

# Lesson #3

Lesson Overview	
<b>Teacher</b>	Mrs. Bordere
<b>Title of Lesson</b>	Movie Poster Design/Surrealism
<b>Course/Grade Level</b>	Drawing/6 <sup>th</sup> grade (middle school)
<b>Time Frame</b>	3-4 weeks/ Middle of the year (2nd unit of the year)
<b>Description &amp; Rationale</b>	<p>In this lesson, students will design a movie poster in a surrealist style where they explore the use of exaggerated scale and proportion. Students will continue to practice their rendering skills from lesson #2, but with colored pencils this time.</p> <p>Students will choose an animal (it could be their pet or favorite animal) or an object (something that represents them or a favorite hobby) and an environment where their subject lives. Their objective is to tell a story through their design much like a movie poster does and to do it with a subject that they love or that shows something about them. They will also give their drawing a movie title.</p> <p>Students will continue to learn about composition and apply what they learned in lesson #2 about foreground, middle ground, and background to this piece.</p> <p>Students will watch videos about scale and proportion to give them a visual explanation and demonstration of the concepts. We will also look at movie posters to understand how often scale and proportion are exaggerated to tell a story in a single picture. We will look at Surrealism art and discuss what they see that shows proportion, emphasis, and contrast (in size).</p> <p>Students will complete a graphic organizer to help with vocabulary understanding and to brainstorm ideas for their poster, they will then find a partner and exchange graphic organizers and ideas to get feedback.</p> <p>Once they decide on what they want to draw, students will research and find pictures online of their object or animal and different environments, or they can bring pictures from home. Once they decide on their pictures, they will start to plan the composition of their drawing through making two thumbnail sketches.</p> <p>They will choose one of the sketches and begin a rough sketch of their poster on 8x10 Bristol paper. They will use the techniques learned in their abstract lesson and observational drawing lesson to create simple shapes to figure out their proportions and composition, then they will create a finished contour line drawing and may outline with sharpie or pen if desired. Once they are done with their drawing, we will watch two demo videos about blending colored pencils and tips on using colored pencils to help with modeling how to properly use colored pencils.</p> <p>They will then do a color matching exercise using a small piece of a picture from a magazine. They will cut out the middle and match the colors on either side of the reference photo using colored pencils, this will help them learn not only how to match colors, but how to blend them to create value. After this exercise, they will add color to their drawing.</p>

	<p>Students will complete a self-reflection about their creative process that includes their reason for choosing their subject and environment (the meaning), how they created their drawing (technically, materials used), and what they learned. They will also explain the title and why they chose it.</p> <p>Students will display their art and will have an art walk, in groups of four, they will choose one other poster to critique. They will take a picture and complete a group critique activity together in Canva.</p>
<p><b>CA VAPA Standards</b></p>	<p><b>Creating-Anchor Standard 1</b>  <b>6.VA: Cr1.1:</b> Combine concepts collaboratively to generate innovative ideas for creating art.</p> <p><b>Creating- Anchor Standard 2</b>  <b>6.VA: Cr2.1:</b> Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> <p><b>Creating-Anchor Standard 3</b>  <b>6.VA: Cr3:</b> Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p> <p><b>Responding-Anchor Standard 9</b>  <b>6.VA: Re9:</b> Develop and apply relevant criteria to evaluate a work of art.</p> <p><b>Connecting-Anchor Standard 10</b>  <b>6.VA: Cn10:</b> Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.</p> <p><b>Connecting-Anchor Standard 11:</b>  <b>6.VA: Cn11:</b> Analyze how art reflects changing times, traditions, resources, and cultural uses.</p>
<p><b>Essential Questions</b></p>	<p>The essential questions that will guide my lesson are:</p> <ul style="list-style-type: none"> <li>• What can we learn through Surrealism art?</li> <li>• Why do artists reflect on their process of creating art?</li> <li>• How can a constructive critique help us become better artists?</li> <li>• What do movie posters have to do with art?</li> <li>• How can we tell a story using proportion, scale, and emphasis in art?</li> </ul>
<p><b>Content Specific Learning Goal(s)</b></p>	<p>By the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand what Surrealism art is.</li> <li>• Plan, design, and make an original drawing showing exaggerated scale and proportion.</li> <li>• Students will know how to make thumbnail sketches to explore different compositions.</li> <li>• Students will learn new vocabulary that they will be able to use to help them discuss art through their reflections and critiques.</li> <li>• Students will know how to properly use colored pencils to shade, layer colors, and show value.</li> <li>• Students will practice and learn how to match colors from a magazine picture with colored pencils.</li> <li>• Students will understand how to tell a story using surrealism, proportion, scale, and</li> </ul>

	<p>emphasis in their art.</p> <ul style="list-style-type: none"> <li>Students will learn how to do a critique as a group.</li> </ul>
<b>CA Common Core Standard(s)</b>	<p><b>CCSS.ELA-LITERACY.W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>CCSS.ELA-LITERACY.W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Reading-</b>  <b>Key Ideas and Details:</b>  2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>Integration of Knowledge and Ideas:</b>  7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>
<b>CA ELD Standard(s)</b>	<p><b>Collaborative 1.</b> Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.</p> <p><b>Interpretive 5.</b> Listening actively to spoken English in a range of social and academic contexts.</p> <p><b>Productive 12.</b> Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p>
<b>ELD Learning Goal(s)</b>	<ul style="list-style-type: none"> <li>ELD students will be able to write a reflection of their artwork and complete a peer critique in a group using Canva. Students may use an online translator anytime or get assistance from a peer in class who speaks the same language.</li> <li>ELD students will be able to practice using their language skills by participating in small groups discussions, partner peer reviews of their graphic organizer, participating in the group critique, new vocabulary discussion, and whole class discussions.</li> </ul>
<b>Art History Connections</b>	<p><b>Historical Context</b></p> <ul style="list-style-type: none"> <li>Surrealism as an escape from reality</li> <li>Dream like imagery and deeper meanings</li> <li>Symbolism, mysticism, subconscious, representational images</li> <li>Questioning reality</li> <li>Exaggeration to express importance or emphasis of ideas or message.</li> <li>Storytelling through art.</li> </ul> <p><b>Art Movement(s)</b></p> <ul style="list-style-type: none"> <li>Surrealism, Pop art, Modern art, Sculpture, movies</li> </ul> <hr/> <p><b>Artist Mentor(s)</b></p> <ul style="list-style-type: none"> <li>Salvador Dali, Will Ryman sculptures, Mark Ryden, Movie posters, variety of artwork showing scale</li> </ul> <hr/> <p><b>Reference Images</b>  <a href="https://pin.it/2fW4Zcl">https://pin.it/2fW4Zcl</a></p>
<b>Vocabulary</b>	<p><b>Skills/Techniques</b></p> <ul style="list-style-type: none"> <li>Composition planning</li> </ul>

	<ul style="list-style-type: none"> <li>● Thumbnail sketches</li> <li>● Rendering with colored pencil</li> <li>● Planning an original drawing</li> <li>● Color matching a reference photo</li> <li>● Storytelling</li> </ul> <hr/> <p><b>Tools/Media</b></p> <ul style="list-style-type: none"> <li>● Colored pencils</li> <li>● HB pencil</li> <li>● Bristol paper</li> <li>● Eraser</li> <li>● Reference photos</li> <li>● Sharpies and pens for outlines</li> <li>● magazines</li> </ul> <hr/> <p><b>Elements/Principles</b></p> <ul style="list-style-type: none"> <li>● Value</li> <li>● Color</li> <li>● Texture</li> <li>● Form</li> <li>● Shape</li> <li>● Space (negative and positive)</li> <li>● Line</li> <li>● Contrast</li> <li>● Emphasis (scale and proportion specifically)</li> </ul>
<p><b>Materials/ Resources Needed</b></p>	<p><b>Technology &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>● Students: Chromebook for reference picture research and Jamboard exercise</li> <li>● Jamboard</li> <li>● Canva app</li> <li>● Computer for teacher to share PowerPoint and show demo and intro videos</li> <li>● Overhead projector to demo</li> <li>● Whiteboard for agenda</li> <li>● Worksheet for thumbnail sketches</li> <li>● Reflection handout</li> <li>● Vocabulary and brainstorming graphic organizer</li> <li>● Critique link</li> <li>● Rubric handout</li> <li>● Demo videos on proportion, scale, and colored pencil blending</li> <li>● Magazines for color matching exercise</li> </ul> <hr/> <p><b>Materials List:</b></p> <ul style="list-style-type: none"> <li>● Magazines</li> <li>● Reference photos</li> <li>● Worksheets and handouts</li> </ul>
<p><b>Content of Lesson</b></p>	
<p><b>Student Asset-Based Goals</b></p>	<p>Based on what my students know about the elements of art and principles of design through previous lessons, I expect them to have a strong understanding of what they look like in the</p>

	<p>art we view as a class. I expect that they will recognize those we are focusing on during this lesson: color and emphasis (proportion and scale). They will be able to demonstrate the step-by-step process of drawing using simple shapes, which they learned from their previous abstract lesson. They will be able to understand why thumbnail sketches are helpful in planning their compositions through their previous lesson on still life. I expect students to retain the technique of knowing how to shade and add value from the previous still life lesson as well. Students will also be able to draw on their funds of knowledge when viewing the movie posters, as they have most likely seen some of these examples.</p>
<p><b>Clarifications</b></p>	<p>I expect my students to want to start drawing details right away. They may struggle with the concept of telling a clear story in their drawing. I think they will struggle with color matching, but with modeling and guidance from me I believe they will catch on by doing the magazine matching exercise and watching the demo videos. I also expect that students will struggle with creating seamless blending between values and pressing too hard, because they are practicing rendering, blending, and layering with colored pencils for the first time.</p>
<p><b>Higher Order Thinking</b></p>	<ul style="list-style-type: none"> <li>● Students will be able to investigate, plan, organize and create a surreal drawing in the form of a movie poster.</li> <li>● They will understand how to use more elements of art in their work and how to recognize them in other's work.</li> <li>● Students will have a deeper understanding of proportion and scale in art and how it can be used to express meaning or importance.</li> <li>● They will be able to describe and show a clear story through their drawing.</li> <li>● Students will describe their experience in a self-reflection.</li> <li>● Students will be able to judge, analyze, and constructively offer suggestions to their peers through completing a group critique.</li> <li>● Students will practice critical thinking to match color from a magazine using colored pencils, they will learn to layer and blend colors to create a desired effect.</li> </ul>
<p><b>Aesthetics</b></p>	<p>My students will learn about Aesthetics by participating in:</p> <ul style="list-style-type: none"> <li>● Visual Thinking Strategies-students will look at and discuss Surreal art, movie posters, and various artwork examples to gain an understanding of the symbolism of objects and the effect that exaggeration has on the viewer.</li> <li>● Planning their drawing-Students will plan their own movie poster, surreal drawing and tell a story through it, they will brainstorm with each other, sketch thumbnails, and refine their ideas.</li> <li>● Reflections-students will write a reflection at the end of the lesson to think about their experience with this lesson. They will answer specific questions about their art to help them analyze their experience.</li> <li>● Peer critiques-students will continue to practice giving constructive feedback to their peers through an art walk and written group critique.</li> </ul>
<p><b>Lesson Implementation</b></p>	
<p><b>Student Asset-based Learning</b></p>	<p>Students will begin by watching a clip from Alice in Wonderland, they will then use Jamboard to give a prediction about what this lesson will be about. We will have a class discussion to see what students came up with.</p> <p>As a class, we will view images of movie posters, various sculptures and artworks by different artists and art specifically by Salvador Dali and Mark Ryden, to show examples of proportion</p>

	<p>and scale in art. We will talk about new vocabulary, specifically Surrealism and the meaning behind it and new elements and principles we will be focusing on. We will talk about ways to show exaggeration in art (making things small or big, for example).</p> <p>Then we will watch two short clips explaining scale and proportion. Students will learn how to exaggerate proportion and scale by watching the demo videos to help with their understanding of the assignment.</p> <p>Students will then pair up and brainstorm ideas on a graphic organizer and start to think about what their drawing will be based on and come up with a movie title. They will exchange papers with two other students, (one at a time), and help each other clarify their ideas.</p> <p>Through group discussions, whole class discussions, and partner discussions, we will continue to build community in the classroom and give all students a chance to participate. Group peer critiques at the end of class will consist of an art walk and give students the chance to see everyone’s work and give constructive feedback as a group.</p> <p>Students will have the opportunity to work independently by practicing the magazine color matching exercise, researching for reference photos, and by drawing their thumbnail sketches.</p> <p>At the end of this lesson, students will use what they know about the elements of art and the new skills learned to help them reflect on their art and their experience designing a movie poster.</p>
<p><b>Anticipating Learning/ Activating Prior Knowledge/ The “hook”</b></p>	<p>To introduce this lesson, I will show students a clip from Alice in Wonderland and images of movie posters as “clues”. They will then log on to Jamboard and give their prediction of what our lesson will be. We’ll come together as a class and talk about what they predicted. I’m hoping they will be familiar with this movie and some of the movie posters and that will help build excitement about the lesson. They will have the chance to collaborate with their peers to make guesses in real time.</p>
<p><b>Demonstrating/ Modeling of New Knowledge</b></p>	<ul style="list-style-type: none"> <li>● To model and demonstrate, I will show students the demo videos on proportion and scale.</li> <li>● Students will watch two colored pencil demo videos and I will also demonstrate how to blend and color match using a magazine before they begin the exercise.</li> <li>● Through whole class discussions and observation by walking around and checking in with students, I will be able to notice what they are learning and what they may be struggling with.</li> <li>● I will provide multiple explanations by showing examples of artwork, defining, and discussing new vocabulary, guiding students while they’re drawing, observing them as they are doing thumbnail sketches, explaining the steps to the class, asking if there are questions, offering help as I walk around the room.</li> <li>● Student interaction will be done through whole class discussions, partner brainstorming discussions, and small group time to research pictures and work on color matching. They will also be able to interact and help each other as they are creating their drawings.</li> </ul>
<p><b>Guided Instruction (teacher and students)</b></p>	<ul style="list-style-type: none"> <li>● I will give students plenty of time to answer and ask questions during class discussions, to complete group, and partner activities, and to complete their exercises, worksheets, reflections, and critiques.</li> <li>● During whole class discussions, I will prompt and cue students to recall prior knowledge of elements of art and principles of design.</li> </ul>

	<ul style="list-style-type: none"> <li>● Students will be able to answer during discussions, discuss with small groups and partners, complete worksheets, and drawings.</li> <li>● Working with specific criteria given by the teacher, students will complete an art walk and group critique.</li> <li>● I will allow students time to process new information and discuss it with their peers, I will prompt them and give them reminders of what they have learned, I will also provide explanations of the assignment in multiple ways such as: discussion of Surrealism and Surrealism artists, viewing artwork examples, showing video examples, allowing them time to practice on worksheets, brainstorm with partners, and complete practice exercises before jumping into the assignment.</li> <li>● I would check in with students during the lesson by walking around the classroom to make sure they are on task and to provide extra support and demonstration as needed.</li> </ul>
<p><b>Collaborative Learning (students together)</b></p>	<ul style="list-style-type: none"> <li>● To determine the complexity of the task, I will make sure to check for student understanding by coming back together as a class after small group and partner activities. I will ask for questions or if anyone needs more explanation by show of thumbs up, sideways, or down to check for understanding.</li> <li>● Students will get collaborative experience by predicting the lesson on Jamboard, brainstorming ideas together, and giving each other feedback.</li> <li>● To determine grouping, I would consider the student's needs, if I have EL students who need support with language, I will pair them together or sit them at the same table. For Sped students, I would make sure to seat them with supportive and patient classmates and with students who seem to grasp new techniques easily.</li> <li>● For language support, I would make sure to seat EL students with students who have strong language skills or with someone who speaks their language, I would also allow them to use an online translator. For the reflections and critiques, I would provide sentence frames and sentence starters.</li> <li>● To hold students accountable, I would make sure they are participating in class discussions, group, and partner activities, completing their worksheets, the assignment, the reflection, and the group critique. The criteria will be shown on a rubric for the class to be able to access.</li> <li>● The group critique activity will provide another collaborative activity for students.</li> <li>● I would implement a "3 before me", (ask 3 other students before asking the teacher) expectation for students during group work time so they can start to become more independent and use problem solving skills.</li> <li>● I would check in with students during the lesson by walking around the classroom to make sure they are on task and to provide extra support as needed.</li> </ul>
<p><b>Independent Learning (individual students)</b></p>	<ul style="list-style-type: none"> <li>● For students not ready to move on, I would ask them specifically what they are struggling with and pair them with someone who is mastering what they are not to help them.</li> <li>● I would implement a "3 before me", (ask 3 other students before asking the teacher) expectation for students during independent work time so they can start to become more independent and use problem solving skills.</li> <li>● To extend the lesson, I would allow students extra time during class and allow them to take work home, or they could use some extra time during lunch if possible.</li> <li>● Self-assessment will happen through student's reflections and by viewing the rubric against their work.</li> <li>● Independent learning will happen during the color matching exercise, the selection of their reference photos, the initial thumbnail sketches, the execution of their final drawing, and the self-reflection.</li> </ul>

<p><b>Higher-Order Thinking</b></p>	<p>Students will engage in higher order thinking by applying their prior knowledge of drawing and rendering in the movie poster drawing. They will analyze and interpret Surreal artwork, not only to understand how the deeper meaning, but to also understand the use of proportion, scale, and emphasis in art.</p> <p>Through viewing artwork and movie posters on the PowerPoint, videos on scale and proportion, a spoken explanation of the steps and two demo videos on how to use colored pencils, the color matching exercise, and planning and creating their own artwork, students will gain a clear understanding of the objective of this lesson and be able to evaluate their peer's artwork at the end of the lesson. They will use their knowledge of the elements of art and principles of design and new techniques they learn through small group, partner, and whole class discussions to complete their drawing and be able to judge their own experience and understanding of the lesson. They will evaluate and analyze their peer's work through a guided group critique at the end of the lesson.</p>
<p><b>Instructional Support</b></p>	
<p><b>Multiple Modalities</b></p>	<p>Through the following modalities, I will support my students learning and understanding:</p> <ul style="list-style-type: none"> <li>● Visual aids such as: a power point which demonstrates the lesson concept through images and video introduction, images of artwork, tutorial videos about scale and proportion, thumbnail sketches, color matching magazine exercise and videos, graphic organizer for brainstorming ideas, hands on help and modeling from me, and reference pictures.</li> <li>● All videos will have closed captions.</li> <li>● Group research of new vocabulary terms and class discussion to help students understand.</li> <li>● Graphic organizer brainstorming practice that will give students a chance to work in pairs, twice.</li> <li>● The peer critique will give students a chance to use their new vocabulary and continue to learn how to constructively critique other's work with the support of a group.</li> <li>● Self-reflections at the end of the lesson will give me feedback from students that they may not have been comfortable sharing in class.</li> <li>● Whole class discussions will give me a chance to check for understanding, clear up any confusion and get students perception of what they are learning.</li> <li>● Walking around to check for understanding during student work time will allow me to give extra support when needed.</li> </ul>
<p><b>Adaptations</b></p>	<ul style="list-style-type: none"> <li>● Visual examples such as PowerPoint presentation, demo videos, worksheets, exercises, modeling, and whole class discussions to provide a clearer understanding.</li> <li>● Review of vocabulary from previous lessons to refresh student's memories and defining new vocabulary together while looking at visual examples such as images of artwork.</li> <li>● Modeling step by step instructions and proper use of new materials, for example, how to blend seamlessly between value transitions and color match with colored pencils.</li> <li>● Verbal explanations and clarifications as needed about lesson and vocabulary.</li> <li>● Students will use their Chromebook to find reference photos, and to use online translators, if needed, and complete their Jamboard prediction and group critiques.</li> <li>● Extra time given, if needed</li> <li>● One on one instruction and checking for understanding, (formative assessments) as I am walking around the room, if needed.</li> </ul>



	<ul style="list-style-type: none"> <li>● Reviewing previous days lesson at the start of class to check for understanding.</li> <li>● Preferential seating and seating students together with different strengths to help each other.</li> <li>● Closed captions on all videos.</li> </ul>
<b>Student Adaptations</b>	<p>Activities my FS1 and EL students will be involved in will be working in small groups and pairs to practice speaking in a less intimidating situation. My students will have access to print outs of any visual materials such as the PowerPoint and any new vocabulary that they can use to follow along during the lesson. I will also add closed captions to any videos to help students practice listening and seeing words together. They will be able to practice their listening skills without getting stuck on trying to translate word for word. They will also be given sentence frames and/or sentence starters to help with self-reflections and peer critiques. Students will be able to use Jamboard to make their prediction at the beginning of the lesson. Depending on their level of fluency, students will be able to work with other students who speak their first language to be able to write critiques for one another in their native language. I have conversational understanding and can read and write Spanish, so I can support my Spanish-speaking students more directly, if needed. Students who speak other languages than Spanish, can use online translators as needed or sit with a friend who can translate.</p>
<b>Assessment/Checking for Understanding</b>	
<b>Formative (generally used to plan and modify subsequent instruction)</b>	<p>Students will demonstrate achievement of the content during this lesson by:</p> <ul style="list-style-type: none"> <li>● Brainstorming graphic organizer with partners.</li> <li>● Selecting reference photos for their drawing.</li> <li>● Completing the color matching exercise and the thumbnail sketches.</li> <li>● Students will use a rubric that they will be given at the start of the lesson, so that they will not only know what they will be graded on, but to help them make sure they are meeting the purpose of the lesson.</li> <li>● Discussing the lesson prediction, new vocabulary, worksheet activities, demo videos, color matching exercise, artwork images, and art mentors; this will help me know if they are understanding the concept and assignment.</li> </ul>
<b>Summative (evaluative, at “end of” instruction/learning)</b>	<p>I will know students have met the content-specific goals at the end of the lesson by:</p> <ul style="list-style-type: none"> <li>● Viewing their finished drawings. Students will be demonstrating not only their understanding of Surrealism, but of how to use proportion and scale to create a movie poster that tells a clear story.</li> <li>● They should have a finished drawing that clearly shows an understanding of how to blend, layer, and add shading with colored pencil.</li> <li>● They will also demonstrate their understanding of new vocabulary and the lesson concept through their self-reflections.</li> <li>● Students will show their understanding of how to do a constructive critique by completing a group peer critique.</li> </ul>
<b>ELD Assessment</b>	<p>ELD students will demonstrate their understanding through the completion of their final drawing and by their self-reflection and group peer critique. I will be able to observe their partner, group and whole class interactions during the activities and introduction of the lesson. I will give plenty of time for student questions and clarifications during discussions and as I walk around during work time. I can check in with my ELD students one on one and observe their worksheets, color matching, and thumbnail sketching activities to make sure they are understanding.</p>

