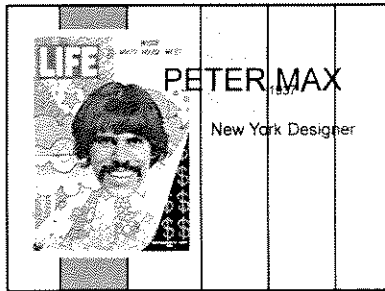
STUDENT WORK!



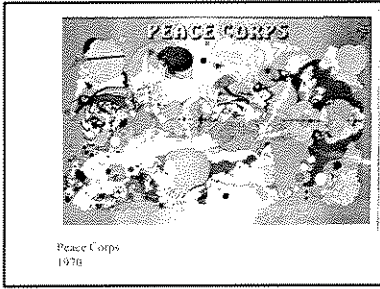
Life is as beautiful - stay alive - craft your own signature



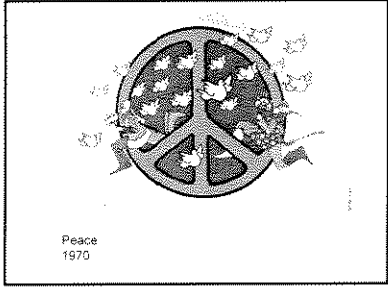
Power Point Resource



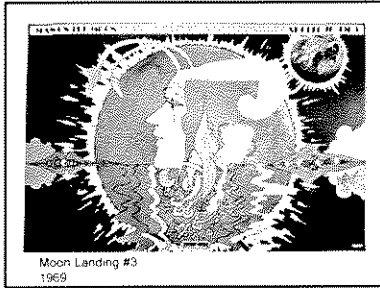
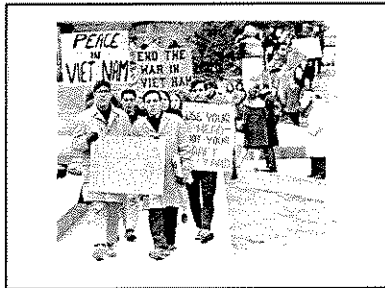
Social Issues
and
Current Events
during the time of
Peter Max



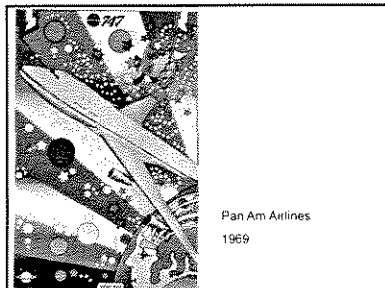
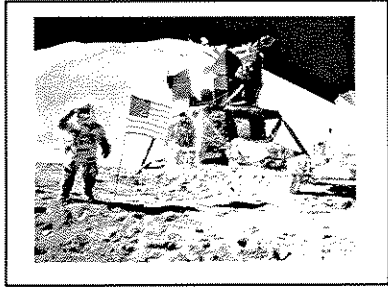
Peace Corps
1976



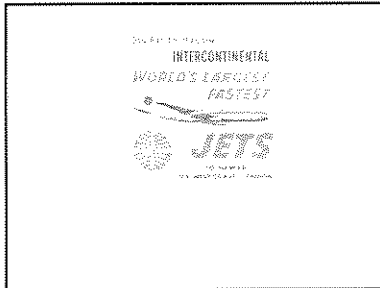
Peace
1970



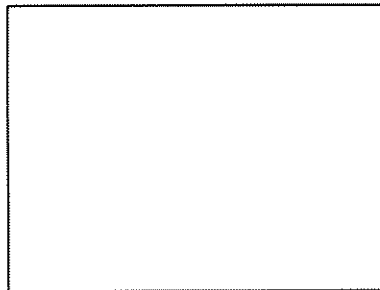
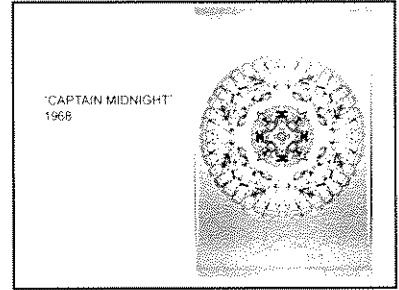
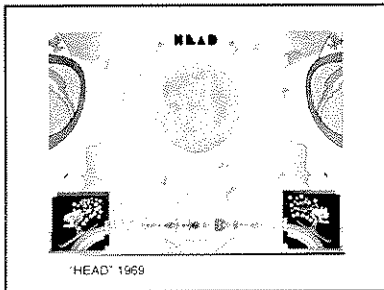
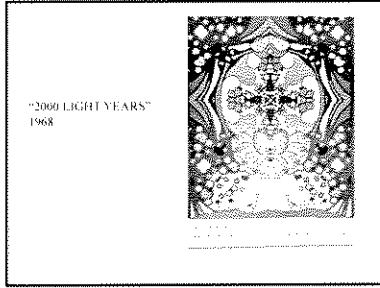
Moon Landing #3
1969



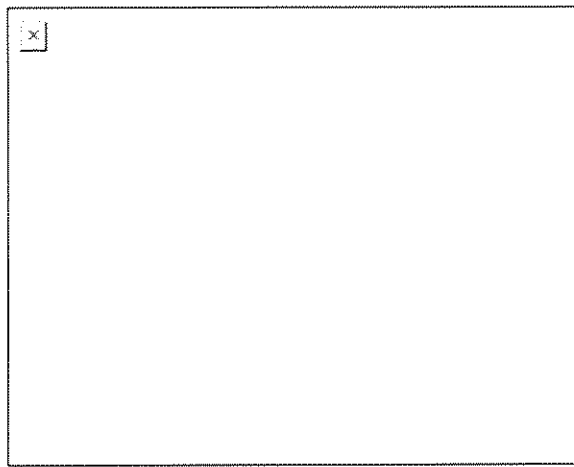
Pan Am Airlines
1969



Beatles Yellow Submarine movie
animator: inspired by Max
1968



Instructions for Project 1



Step 1 & 2

Text that creates (masks) an Image

Step 1: Find a picture of a person, place or thing that you think is beautiful.

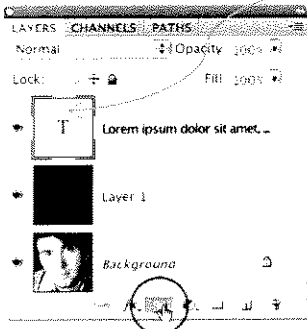
Step 2: Go to Photoshop. Create a document that is:

8"x10" , RGB Mode, 300 Resolution, Transparent background

Step 3: Copy and paste your beautiful picture into Photoshop. Then create a background layer with a plain color (not white).

Step 4: Select the Text tool from your toolbox to create a new layer. Click and

hold down the left mouse button as you draw a box across your entire picture. Choose WHITE for your font color. Type one word, phrase, poem, song, etc. Then type ONE SPACE.



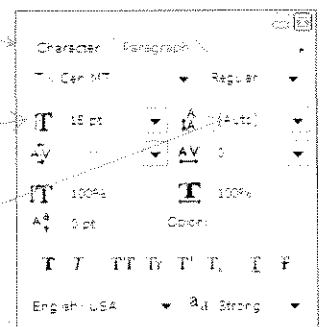
Step 5: Go to Windows at the top of your screen > Character

Step 6: Select your text layer. Select the text tool. Highlight all

of your words. Change the font size to 6pt.

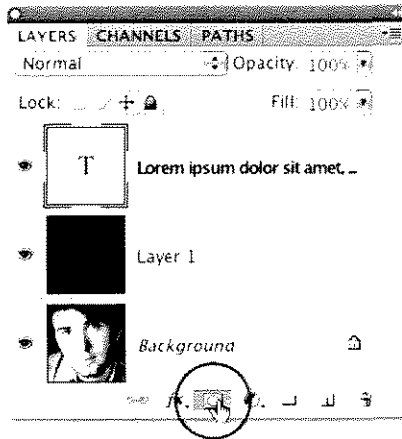
Step 7: Select the line spacing option. Make it less than 6pt.

Step 8: Make sure your text is still highlighted. Copy and paste your the entire document. You can use CTRL+C on the keyboard to copy. CTRL+V on the keyboard will paste.



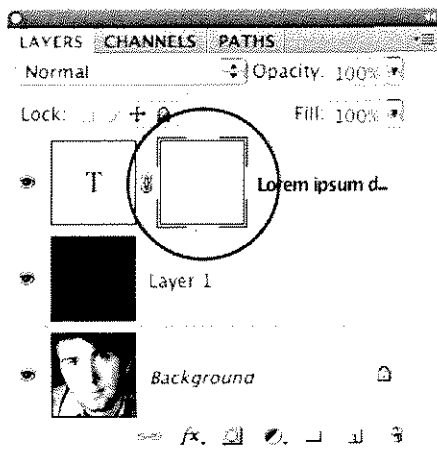
Step 9: Add A Layer Mask To The Type Layer

To turn our Photoshop document full of text into our text program effect, we'll need to add a layer mask to the text layer. If we look in the Layers panel, we see that we now have three layers, with our text layer sitting above the other two layers. We know that it's a text layer because the layer's preview thumbnail shows a capital letter **L** in the center of it. To add a layer mask to the layer, click on the Layer Mask icon at the bottom of the Layers panel.



Make sure the text layer is selected (highlighted in blue) in the Layers panel, then click the Layer Mask icon.

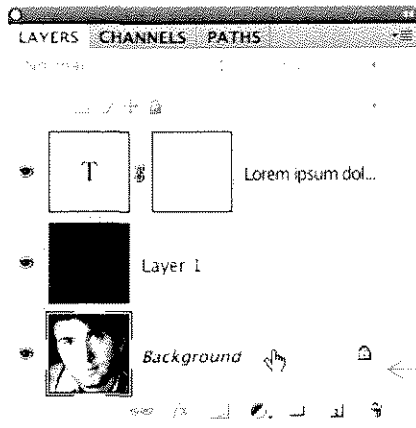
Nothing will happen in the document window, but a layer mask thumbnail will appear to the right of the layer's preview thumbnail.



Layer masks are filled with white by default, which means everything on the layer is fully visible in the document.

Step 10: Copy The Original Photo On The Background Layer

We are now going to create our effect by copying and pasting the portrait photo directly into the layer mask we just added. To do this, click on the **beautiful picture** layer in the Layers panel to select it. You'll see it become highlighted in blue, telling us that it's now the currently selected layer.

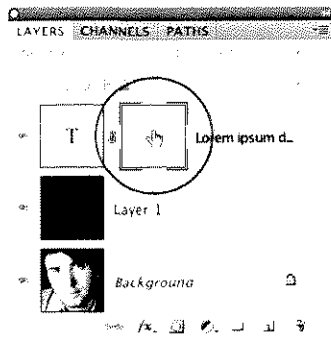


The layer mask is filled with white, so that right now both we're seeing our layer and the contents of the layer mask.

Now, Ctrl (or Cmd) + A (Command) will select the entire contents of the layer. You'll see a white border appear around the layer. You can also select the entire contents of the layer by clicking on the layer's thumbnail in the Layers panel. Although we can select the entire contents of the layer, in this case, with the current window, we're actually selecting the contents of the Background layer, which is what we currently have selected in the Layers panel. Then, press Ctrl (or Cmd) + C (Command) + C (Mac) to copy the contents of the layer (the portrait photo) and paste it into the clipboard.

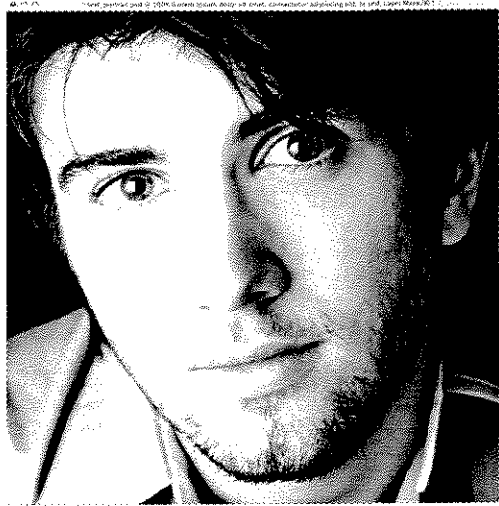
Step 11: Paste The Photo Directly Into The Layer Mask

Hold down your Alt (Win) / Option (Mac) key, and click on the layer mask thumbnail on the next layer in the Layers panel.



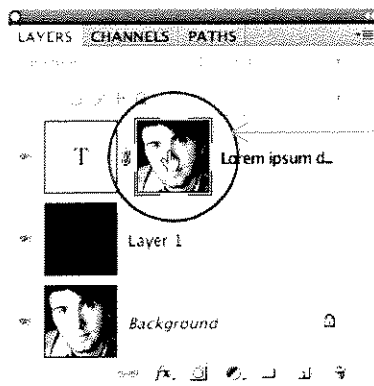
Click on the layer mask thumbnail while holding down Alt (Win)

Clicking down Alt (Option) as we click on the layer mask thumbnail in the Layers palette effectively hides the layer mask, we make it visible inside the document window, allowing us to paste our image directly into it. Since the mask is currently filled with white, your document window will appear filled with white. Press Ctrl+V (Win) / Command+V (Mac) to paste the portrait photo directly into the layer mask. Since layer masks deal only with black, white and shades of gray, the image will appear as a black and white image in the document window.



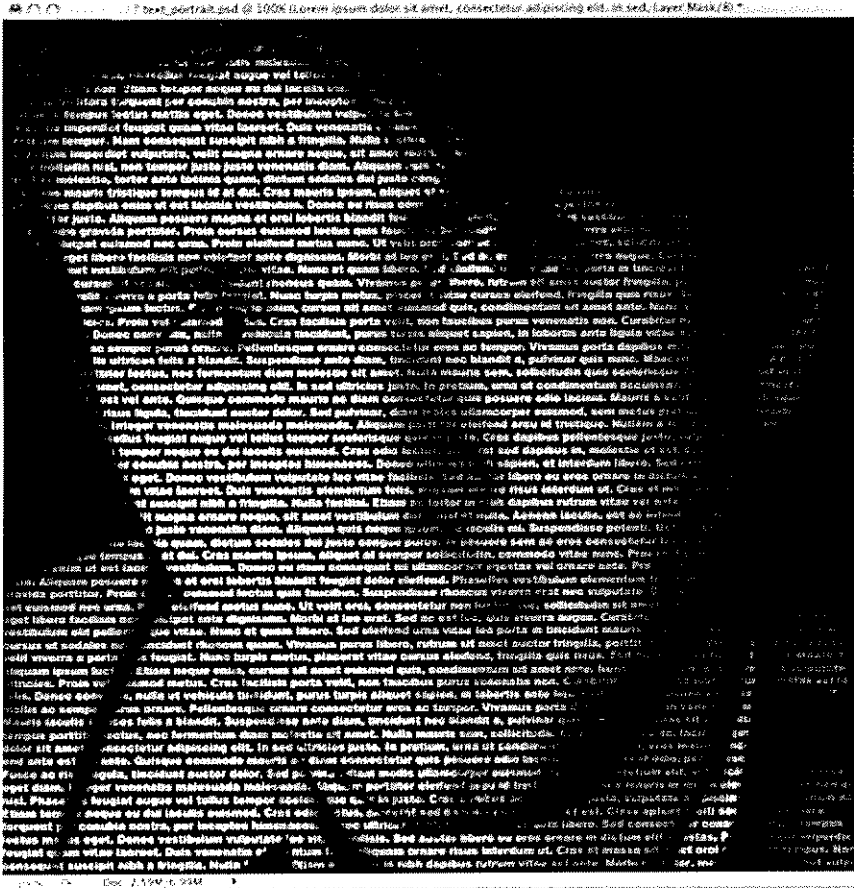
The image has now been pasted directly into the layer mask, making it visible.

Click on the layer mask and select our new mask. Hold down the Alt (Win) / Option (Mac) mouse again and click on the layer mask thumbnail just as we did a moment ago. Notice that the portrait photo is now (seemingly) directly behind the text:



Hold down Alt (Win) / Option (Mac) and click again on the layer mask thumbnail in the Layers palette.

Press Ctrl+D (Win) / Command+D (Mac) to remove the selection outline from around the edges of the document window. We're now back to our normal view mode inside the document and the text is now being masked by the photo that we pasted directly into the layer mask, creating our "text portrait" effect.



The words now being masked by the photo

Pre-Conference Document

1. INSTRUCTIONAL PLANNING

FOCUS (Standard 4: Instruction)

What is the focus for the lesson?

What content will students know/understand? What skills will they demonstrate?

What standards are addressed in the planned instruction?

Why is this learning important?

During this unit, students will be learning content information and skills in order to create a piece of digital artwork that reflects the Pop Art style of Peter Max. Within the process of making this artwork, students will understand the emotional response associated with using particular colors as they depict a scene from a current event of their own choosing.

Throughout the timeframe for this unit, students will be demonstrating mastery of a variety of 21st Century outcomes. Art making, art critiquing, technology, and language art experiences will be offered to students so they can have the opportunity to think critically, show creativity, communicate effectively, and collaborate with myself and their peers. The most significant new art making skills students will demonstrate include using filters and masks to create an abstracted image from multiple layers. Additionally, students will be showing their skills in analyzing and critiquing artwork that they see made by other students, master artists, and by themselves. The digital technology skills that students will be using will be facilitated through the Adobe Photoshop software, Microsoft Word, PowerPoint, Edmodo (social media), and possibly through an online website building program. With all of this technology used in class, students will be demonstrating a variety of skills. They will use their understanding of new tools and processes in Photoshop and then apply this new information to create an artwork that meets specific design criteria and style components. All the while they are applying these new tools, they will need to be evaluating the effectiveness of the results from their efforts. Then they will need to make choices if their work should change, and if they can facilitate those changes with how they manipulate the functions of specific available tools. Microsoft Word and PowerPoint will be resources for students to use as they navigate existing documents to find information they need (project instructions), modify existing documents for class assignments (journal, graphic organizer/summary, self-assessment/rubric, vocabulary list), and create new documents (PowerPoint portfolio presentation). Students may also elect to use their knowledge of navigating and using digital media to create a portfolio of work in an online website building software. One other technological resource students is Edmodo, which is a social media site. With the use of Edmodo, students will demonstrate their skills in digital citizenship through respectful communication with others, accurate and appropriate representation of their personalities and ideas, and in making law-abiding decisions regarding copyright and plagiarism. Finally, students will also be practicing language art skills in comprehension

and non-fiction writing when they read and analyze a current event article to understand the most important information and relationships in the articles. Other language art skills will be used by students as they routinely write daily reflections in class, self-assessments, artist statements for projects, and posts in Edmodo to describe certain processes or analysis of artwork.

The learning from this unit of study is important to provide students the opportunity to learn skills and content information that they can use to create a piece of artwork with personal significance and which references art history as well as a specific rationale for expressing emotion. Within this unit of study, students will gain experience with the aforementioned skills with a variety of learning activities. Students will be working independently and with others to use their previous and newly acquired knowledge of art making, art history, technology, and literacy skills in order to effectively use digital tools to create a well-crafted artwork with personal significance. In the larger context of school and department goals, this learning is important to help student move toward more advanced and precise knowledge and skills in art making, critique, and art history that they can apply to intermediate classes once they complete this beginning-level course. Additionally, students will acquire literacy, technology, and visual art content information and skills that they could use in future careers or enjoy in future personal pursuits.

The standards address in this unit are listed below.

2012 Ohio Visual Art Standards

Perceiving/Knowing

2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.

4PE Identify the factors that influence the work of individual artists.

5PE Describe the role of technology as a visual art medium.

Producing/Performing

1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.

2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.

3PR Explore multiple solutions to visual art problems through preparatory work.

4PR Establish the appropriate levels of craftsmanship when completing artworks.

5PR Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.

6PR Identify and apply visual literacy as a means to create images that are personally expressive.

Responding/Reflecting

1RE Explore various methods of art criticism in responding to artworks.

2RE Identify assessment practices to manage, monitor and document their learning.

3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.

4RE Investigate the role of innovative technologies in the creation and composition of new media imagery.

Common Core State Standards for Technical Subjects

Reading/Literature

- Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy)
- Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Writing

- Narrative Accounts: In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.
- Draw evidence from informational texts to support analysis, reflection, and research
- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (daily goal setting, artist statement)

ASSESSMENT DATA (Standard 3: Assessment)

What assessment data was examined to inform this lesson planning?

What does pre-assessment data indicate about student learning needs?

In order to plan this unit, two formal types of assessments were analyzed for student knowledge and two surveys were given. One assessment was the quarter assessment that students completed one project prior to this one. This assessment tested students with objective questions on vocabulary and Photoshop tools. Students were also asked to describe the processes required in Photoshop if they were to recreate certain projects as well as describe why certain artists chose certain elements of art to create their artworks. Additionally, the scores from previous student works were analyzed to pinpoint the knowledge and processes students need more practice in doing. The two surveys given to students were given at the beginning as well as the end of semester. These surveys asked questions regarding student participation, interests, and self-assessment of their progress in Photoshop.

After studying the students' pre-assessment scores, students will need extra support for additional growth in understanding art vocabulary, art history, and digital design applications in order to easily create color changes in compositions that reflect a central theme. Only an average of 52% of students correctly answered any questions referring to composition (vocabulary) on the pre-assessment. Results on composition-based questions were 80% on the quarter test, but not all elements of composition were tested. Also, the average for Photoshop mastery was only at 20% for all students at the beginning of the semester. While this percentage inevitably increased in all students with direct instruction over time, on the quarter assessment the average increased to approximately 69% for the tools and processes that were tested. As a result, this unit plan was created to specifically require the use of previous tools used in other projects to meet the student need for review so a higher level of mastery is possible when using Photoshop tools and designing compositions.

Student opinions were also surveyed prior to this unit. As a part of the pre-assessment survey for this class, when asked if they planned on participating and working respectfully the entire bell, only 52.4% of students reported that they would work to earn 10 out of 10 participation points each day. However, then 69.8% of students expected to receive an "A" in this class and all students expected a "C" or higher. When considering the range of pre-assessment scores and the fact that almost half of students expected to receive an passing grade in class with little effort it was evident that students would need to be normed to the process of art making. As a result, students are being taught to monitor their progress and participation through the daily journals. Also, in the surveys given, 85% of students responded that they want to make art that is important to them. However, only 15% of students gave any answer for what they specifically wanted to create. Therefore, it is obvious that students need guidance in finding ways and reasons to express themselves. As a result, this unit allows students to make personally significant artworks within the guidelines of choosing a current event to analyze. Additionally, students who quickly master the art and technology skills in this unit will be able to show additional stretch in individual projects and/or in professional portfolio presentations of their work.

PRIOR CONTENT

KNOWLEDGE/SEQUENCE/CONNECTIONS (Standard 1:

Students, Standard 2: Content and Standard 4: Instruction)

What prior knowledge do students need?

What are the connections to previous and future learning?

How does this lesson connect to students' real-life experiences and/or possible careers?

How does it connect to other disciplines?

In order for students to start working on this unit, they need to have a variety of knowledge and skills in art, technology, and language arts from previous experiences. Students need to understand and apply the move, shape, paintbucket, selection, and eraser tools in Photoshop as well as the layer window, layer styles, and lighting effect filter. Students also need to know about abstraction. Students also need to understand how to navigate documents with instructions for projects and the Edmodo class site. Finally, students should also have knowledge of how to read an article and analyze it for the who, what, where, when, why, and how of the idea presented. The experiences outlined in this unit provide students the opportunity to practice and build on earlier skills and knowledge, particularly working with abstraction, replicating elements of styles from art history, and assessing their progress. In the future, students will be working on projects (such as the PHS agenda covers) where they will need to manipulate photographs in Photoshop to replicate a particular style. Students will need to understand the difference between realistic and abstract art. They will need to carefully assess their work in order to make sure their work remains realistic as opposed to the abstract art created earlier in the semester. In future learning, students will also be expected to use technology to continue to share their work. They will compare and contrast the work they add to their portfolios and analyze the growth they have made.

This unit has connections to other disciplines, students' life experiences, and possible careers students may follow. As students choose and write about their current events, they are making connections with social studies, language arts, and technology. Depending on the current event they chose, they may also make connections with other disciplines. As referenced earlier, students will also be making connections to 21st Century skills. Art making, art critiquing, technology, and language art experiences will be offered to students so they can have the opportunity to think critically, show creativity, communicate effectively, and collaborate with myself and their peers as they develop and share their projects. Students will acquire life experiences within the framework of these 21st Century skills. Students will need to show "flexibility, adaptability, social cross-cultural skills, productivity, accountability, leadership and responsibility" ((Ken & Diny, 2011) as they work with a variety of students, have questions, integrate multiple forms of technology, make connections, problem-solve, work in a shared classroom space, and work within the framework and timeline for this unit. Additionally, the content information about the connections between color and emotion can be transferred to real-life applications when student interpret advertisements, commercials, product design, or when they choose design elements for the places they live. In the future, students can use

these real-life experiences with 21st Century skills in almost any career. The practice with technology and understanding of digital citizenship can directly impact how a student performs in the workplace. While the Photoshop skills that students acquire in this unit are fairly specific to design careers, the information on color and emotions can be applied to work in design, culinary arts, marketing, and psychology/sociology.

Ken , K., & Diny, G. (2011). *P21 overview: Life and career skills*. Retrieved from <http://www.p21.org/overview/skills-framework/266>

KNOWLEDGE OF STUDENTS (Standard 1: Students)

What should the evaluator know about the student population?

How is this a developmentally appropriate learning activity?

This class is composed of a diverse group of students when one analyzes the demographics and skill set of students. When looking at age, race, grade level, gender, disability classifications, technology experience, art making experience, reading abilities, learning styles, creativity and critical thinking competencies, or time in class, there are absolutely no two students who are similar in experience or ability in this class when any two classifications are considered. Therefore, there is baseline that can be established for instructional activities for any majority of students in this class. The students need a wide variety of differentiated instruction and assessments.

A list of student demographics and skill sets are quantified below:

21 students

10 Freshmen

6 Sophomores

0 Juniors

5 Seniors

Learning Styles (some students identified with more than one as a strength)

Visual 5 Auditory 2 Kinesthetic 4 Interpersonal 6 Intrapersonal 4 Naturalist 0

Musical 6

3 students with special needs

1 student with special needs and who is an English Language Learner

--All four students with special needs are classified as CD. All four students require modifications in the classroom, especially with initiating assignments independently.

Three out of the four students have a difficult time reading and comprehending basic instructions. These three students also have a difficult time with written responses.

14 Students who have computers/technology available other than our classroom

5 Students who used Photoshop(or similar Adobe design software) before our class

5 Students who took 6th grade art

6 Students who took 7th grade art

5 Students who took 8th grade art

2 Students who took art 6th-8th grades

1 student who missed 20 days of our class during 1st quarter

1 student has been out on excused medical absence since the third week of school (She attended 7 classes before leaving.) -not currently in class as of 10/30 but she may return at any time

1 Student with special needs who joined this class three weeks late. This student also misses class each Wednesday to attend a social skills group session at PHS.

1 student with special needs misses class each Friday to participate in a community work-program

This unit is developmentally appropriate because it has been planned to build on the prior knowledge and skills of students from instructional activities in this particular class. Additionally, this project aligns with content and skills that students in other beginning-level studio art classes at PHS are expected to know. The standards addressed in this unit fall under the beginning category in the 2012 Ohio Visual Art standards. During this unit, all design and technology skills students are expected to know have been either taught as new information or reviewed as necessary. . A variety of instruction strategies are introduced to students to provide opportunities for success on different levels. However, if students need remediation, they have resources to use so they may work independently or receive assistance during class. On the other hand, this unit provides opportunities for any student to explore and build on his/her strengths. Students may stretch to become more advanced in analyzing, making, or presenting his/her artwork, technology skills, or other 21st Century skills.

2. INSTRUCTION AND ASSESSMENT

LESSON DELIVERY (Standard 2: Content and Standard 4: Instruction)

How will the goals for learning be communicated to students?

The goals for learning will be communicated to students in a variety of ways. Project goals will be outlined in the rubric/self-assessment for each project in the unit. Daily class goals will be posted in Edmodo for students. Then students are also responsible for including these goals as well as any unfinished goals from previous classes on their daily journals. Through teacher instruction and class discussions, students will also be verbally and visually introduced to project goals through assignment instructions and examples of exemplary artworks.

What instructional strategies and methods will be used to engage students and promote independent learning and problem solving?

In order to activate prior knowledge for active learning and engage students as independent learners, two primary instruction strategies are used when students are asked to problem-solve design projects. First of all, the artifact strategy is used when I present works from art history as artifacts to the students, pose a problem (which is typically how students can recreate the style of fine art studio artworks with digital tools), allows students to collect information about the artwork and artist, and then students formulate answers to the presented problem. Secondly, I use the direct teaching approach cycle each day that includes: checking/reviewing/practicing skills in previous work (Do Now), presenting new material, students practice with new material, feedback is given, independent application of the skills, and regular reviews occur until the project is finished. By repeating these two instruction strategies during art making, students have the opportunity for specific instructions, regular feedback, practice, and review for mastery throughout the project. Student engagement for problem-solving is active with these two strategies primarily because students have options for finding multiple and diverse personal solutions for problems.

Other methods I use in this unit to encourage engagement and problem solving include: the use of graphic organizers, journaling for goals and understanding, self-assessments, teaming, stretch projects.

What strategies will be used to make sure all students achieve lesson goals?

In order to make sure all students achieve lesson goals, I will present projects in this unit as whole-to-part as well as part-to-whole learning from the beginning of the project.

Strategies used will include:

daily goal setting and exit slips (self evaluation journal in Edmodo)

Frequent feedback on projects during class

Variety of formative assessments as well as summative assessments

artist walk (becomes informal Think-Pair-Share)

peer and self evaluation

mini-lessons to chunk information

review and add portfolio of final work to PowerPoint or website

How will content-specific concepts, assumptions, and skills be taught?

Content information and skills will be taught with:

Modeling project and skills (teacher and/or students)

Peer tutoring

Review game with vocabulary in Quizlet

DIFFERENTIATION (Standard 1: Students and Standard 4: Instruction)

How will the instructional strategies address all students' learning needs?

How will the lesson engage and challenge students of all levels?

How will developmental gaps be addressed?

With a class of students as diverse as this group, the unit must be differentiated according to art making skills, technology, and literacy skills, but all students should make growth in these areas. Student choice on current event topic, subject matter in their artworks, and some techniques in Photoshop will help to engage students of all different skill levels. At various points of this unit, students are challenged to try stretch projects. However, built into the activities themselves is the expectation that students should be challenged by the level or quantity of quality work for each activity. For example, students are asked to try 6 variations of a filter in Photoshop or asked to write a paragraph summarizing their current event. If a student needs to be challenged, s/he may be encouraged to experiment with using previously learned skills in Photoshop along with the filters. While this is not necessarily a stretch project or required for a final composition, these students may be more engaged with their work when it becomes more complex visually. In the same way, a student who excels at writing and easily completes their summary could be encouraged to develop an oral presentation of his/her topic to the class or to write a persuasive argument regarding the issue. On the other hand, activities can be modified (along with input from intervention specialists when necessary) to create activities that are moderately challenging for a student who is struggling.

The artifact strategy and direct teaching approach can both be used to address all students' learning needs. The artifact strategy allows a significant amount of student choice in how to problem solve and attack a problem at a comfortable to moderate level for a student. The direct teaching strategy helps to address all students' learning needs because it is a process that requires frequent feedback, reteaching as necessary, and opportunities to suggest challenges and stretch projects when students are ready and questioning options they have.

Developmental gaps for this unit may be addressed by:

- choice and importance of current event could be shared verbally instead of written
- reduced number of layers on project
- reflection only on Daily Journal on Friday to summarize the week OR ESL-daily reflections in home language and final summary in English
- work in groups when possible to generate and share ideas
- use Google Translate for daily instructions and to translate assessments
- students may work with the same picture for their project instead of creating a collage out of two or more images
- possibly omit clipping mask option OR substitute with text mask option

RESOURCES (Standard 2: Content and Standard 4: Instruction)

What resources/materials will be used in instruction?

How will technology be integrated into lesson delivery?

Resources and materials used in instruction will be:

Adobe Photoshop CS2

PowerPoint/Website portfolios

Peter Max PowerPoint

Class assessments and instructions in PowerPoint and Word

Graphic Organizer

Current event websites (suggested)

<http://newsela.com/>, <http://www.studentnewsdaily.com/>,

<http://www.cnn.com/studentnews/>, <http://www.pbs.org/newshour/extra/>

Technology is incorporated into lesson delivery on a daily basis by:

1. sharing goals online through Edmodo
2. creating Word and PowerPoint instruction documents
3. daily journal developed in Word and shared between student and teacher with Edmodo
4. digital art making tools such as Photoshop and free online art resources (see www.melissasand.com -teacher website)
5. self-assessment/rubrics created and developed digitally
6. digital portfolio developed and evaluated -projects are compared and contrasted to determine growth
7. vocabulary list is developed digitally along with pictures as examples- then www.quizlet.com is used for vocabulary games, flashcards, etc.

CLASSROOM ENVIRONMENT (Standard 1: Students and Standard 5: Learning Environment)

How will the environment support all students?

How will different grouping strategies be used?

How will safety in the classroom be ensured?

How will respect for all be modeled and taught?

The classroom environment is safe and supportive for all students. The physical placement of work stations is determined by the available electricity, but the positioning of desks is such that I can see students work from different positions around the room. This facilitates quicker assistance for many students. There are visual resources placed around the room to remind students of learning objectives or major concepts. Students may elect to change their seats if there is an open seat and s/he believes a change to another seat will promote better behavior or opportunities to work with peer tutors more easily. When students are asked to work together, they are presented with different grouping strategies. For second quarter, students are being asked to choose one partner who can support him/her each day. Other groups that I organize for artist walk connections might be random assignments (by birthday, number of family members, etc.) or peer tutoring might be determined by how much a student has accomplished on his/her project. In order for students to feel emotionally safe working in groups, I spend first quarter emphasizing to students that they should only make positive comments to other students. Then during the second semester of a class, I try to encourage students to learn the "sandwich" technique when working with other students to give a positive, then negative comment/question, then another positive comment.

Respect for all and safety in the classroom is established early on by a learning contract with students. If questionable comments or behaviors occur during class, they are addressed quickly with the "No Nonsense Nurturing" process. Similarly, on-task behaviors are positively narrated for all students to hear. If students question why a behavior or comment is inappropriate, I make sure we have a brief class discussion to address the issue. Each day, precise directions are given so all students can understand their focus and goals for class each day to minimize class disruptions or inappropriate behaviors. The work and comments posted in Edmodo are an extension of class and the same guidelines for ensuring safety and respect for all are always expected.

ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)

How will you check for understanding during the lesson?

What specific products or demonstrations will assess student learning/achievement of goals for instruction?

How will you ensure that students understand how they are doing and support students' self-assessment?

How will you use assessment data to inform your next steps?

During this unit, I will be checking for understanding during the lesson with formative and summative assessments. Data from these assessments will help me plan the next project for students. Typically, I need to adjust project plans to accommodate more or less review of skills and concepts during a future project as well as possibly changing the pace of a future unit.

<u>Assessments</u>	
<u>Formative</u>	<u>Summative</u>
-Daily goal setting and reflection on progress at the end of class each day in the journal -current event summary/graphic organizer -in-progress critiques - teacher and peer critiques (artist walks)	1) vocabulary quiz 2)final projects, checklists, and self assessment 3)compare/contrast own work to work by Peter Max (written summary)

3. Professional Responsibilities

COLLABORATION AND COMMUNICATION (Standard 6)

How do you cooperate with colleagues?

How do you work with others when there is a problem?

What is your communication style with students? With families? With colleagues?

In what ways do you seek the perspectives of others? Give an example.

Throughout my career as an art teacher, I have greatly valued my professional relationships with other teachers, instructional coaches, and administrators as my colleagues. Although some people believe teaching is a solitary profession, I truly enjoy the interaction with colleagues in all different disciplines and grade levels.

Since beginning at Princeton, I have been fortunate to cooperate on a number of art based projects with colleagues. For two years, I shared the art club (volunteer) adviser position with Lisa Schare. We collaborated on craft projects with students and introduced students to art making technology. For the most part, Lisa and I agreed about activities and the organization of the club. Since we respected the work one another was trying to do, if we ever disagreed with one another we were able to discuss the issue to find a compromise. Another collaborative experience has been to work on numerous design projects for the school. Many of these projects were requested from principals but some have been from teachers who work with extracurricular student groups or who run special events. Sometimes these design projects have caused some significant stress to me because the schedule or final artwork goal was changed when I did not expect it. Until this year, I have done all of these projects on my own time, so these changes were sometimes disappointing at these moments. However, when these situations occurred I considered the needs of the person/event first, then decided if I could complete the task as requested. If the expectation became too great, I have explained my situation to colleague on the project and worked out a compromise. There has only been one time that I could not meet the deadline for a project. When I realized I was not able to make the deadline, I apologized to the other person on the project and discussed how the expectations for other projects could be better outlined by both of us the next time a project was needed. For the past two years, I have also been in contact with the elementary art teacher in charge of our annual Festival of the Arts(FOA) to share ideas and to provide art designs and technology for FOA. We have had quite a few of these discussions to outline expectations, but the projects and events have been successful in the end.

Perhaps the most collaborative experience I have had with a colleague at Princeton occurred during the 2011-2013 school years. During this time, I worked with Lizzy Hartman who was an instructional coach in our building. During the first year, I worked with Lizzy on my own time to help plan professional development activities. Due to my interest in this work, Lizzy encouraged me to facilitate three different technology professional development workshops for other teachers that year. All three workshops were different topics and two were executed with different teams of teachers. As long as the teachers with whom I have worked chose to work in a respectful relationship with me, I have always been able to discuss any problems with colleagues and come to a

compromise so more good work could be accomplished. As a result of the work with these workshops during the 2011-2012 school year, I actually began researching the STEAM (science, technology, engineering, arts, math) philosophy of education. Lizzy and William Sprankles (principal) then encouraged me to facilitate three different technology workshops on Edmodo for PCMS staff at the beginning of the 2012-2013 school year. Throughout this second school year, Lizzy and I worked together to research and develop a potential STEAM program for PHS. We presented our ideas together that school year at the Ohio Art Education Association conference as well as the (national) STEMtech conference in Kansas City. During our work together, Lizzy and I heavily debated many topics. We were productive in our work because of the respect we had for each other as colleagues and the dedication we had to finishing the project.

Overall, my communication style with students, families, and colleagues tends to be very professional and somewhat formal. Particularly this school year, it seems as though there is little time for one-on-one conversations. Therefore, I have primarily been emailing colleagues to try to facilitate communication. If I need to address students who cannot stay after school for conversations with me, I also email them or send direct posts in Edmodo. At the beginning of this school year, I contacted families by phone and have since collected a handful of emails for parents. While it is often easier to email family members, this year I received far fewer emails than in the past. Therefore, if I need to call families after school hours, I have set up a Google Talk account so I can call families in the evening from a non-personal number. While some teachers have said that this is a more formal approach to communication with families, it is an effective system that seems to be working for both my own and family schedules. I am also excited to make time to call families for students who have received certificates for positive behavior during first quarter once grades have been submitted. So that communication is clear between myself, students and their families, I keep record of conversations and specific behaviors students exhibit.

During my time at Princeton, I have appreciated learning about the perspectives of others in regard to the work we are sharing together, whether these individuals are staff members, students, or families. When opportunities during the school day or professional development allow it, I will seek out information and opinions from a variety of staff throughout the building. I can say that I feel familiar enough in our building that I can find at least one person in each department with whom I can discuss an issue or possibly propose a shared project. These conversations with teachers, support staff, and administrators are invaluable supports to my professional development. While sometimes having these discussions during the school day means that I need to work late in the building, I very rarely pass up the opportunity to have these discussions with others. Both last year and this year I have volunteered to participate with the Building Leadership Team in order to take advantage of the opportunity to hear perspectives from other staff., I attended the KIVA last year for the first time in order to better understand the scope and connections between school, school board, and community needs. Additionally, I work with students in Art Club after school almost every Tuesday and Thursday to understand their ideas and needs for a club experience. During my classes I try to survey students as much as possible about ideas and concerns they have. Finally, I try to understand the perspectives of families by speaking with community volunteers when I see them in the building or when I attend more public events like the PCMS Open House this year or our

Festival of the Arts. Whether it be with students, staff, or families, the shared perspectives I have received have made my job at Princeton a richer teaching and learning experience.

PROFESSIONAL RESPONSIBILITY AND GROWTH (Standard 7)

- How do you apply knowledge gained from other experiences into your teaching?**
- What are some proactive ways you further your own professional growth?**

During my time at Princeton High School, I have been fortunate to have a variety of experiences that have helped me with pedagogical knowledge, art content information, and technology skills. I have worked with administration at PHS to learn from the tenure evaluation process, reflection deeply on my teaching and then received the Master Teacher designation, and completed the Teacher Leader endorsement as a result of work in a graduate level program at the University of Cincinnati. These three experiences have given me the opportunity to work with master teachers and deeply committed educators who have helped me clarify my teaching style and learn how best to develop curriculum that best serves my students. In the past few years I also worked to complete my Master of Education degree with a Concentration in Art. This program helped me to examine and understand the process of a "teacher artist" and to help me relate better to my students who are also beginning their work as artists in my classes. Another experience that has directly fed my art content knowledge has been to attend the Ohio Art Education Association professional conference where workshops have given me new insights to art history, materials, and processes to help my students. Additionally, my participation in the conference has led me to become an active committee member for the southwest OAEA team. I am currently volunteering on a two year term as the Technology Chairperson. This position has forced me to explore additional digital art and publishing tools for my students.

In addition to those activities mentioned above, I have also furthered my own professional growth by:

- Working as a PHS art club adviser
- Volunteering to work with PHS Building Leadership Team
- Volunteering to work with the PHS STEAM committee
- Volunteering to help with Festival of the Arts artwork and planning
- Volunteering to help organize and support the PHS CREW committee (staff relations)
- Volunteer as an artist/designer for PHS projects
- Volunteer to help plan Festival of the Arts this year and provide new technology options for the event
- OAEA committee member - Technology chairperson
- OAEA presenter 2012, 2013 and conference attendee 2009, 2011, 2012, 2013
- Beginning to work with Twitter and blogs to develop a digital Professional Learning Community
- Initiated and organized the STEAM program at Funke Fired Arts with PCMS art teacher and Evendale art teacher beginning in the summer of 2013-present
- Read books on art content and student development (most recently "A Leader in Me" by Covey)

- Attend teacher workshops at the Cincinnati Art Museum several times a year
- Visit local galleries and museums

-Discuss ways you reflect and analyze your teaching.

Reflect most thoroughly in discussions with other educators through PLC, committees, and informal work on school projects

Analyze through modifying assessments and receiving student feedback on changes, by reading about exemplary teachers