| Course Name | AP/IB Art/ Upper Division Art | Grade Level | 11th-12th grade |
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| Enduring Understanding (s):<br>(Statements summarizing important idea(s) and core process(es) that are central to an art topic and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular area of art. Moreover, they articulate what students should "revisit" over the course of their lifetimes in relationship to art. **These statements link two or more concepts.**) | Prepared Graduate Competency (ies):<br>(List, in bullet form, which Prepared Graduate Level Competency [ies] will be addressed in this lesson as it [they] relate [s] to the enduring understanding [s].) |
|---|---|
| Society can influence an artist's inspiration to create an artwork that is relevant and personal. | **Comprehend**:<br>-Recognize, articulate, and debate that the visual arts are a means for expression<br>-Make informed critical evaluations of visual material culture, information, and technologies<br><br>**Reflect**:<br>-Recognize, demonstrate, and debate the place of art and design in history and culture<br><br>**Create**:<br>-Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research<br>-Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies<br><br>**Transfer**:<br>-Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and earn about the diversity of peoples, cultures and ideas |

**Objectives/Outcomes/Learning Targets: Student will be able to... (Measurable)**
(Aligned to: Bloom's-Standards-GLEs/ and, when appropriate, Numeracy, Literacy and Technology.  Should be written as: Objective. Bloom's: _____ - Standard: _____ - GLE: _____. Numeracy, Literacy, and/or Technology)

Using digital and analog resources, the student will be able to research a social/political issue or controversial topic and list relevant information about that topic to take an informed stance on that issue. (Bloom's: Analyze, Standard: Comprehend, GLE: Historical and cultural context are found in visual art.)

Using a variety of brainstorming techniques, the student will be able to create a list of ten symbols, pictures or concepts that align with their issue. (Bloom's: Apply, Standard: Reflect, GLE: Reflective strategies are used to understand the creative process.)

Using drawing materials, the student will be able to design and draw a template for a stencil (that speaks to their researched issue) using positive and negative space. (Bloom's: Create, Standard: Create, GLE: Make judgments from visual messages.)

Using technology, the student will be able to scan their template into illustrator and then use the pen tool to create an outline vector of their template. (Bloom's: Create, Standard: Create, GLE: Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas)

Using a high force cutter, the student will be able to cut out a stencil from a thin cardboard material that they can use to then spray paint onto a canvas. (Bloom's: Create, Standard: Create, GLE: Assess and produce art with various materials and methods)

Shown images, the student will be able to recall the works of the artists Banksy, Candy Chang, and Shepard Fairey and summarize the significance of their art work. (Bloom's: Remember, Standard: Transfer: GLE: Communication through advanced visual methods is a necessary skill in everyday life)

**Procedures:** (Align with instructional methodologies and approximate times for instruction.)
Give a detailed acount **(in bulleted form)** of how you will present the lesson logically and sequentially **(include approximate time for each activity).**  Include motivation and ideation/inquiry where appropriate.)

**Day 1:**

| | Teacher (Instruction) | Students (Learning) | Time |
|---|---|---|---|
| **1.** | Students will be shown the video: Muto by Blu http://www.youtube.com/watch?v=uuGaqLT-gO4 to capture their interest and spark their curiosity. (show 3 minutes) | | 3 minutes |
| **2.** | After the video the students will be asked the questions:<br>- What is your reaction to this?<br>- Do you think Blu had permission to do this?<br>- How long do you think it took Blu to complete this? | Clarifying and analyzing meaning | 3 minutes |
| **3.** | Open the powerpoint on street art, discuss the first slide:<br>- How many of you recognize this imagery?<br>- What do you think the street artist is trying to say? | Clarifying and analyzing meaning | 2 minutes |
| **4.** | On the next slide, students should discuss the following questions:<br>- Is street art a good or bad thing why?<br>- Should street art be legal?<br>- Is there such a thing as good and poor Street Art? Who decides?<br>- Does it remain Street Art if it's taken off the streets to be sold or exhibited?<br>- Is there a place for Street Art style in public Art Galleries? | Clarifying one's perspective: creating or exploring beliefs, arguments or theories<br><br>Defending opinions | 10 minutes |
| **5.** | The next three slides show the work of Candy Chang.<br>- Has anyone seen this piece: "Before I die I want to"?<br>Discuss that she put the piece on an old abandoned building and then set out chalk for people to answer with.<br>- How did this piece affect the members of the community?<br>- What is she trying to communicate? | Analyzing and evaluating images<br><br>Clarifying one's perspective: creating or exploring beliefs, arguments or theories<br><br>Defending opinions | 5 minutes |
| **6.** | The next three slides show the work of Banksy.<br>- Has anyone heard of Banksy?<br>Discuss how he has tried to stay anonymous over the years and his work just shows up.<br>- What are the benefits of being anonymous?<br>- What are the disadvantages of being anonymous? | Analyzing and evaluating images<br><br>Clarifying one's perspective: creating or exploring beliefs, arguments or theories<br><br>Defending opinions | 5 minutes |
| **7.** | The next three slides show the work of Shepard Fairey.<br>- Does anyone recognize these images?<br>- What is something you see throughout his artwork?<br>Discuss how Fairey started out placing stickers of his "Obey" images around town and worked on other street art.<br>- Since he does sell his work, does this impact his credibility?<br>- How can becoming more well known, impact an artist? | Analyzing and evaluating images<br><br>Clarifying one's perspective: creating or exploring beliefs, arguments or theories<br><br>Defending opinions | 5 minutes |
| **8.** | The next 4 slides include street art that is somewhat sarcastic or funny; they are | Analyzing and evaluating images | 5 minutes |

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| | created by the Carmichael Collective.<br>- Do you think these are meant to be serious or funny?<br>- Does street art always have to be serious?<br>- Are these meant for a specific audience? | Clarifying one's perspective: creating or exploring beliefs, arguments or theories<br><br>Defending opinions | |
| **9.** | Students will then be introduced to the project that they will be working on. The students will be asked to research a topic, if they need help finding a topic, they may look at these lists:<br>http://www.usi.edu/library/documents/research%20tips/needatopic.pdf<br>http://www.bestessays.ws/controversial-essay-topics-for-research-papers/<br>All students' topics must be approved by the teacher before the student may start researching. | Ideation<br><br>Problem posing<br><br>Generating and assessing solutions | Until end of class |
| **10.** | Students will need to complete research and find three interesting articles to read. They should take some notes and write down the sources in their sketchbook. Students should be reminded that sources should be credible. Don't forget to take some notes on things that seem really important. | Ideation<br><br>Problem posing<br><br>Generating and assessing solutions | Until end of class |
| **11.** | Once they have completed all of their research, the students will then write/sketch ten symbols, pictures or concepts that align with their issue. These should be well thought out. | Ideation<br><br>Problem posing<br><br>Generating and assessing solutions | Until end of class |
| **12.** | The students will then take those symbols and combine or utilize them to create sketches for a potential stencil.<br>- What is a stencil?<br>- How are stencils used in art?<br>- What is positive space/negative space?<br>- If you cut out an image, will all of the shapes stay? | Experimenting with and refining ideas<br><br>Creating | Until end of class |
| **13.** | The students will work until the end of class. | | Until end of class |

**Day 2:**

| | Teacher | Students | Time |
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| **1.** | Students will be reminded of what they started on last class.<br>- Do any of you remember some of the artists we looked at?<br>- How many of you have a topic already, or think you have an idea of what topic your are going to chose? | Clarifying and analyzing meaning<br><br>Examining and evaluating actions | 3 minutes |
| **2.** | Tell students that when they choose their topic, they need to do some research and then create their list. Then they may start on their pencil sketches. Remind the students about positive and negative space.<br>- What is positive space/negative space?<br>- What parts are going to be cut out? | Ideation<br><br>Problem posing<br><br>Generating and assessing solutions | 3 minutes |
| **3.** | Go up to the board or sheet of paper and draw a flower. Demonstrate to the students how the shapes need to be separate in order for them to be shown. There also can be no shapes within other shapes, otherwise that shape will be gone. Ask the students if they have any questions on what they will be working | Assessing and evaluating information | 5 minutes |

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| | on. | | |
| **4.** | Write on the board, the 3 things students will be working on:<br>   - Choose a topic<br>   - Get the topic approved<br>   - Research 3 credible sources and take notes<br>   - Create list of 10 things<br>   - Start stencil sketches<br>Tell students that if they finish early they can talk to the teacher about their idea. Or they may create a second stencil to begin cutting out to get an idea of what it will look like. | Ideation<br><br>Problem posing<br><br>Generating and assessing solutions<br><br>Creating | Until 5 minutes before end of class |
| **5.** | Students will answer the following in their sketchbook in order to reflect on what they are doing.<br>   - Why is this topic important to you?<br>   - Is there a specific audience for your stencil?<br>   - Do you have a good understanding of how stencils work? | Ideation<br><br>Problem posing<br><br>Generating and assessing solutions<br><br>Creating | 5 minutes |

**Day 3:**

| | Teacher | Students | Time |
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| **1.** | Students will be reminded of what they worked on last class:<br>   - How many of you think that you are finished or almost finished with your stencil?<br>   - Does anyone have any questions on what we were working on last time? | Generating and assessing solutions<br><br>Creating | 2 minutes |
| **2.** | Explain to students that today will be a work day and the Illustrator pen tool/live trace tool will be introduced. Ask the students:<br>   - How many have worked with illustrator?<br>   - How many have used the pen tool? Live trace tool?<br>   - Can anyone explain what the pen tool is used for? | Generating and assessing solutions<br><br>Creating | 3 minutes |
| **3.** | Ask students to take out sketchbooks and look at the sheet that was on their tables, it will help to be a reminder when they are looking in illustrator. They can take notes during the demo if they would like to. | | 2 minutes |
| **4.** | Set up the computer with illustrator and have an image ready to manipulate. Show students the original image, and then locate the pen tool on the left. Tell students that they can create shapes with the pen tool and then fill in those shapes. The color will not matter for the stencil.<br>   - Create a starting point and then create a second point, continue until the space is enclosed completely.<br>   - Next take the manipulating tool to create the correct angles.<br>   - With the manipulating tool, click on a point and drag. The two handles can be dragged at different angles in order to get the right shape.<br>   - The shapes can be moved and resized if they need to be.<br>   - More shapes can be added. Remind the students that each shape will be what is cut out of the stencil.<br>Ask students if they have any questions. | Clarifying and analyzing meaning<br><br>Examining and evaluating actions<br><br>Generating and assessing solutions<br><br>Creating | 10 minutes |

| | Teacher | Students | Time |
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| 5. | The next tool to explain will be the live trace tool. This tool takes an image and turns it into a vector. Remind students the difference between a vector and pixel image.<br>- Take an image and click on the image.<br>- Now go up to the top bar and click on the arrow next to live trace and click advanced.<br>- Once the window pops up, choose the black and white option. This will create just black shapes.<br>- Now mess with the sliders in order to get the image to where it looks best.<br>- Remember that it will be able to be manipulated later with the pen tool.<br>- Once the preview looks good, click ok.<br>- Now we need to make it into to shapes. Go up to the top and find expand.<br>- The last step is to ungroup all of the shapes so that they can each be moved and manipulated.<br>Ask the students if they have any questions. | Clarifying and analyzing meaning<br><br>Examining and evaluating actions<br><br>Generating and assessing solutions<br><br>Creating | 10 minutes |
| 6. | Tell the students that once they finish their stencil they may either take a picture to put into illustrator or they can freehand it using the pen tool if they wish. The students will have the rest of the time to finish their stencils sketches and start working on their illustrator image. | Clarifying and analyzing meaning<br><br>Examining and evaluating actions<br><br>Generating and assessing solutions<br><br>Creating | Until 5 minutes before end of class |
| 7. | Students will answer the following in their sketchbook in order to reflect on what they are doing.<br>- Will you/are you using the pen tool/live trace tool, or both?<br>- Why do you think illustrator could be beneficial?<br>- What do you need help with or what do you think isn't clear? | Clarifying and analyzing meaning<br><br>Examining and evaluating actions<br><br>Generating and assessing solutions<br><br>Creating | 5 minutes |

**Day 4:**

| | Teacher | Students | Time |
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| 1. | Students will be reminded of what they worked on last class:<br>- How many of you were able to start your stencil in illustrator?<br>- Did anyone run into any problems?<br>- Did anyone discover something that worked really well for them? | How would you identify the learning based on the instruction described on the left? | 2 minutes |
| 2. | Today the students will have a small group-in progress critique. The students will be split up into groups of 3-4 where they will discuss the following questions.<br>- What is something you think is going well?<br>- What is something that you are struggling with?<br>- What is something you are trying to accomplish with your stencil?<br>- Do you have any questions you would like to ask about your piece? | | 15 minutes |
| 3. | As students start finishing their small group critiques, they can continue to work | | Until end of |

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| | on their projects. It will just be a workday for students and there will opportunities to ask questions. | | class |

**Day 5:**

| | Teacher | Students | Time |
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| **1.** | Students will be reminded of what they worked on last class:<br>　-　How many of you are close to finishing your stencil in illustrator? | | 2 minutes |
| **2.** | Today the students will learn how the Klic-N-Kut works. The student will gather around the KNK and bring their sketchbooks in case they want to take notes.<br>　-　The students first need to email their file to themselves, in an illustrator file. They can also put it on a flash drive.<br>　-　They will then open up their file in the Klik-N-Kut program. Here they will see their image.<br>　-　Next they will turn on the KNK and click the online button. Using the arrows they will move the cutter to a 0x0 position, or the corner of the thin cardboard. Once they have the correct spot, they will click the online button again.<br>　-　In the program they will navigate to the top and click the cut option.<br>　-　Once the window opens they can change the speed and force of the cutter. It is always a good idea to test a piece or two to get it just right.<br>　-　When everything is set, and the cardboard is clamped down, they can start the cutting process.<br>　-　Once the piece has been cut, the student will need to pull out any pieces.<br>Ask the students if they have any questions. If something seems to be going wrong, check with the teacher before moving or trying to fix any parts. | | 20 minutes |
| **3.** | The students will now have a chance to finish their illustrator stencil. They may begin to start cutting if they think that their illustrator file is finished. | | Until 5 minutes before end of class |
| **4.** | Students will answer the following in their sketchbook in order to reflect on what they are doing.<br>　-　How do you feel about the KNC?<br>　-　How can artists use technology to create artwork?<br>　-　Had your stencil changed since your first began? Why or why not? | | 5 minutes |

**Day 6:**

| | Teacher | Students | Time |
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| **1.** | Students will be reminded of what they worked on last class:<br>　-　Does anyone have any questions about the Klic-N-Cut? | | 2 minutes |
| **2.** | Today the students will finish their stencils and start on the Klic-N-Kut in order to get their piece cut out. If the student finishes getting their stencil cut out, they can start spray painting OUTSIDE. They can also use chalk or baby powder to complete their piece. | | 20 minutes |

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| | - Students can experiment with spray painting on different colors of canvas. | | |
| **3.** | Students will have the rest of the day to work, write on the board what they should be working on:<br>- Get stencil cut out<br>- Create art piece with stencil (spray paint, baby powder, chalk)<br>- Experiment/create sticker | | Until 3 minutes before end of class |
| **4.** | The students be reminded that they need to finish their pieces by next class period. The students can either bring their spray painted piece or a picture of their baby powder/chalk piece. Students will also be given the street art statement worksheet to fill out before next class period. | | 3 minutes |

**Day 7:**

| | Teacher | Students | Time |
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| **1.** | Students will be asked to lie out their finished piece on a desk/table. They will also turn in their street art statements. | | 3 minutes |
| **2.** | Tell the students that they are going to be doing a token critique and explain what each token means:<br>*Star* : Favorite art piece<br>*Yin Yang* : Great use of positive and negative space<br>*Mixing Bowl* : This image would stir things up<br>*Hand* : This is well crafted<br>*Eyes :* This image is visually appealing to me<br>*Light Bulb :* I think this is a great idea<br>Explain to them that they cannot put more than one token on any one art piece. They must find 6 different pieces to put their tokens on. They will have ten minutes. | Analyzing and evaluating<br><br>Reading images critically<br><br>Assessing solutions | 3 minutes |
| **3.** | Students will then be asked to find one partner to complete the token critique with. Once they have a partner they will come up and a bag with 6 tokens. | Developing collaborative practice | 2 minutes |
| **4.** | The students should start looking at all of the pieces and place their tokens on the pieces. | Developing collaborative practice<br><br>Developing confidence in reason | 10 minutes |
| **5.** | After ten minutes, students will be asked to return to their seats. Ask the students what token should be discussed first. Ask students to explain why they picked certain tokens for an art piece. Since students already discussed these, they should be able to answer easier.<br>- What makes this piece have a good sense of positive and negative space?<br>- Would it still work without this balance?<br>- Why is this piece your favorite?<br>- Do you like the message? Do you relate to the message?<br>- Is it significant to you?<br>- Why do you think this piece would stir things up?<br>- Would it impact people in a positive or negative way?<br>- Where do you think this piece would be to attract the most attention?<br>- What did the artist do to stimulate the viewer? | Analyzing and evaluating<br><br>Reading images critically<br><br>Assessing solutions<br><br>Making connections and defending conclusions | 5 minutes until end of class |

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| | - Why do you think this piece is well crafted?<br>- Do you think the quality of the artwork can impact how it is viewed?<br>- Why is this piece appealing to you?<br>- What part are you most attracted to?<br>- What grabs your attention right away?<br>- Does the visual impact make you feel a certain way?<br>- What do you think the artists main imagery was?<br>- Why is this a great idea?<br>- What parts are most impactful? | | |
| 6. | Students will then get their pieces and turn them in at the front of the classroom. | | 1 minute |
| 7. | Students will answer the following in their sketchbook in order to reflect on what they are doing.<br>- What was your favorite process of this artwork?<br>- What are you proud of in your artwork?<br>- What would you change if you were to do this again?<br>- What is your biggest take away from street art? | Analyzing and evaluating<br><br>Reading images critically<br><br>Assessing solutions<br><br>Making connections and defending conclusions | 4-5 minutes |

**Student reflective/inquiry activity:**
(Sample questions and activities [i.e. games, gallery walk, artist statement, interview] intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

The students will complete a token response using tokens that are specific to the lesson. The students will place one token on an artwork. They may not place more than one token on an art piece. If a student chose to do a chalk or baby powder piece, they should have a picture of the piece.

Star: Favorite art piece
Yin Yang: Great use of positive and negative space
Mixing Bowl: This image would stir things up
Hand: This is well crafted
Eyes: This image is visually appealing to me
Light Bulb: I think this is a great idea

| **Post-Assessment (teacher-centered/objectives as questions):**<br>(Have students achieved the objectives and grade level expectations specified in your lesson plan?) | **Post-Assessment Instrument:**<br>(How well have students achieved the objectives and grade level expectations specified in your lesson plan? Rubric, checklist, rating scale, etc.) | | | |
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| Teacher Centered Assessment<br>The students will be asked to write a statement explaining why their stencil should be used in a public space. They will need to answer specific questions pertaining to their stencil and topic.<br><br>Write a letter to the owner of a building explaining why your stencil should be used on the building or on the ground of the building. Make sure that the building is a place where your stencil would be considered, for example, if you were talking about eating | | Advanced | Proficient | Developing | Basic |
| | Research | The student is able to choose a topic and can locate 3 reliable sources | The student is able to choose a topic and can locate 2 reliable sources | The student is able to choose a topic and can locate 1 reliable sources | The student struggles in finding a topic and does not find any sources |
| | Ideation | The student is | The student is | The student is | The student is |

local, a local grocery store may be a considerable place. If you don't think any specific building would work, pretend that a family friend owns a building that he/she would be willing to let you use. Remember, this is fictional, but your statement should be convincing! Use these questions to help guide your response.

-What kind of research have you done?
-How is street art considered art?
-Why would this store want your artwork?
-Would people like this piece in that location?
-Would it stay up for a certain amount of time?
-What street artists have you taken inspiration from?

Dear owner of _____ (store here),

I have a street art stencil piece that I think you should use near/on your building because:

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What do students know about research? What do you do you do research something?

What are ways in which artists brainstorm? Why is it important to brainstorm?

What do you know about positive and negative space? What do they mean and how do they work with one another?

Have you every used the program illustrator? What is illustrator used for in design?

Have you ever used a high force cutter? What is the high force cutter used for?

Have you ever heard of the artists Banksy, Candy Chang, or Shepard Fairey?

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| | able to create a thoughtful list of 10 symbols, pictures or concepts that align with their issue. | able to create a simple list of 10 symbols, pictures or concepts that align with their issue. | able to create a simple list of 7-9 symbols, pictures or concepts that align with their issue. | able to create a list of 1-6 symbols, pictures or concepts that align with their issue. |
| Template | The student is able to create a template that speaks strongly about their issue and very effectively uses positive and negative space. | The student is able to create a template that speaks about their issue and effectively uses positive and negative space. | The student is able to create a template that somewhat speaks about their issue and to some extent uses positive and negative space. | The student is not able to create a template that speaks about their issue and cannot effectively use positive and negative space. |
| Illustrator | The student is able to effectively create a clean, vectored stencil in illustrator using the pen tool | The student is able to effectively create a somewhat clean, vectored stencil in illustrator using the pen tool | The student is able to create a vectored stencil in illustrator using the pen tool | The student cannot create a vectored stencil in illustrator using the pen tool |
| Stencil | The student is able to cut out a stencil, safely using the Klik-N-Cut, and created an effective street art piece with the stencil | The student is able to cut out a stencil, safely using the Klik-N-Cut, and created a somewhat effective street art piece with the stencil | The student is able to cut out a stencil, somewhat safely using the Klik-N-Cut, and created a street art piece with the stencil | The student cannot cut out a stencil safely using the Klik-N-Cut, and did not create a street art piece with the stencil |
| Artist | The student is able to make a clear connection from their own art piece to one of the artists presented | The student is able to make a somewhat clear connection from their own art piece to one of the artists presented | The student has a hard time making a clear connection from their own art piece to one of the artists presented | The student cannot make a connection from their own art piece to aby of the artists presented |