Lesson 1: P&E Photo Scavenger Hunt
Stage 1 Desired Results

ESTABLISHED GOALS	*Transfer*	
I.CX.2 Understand the interdisciplinary connections and life applications of the visual arts. ● I.CX.2.1 Apply skills and concepts developed in art to daily life. ● I.CX.2.2 Apply skills and knowledge learned in various disciplines to visual arts. ● I.CX.2.3 Apply collaborative skills to create art. ● I.CX.2.4 Analyze how digital design affects communication in art.	*Students will be able to independently use their learning to…* Analyze their surroundings to recognize that the use and influence of the principles and elements are applied everywhere, even in nature.	
	Meaning	
	UNDERSTANDINGS *Students will understand that…* ● Applying the principles of design to our living spaces promotes calm and positive thinking. ● In understanding P&E we appreciate art.	ESSENTIAL QUESTIONS ● Are the principals and elements of art and design only seen through fine and modern art? ● How do we use the principles in our living spaces?
	Acquisition	
	Students will know… ● The Elements of Art ● The Principles of Design	*Students will be skilled at…* ● Analyzing their Surroundings ● Recognizing art elements and principles ● Photographing for info / documenting

Language Demands
Language Function: Students will **Analyze** their environment and classmates' images to identify principles and elements of art and design.   *Content/Academic Vocabulary or Key Phrases*:   **General academic vocabulary phrases used across disciplines:**   ● **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.   **Subject-specific words defined for use in the discipline:**   ● **Line** - A defined path between two points. Lines can be straight or curved and may define the edge of a horizon, form, or shape.   ● **Space** - The area around defined shapes or objects; Positive space is the active space within the composition, while negative space is the passive space within the composition.   ● **Shape** - A defined two-dimensional area; For example: Triangle, square, circle, oval, etc.   ● **Form** - A three-dimensional shape; A shape with ranged value of shading and highlights giving a perceived third dimension.

- **Texture** - The physical look of a surface area, be it rough or smooth.
- **Color** - A hue of pigments seen when light touches an object and reflects back to the eye.
- **Balance** - The perceived weight of arranged objects and space in a composition; positive space carries more weight than negative space.
- **Emphasis** - The focus area or object within the composition.
- **Pattern** - The repetition of defined shapes or objects in a regular arrangement.
- **Repetition** - The recurrence of shapes or objects without a regular arrangement; may also be referred to as **Rhythm**.
- **Proportion** - The relationship of size between objects often relating to **scale**.
- **Unity** - The combination of principles and elements of design in harmony within a composition.

Discourse: Writing an artist statement of what they have learned from this activity and experience.

Syntax: Writing descriptive statements of how the content of their images represent the principles and elements of art and design using a word-bank of the defined vocabulary per each principle of design and element of art.

Language Supports: The Google Slides Presentation for this lesson provides vocabulary definitions and images on how they are used/recognized.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
1. Addresses all questions; responds to at least one classmate. 2. Can recognize most art elements and/or principles of design. 3. Finds at least one image per each principle and element listed. 4. Can describe how each principle and element is used in each photograph.	PERFORMANCE TASK(S): 1. Brainstorming Discussion (in-class or online). 2. Guided Practice (in-class or online) 3. Google Slide Presentation 4. Google Doc
Can identify principles and elements in the photographs they took; can answer questions from classmates regarding choices.	OTHER EVIDENCE: In-Class Critique/Presentation.

Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction

Plan of Action:
1. **Opening:** Google Slide Presentation
2. **Brainstorming:** Are the principles and elements of art and design only seen through fine and modern art? How do/can we use the principles in our living spaces? How does that affect us?
3. **Guided Practice:** Analyze the images in the presentation to Interpret how the Principles and Elements of art and design are implemented in our environment.
4. **Activity**:

      a. Google Slide Presentation
- i. Create a title page (Title of "Photo Scavenger Hunt" with subtitle of "Principles & Elements of Art and Design", your name, class, and West)
- ii. Each page should represent one principal or element from our list (you may have 2 images per page if you wish), x12 pages.

      b. Google Doc
- i. Write a statement describing the principle or element per each image. (1-3 pages, Arial 11 pt. font, double-spaced)
- ii. At the end, write one paragraph on what you learned from this experience.

5. **Closing/Assessment:**
      a. In-Class Critique
      b. Google Doc (above under Activity)

Adaptations to meet individual needs:
- Gifted: Gifted students will be permitted to write more extensively to describe their findings regarding the principles and elements of art and design within their environment(s).
- 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.

Instructional Resources:
- Google Slides presentation with a listing of art definitions, an example of images representing the principles and elements of art and design, and a description of the assignment.

Materials List: (***Due to the restrictions of Covid-19 no materials will be shared***)
- Personal smartphone with built-in camera, Chromebook or Computer with Google Slides and Google Docs installed/access, any art materials or items needed to create or arrange elements to capture/document the required information (principles and elements).

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)