

Lesson 1: Layers of Meaning (Symbolism)		
Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>B.V.2 Apply creative and critical thinking skills to artistic expression.</p> <ul style="list-style-type: none"> • B.V.2.1 Understand the role of planning in solving artistic problems. • B.V.2.2 Understand the relationships between sensory awareness and artistic expression. • B.V.2.3 Create personal, symbolic expression as a means of communication (original, visual language). 	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Explore how artists use symbolism to express deeper emotions, thoughts, and ideas.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Art can be used as a vehicle to take the viewer on a journey, exploring a scene or telling a story. • Symbols are powerful tools for communicating through various cultures. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can we interpret layers of meaning in art compositions? (Iconography and Symbolism) • What non-written and non-verbal symbols are used in today's society? Give examples and the assumed interpretation.
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Aspects of color theory: <ul style="list-style-type: none"> ◦ blending colors ◦ how color is used for specific reasons. • How Iconography and Symbolism is used in art. <ul style="list-style-type: none"> ◦ In [art] history and in current times. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Basic Marker techniques. • Application of color pencil, and ink, in addition to marker. • Creating digital presentations. • Creating a scene with layers of tracing paper. 	
Language Demands		
<p><i>Language Function: Interpret</i> is the language function essential for students to learn to create, present, and respond to visual art in this lesson. Students will be able to interpret the symbols used in an artwork that convey an intended message.</p>		
<p><i>Content/Academic Vocabulary or Key Phrases:</i></p> <p>General academic vocabulary phrases used across disciplines:</p> <ul style="list-style-type: none"> • Describing elements in a work of art. • Comparing two works of art from a similar genre. • Explaining how a certain way of applying a technique makes it more effective. • Analyze what makes elements effective or not effective in communicating meaning. • Evaluating the extent to which elements work together to create an impact or convey an intended message. • Interpreting symbols. • Critiquing a peer's work. <p>Subject-specific words defined for use in the discipline:</p> <ul style="list-style-type: none"> • Expression: In visual arts, a process of conveying ideas, feelings, and meanings, through selective use of communicative possibilities. 		

- **Iconography:** a system of symbols used by a culture.
- **Symbol:** An image, sign, or element, such as color, that is understood, by convention or context, to suggest some other meaning.
- **Perception:** Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images and feelings.
- **Context:** A set of interrelated conditions (such as social, economic, political) in visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts, and that define specific cultures and eras.

Discourse: Creating works of art using techniques/style of artistic genres as a means of expression.

Syntax: Responding to essential questions in an online forum / discussion board.

Language Supports: The planned instructional supports during and/or prior to the learning task to help students understand, develop, and use the language demands of **Interpret** are:

- List/Document with vocabulary definitions on Canvas/Google Slides document.
- Descriptive instructions for online forum/ discussion board participation and response.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<ol style="list-style-type: none"> 1. Identify symbols used in today's society (give an example); interpret their meaning. 2. Address/interpret symbols in an artwork through discussion; Practice marker technique with teacher. 3. Must include at least 2 symbols; must have at least one extra layer glued on. 	PERFORMANCE TASK(S): <ol style="list-style-type: none"> 1. Brainstorming (in class or via online forum) 2. Guided Practice(s) <ol style="list-style-type: none"> a. Discussion (in class or via online forum) b. Practice Marker technique on tracing paper 3. Create artwork.
<p>The final presentation document will include all required pages (listed as tasks); Students are expected to speak about their choices and techniques either in the front of the class or at their seat. *An alternative written assignment will be offered to those who are not prepared to present on their designated day.</p>	OTHER EVIDENCE: Critique and Presentation.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Plan of Action:

1. **Opening:**
 - a. Introduce new topic of "layers"; Creating layers of depth in thinking by using symbols and iconography.

- b. Show video of "Mind-Blowing Origins Of Everyday Symbols" (1:40 minutes)
2. **Brainstorming:** (in the classroom and in an online forum)
 - a. What non-written and non-verbal symbols are used in today's society? Give examples and the assumed interpretation.
3. **Guided Practice(s):**
 - a. (online forum) Analyzing an artwork: How can we interpret layers of meaning in art compositions? (Iconography and Symbolism)
 - i. Reference Video: Art of Hidden Symbols in plain sight- [символизм] (3:49 minutes)
 - b. (in class) Demonstration and practice of marker technique on tracing paper: Using wet marker medium on resistant tracing paper allows the colors to blend without immediately soaking into the paper.
4. **Activity:**
 - a. We will create composition with a minimum of two symbols.
 - i. We will layer some images over others using tracing paper to symbolize the layers of meaning within art.
 - ii. A layer may be hiding part of an image for a "hidden meaning" that may be revealed if uncovered by lifting the layer.
 - b. Make 4-9 thumbnail sketches on 1 one page of a composition that includes at least two symbols; Colors can be used as symbols.
 - c. Make 1 full page draft; Note any significant colors that will be used in the final if you do not show them; Note any hidden objects.
 - i. You may create a ½ page composition; but be considerate of the space, detail, and how you will layer materials.
 - d. Make your final composition (½ - 1 full page)
 - i. Complete your background image *You must include at least 2 symbols in your composition.
 - ii. You must include at least one extra layer that has been glued to your background image; Multiple layers and hidden objects are encouraged.
 - e. Create a Google Doc describing the symbols in your work.
 - i. 1-2 pages, Arial 11 pt. font, double-spaced; include title of "**Layers of Meaning: Interpreted**", your name, class, and West.
 - ii. List each symbol and write at least one sentence describing its significance and meaning.
 - iii. ****Students who have issues with technology** are allowed to hand-write this assignment for credit.
5. **Closing/Assessment:**
 - a. A class review (critique) of final works.
 - i. Students will present a digital document (Google Slides or Doc)
 1. Include a title page with student name, class, title for the project/artwork, and subtitle of "Layers of Meaning".
 2. Include thumbnail sketches.
 3. Include draft of composition.
 4. Include **process board** images in this document.
 5. Include the final image. *Multiple views are encouraged.
 - ii. Students are encouraged but not required to give feedback to one another in class; If the critique takes place in a forum/discussion post all students will be required to respond to at least one classmate.
 - iii. If the student is not comfortable presenting their work in front of their peers due to stress or anxiety they may speak from their seat.
 - iv. All students are encouraged to practice speaking about their work and addressing any questions their peers or instructors may have to prepare for future critiques in advanced art courses, in college courses, and in real life scenarios.

- b. If a student is not prepared to present on their designated date they may submit a written assignment, allowing the class to continue forward without interruption or delay, and also allowing for more written feedback from the student and teacher.
- i. 1-2 pages, Arial 11 pt. font, double-spaced; include title of "Layers of Meaning Critique", your name, class, and West.
 - ii. Describe your choices (materials, why you settled on the idea you chose, etc.)
 - iii. Describe your process (arrangement of composition, use of materials, artistic process, etc.)
 - iv. Describe your finished work (what do we see, what are we supposed to see, what is your intended purpose or message?)

Adaptations to meet individual needs:

- Gifted: Gifted students will be permitted to explore advanced materials upon request, if available.
- ADHD: Providing Prompts, Preferred Seating, Printed copy of teacher notes upon student request.
- Other Health Impairments (OHI): Printed copy of teacher notes upon student request, Instructional Resources and Materials.
- **Individuals struggling with technology at home:** Check their sketchbooks and viewing their work in-person and verbally discuss their process, challenges, and give feedback. Manually enter their grade without the required documents uploaded.
- **Individuals with anxiety or stress:** *See the 5. Closing/Assessment section under a.iii and under b.

Instructional Resources:

- Google Slides presentation with a listing of art definitions, an example of thumbnail sketches, an example of a process board, and a description of the assignment.

Materials List: (***Due to the restrictions of Covid-19 no materials will be shared***)

- 6-color Washable Marker set (primary and secondary colors), multimedia Sketchbook, tracing paper, and drawing utensils including 2B-4H graphite pencils, a blending stub, erasers, colored pencils, a permanent marker, and scissors and glue to layer paper materials.

References:

- 9-12 North Carolina Essential State Standards for Visual Arts
(<https://www.dpi.nc.gov/documents/curriculum/artsed/scos/new-standards/arts/visual/essential-standards-visual-arts-9-12>)
- Glossary Visual Arts from North Carolina Department of Public Instruction
(<https://www.dpi.nc.gov/documents/curriculum/artsed/scos/support-tools/glossary/glossary-visual-arts>)
- BuzzFeedVideo (Ed.). (2015, January 29). *Mind-Blowing Origins Of Everyday Symbols - YouTube*. YouTube.com.
<https://www.youtube.com/watch?v=3qPZq2OsnmU>.
- Slavsky (Ed.). (2019, March 28). *Art of Hidden Symbols in plain sight- [символизм] - YouTube*. YouTube.com.
<https://www.youtube.com/watch?v=cAMQqXXR2sE>.