

Lesson 1: Book Covers		
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> Art can be used as a tool to drive a narrative and tell a story.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <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. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What does “don’t judge a book by its cover” really mean? • What kind of information can illustrated book covers give the reader? (overt and covert messages)
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How Iconography and Symbolism is used in art. • How Type is used properly in artworks. <ul style="list-style-type: none"> ◦ How font choice can change interpretation of artworks. • The Elements of Art & Principles of Design. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Typography techniques. • Basic Marker techniques. • Application of color pencil, and ink, in addition to marker. • Creating digital presentations. 	
Language Demands		
<p><i>Language Function: Evaluate</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 evaluate if the symbols, art elements, and principles of design are used well in an artwork and if the intended message comes across.</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. 		

Subject-specific words defined for use in the discipline:

- **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 (Activity).

Syntax: Responding to essential questions in an online forum / discussion board (Brainstorming and Guided Practice activities).

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 **Evaluate** 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
Must have title and author, and list yourself as the illustrator. Must implement use of typography and symbolism for overt and/or covert information regarding the book.	PERFORMANCE TASK(S): Create a graphical or illustrated Book Cover for any genre. *You may create a book of your own.
Speak/Write about the symbolism (color, items, etc.) used, the overt information, and the covert information used in your book cover. Explain which art elements and principles of design you implemented. Explain how the typography you used is effective and what your emotional intentions were with your font choice. If you used more than one font-type, explain your reasons. Elaborate on your artmaking process, materials used, challenges, and if you would do anything differently..	OTHER EVIDENCE: Presentation and Critique (spoken or written self assessment)

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Plan of Action:

1. **Opening:** Share google slide presentation to introduce the unit plan and expectations for each part of the project (thumbs, draft, process pics, Google Slide docs, written docs, and critiques). Explain the timeline of the unit is five lessons over five weeks, and the accommodations for those who have specific needs, issues with internet connection, or who have technical issues.
2. **Brainstorming:**(formative assessment) Brainstorming Questions (asked in the classroom and posted in an online discussion forum).
 - a. Respond thoughtfully to the following questions (90pt), and reply to a classmate for full credit (100 pt.)
 - i. What does “don’t judge a book by its cover” really mean?
 - ii. What kind of information can graphical and illustrated book covers give the reader/viewer?
3. **Guided Practice:** (formative assessment) (posed in the classroom and posted in an online discussion forum). Take a look at these book covers for To Kill a Mockingbird and discuss overt information and covert information.
4. **Activity:** Design a book cover, including title and author. List yourself as the Illustrator.
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 “Book Cover”.
 2. Include **thumbnail sketches** (x9+; 1-2 pages).
 3. Include **full draft sketch** of composition (x1 page).
 4. Include **process board** images in this document (3+ images of beginning of artwork, middle, and end; 1-2 pages).
 5. Include the final image. *Multiple views are encouraged (1 page/slide; +1 page/slide for close-up images).
 - 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 "Book Cover Critique", your name, class, and teacher.
 - 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, Brainstorming questions, Guided Practice prompt, and a description of the assignment activity, requirements, and expectations.

Materials List: ****This project allows for open student choice for materials; Experimentation with materials is encouraged.***

- **Provided Materials:** 8-color watercolor set, 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:

- Department of Education, NC. (2016, September 20). 9-12 Visual Arts Essential State Standards. Retrieved March 06, 2021, from <https://www.dpi.nc.gov/documents/curriculum/artsed/scos/new-standards/arts/visual/essential-standards-visual-arts-9-12>
- Department of Education, NC. (2016, September 20). Visual.pdf. Retrieved March 06, 2021, from <https://www.dpi.nc.gov/documents/curriculum/artsed/scos/support-tools/glossary/glossary-visual-arts>
- Food, D. J. (2010). *Book Covers for To Kill a Mockingbird by Harper Lee*. djfood.org. Barnes and Noble. <http://www.djfood.org/wp-content/uploads/2010/07/killamockingbird-covers-636x399.jpg>.

Lesson 2: Environment Concepts

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). 	<p><i>Transfer</i></p> <p><i>Students will be able to independently use their learning to...</i> Art can be used as a tool to drive a narrative and tell a story.</p>
<p><i>Meaning</i></p>	
<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. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How does setting and environment affect a story? ● Does the environment play a role in molding people?
<p><i>Acquisition</i></p>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The Elements of Art & Principles of Design. ● The concept of Nature VS Nurture. ● Color Theory: Colors and psychology. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Basic Watercolor techniques. ● Basic Marker techniques. ● Application of color pencil, and ink, in addition to marker. ● Creating digital presentations.

Language Demands

Language Function: Evaluate 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 evaluate if the symbolism, art elements, and principles of design are used effectively in an artwork and if the intended message comes across.

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.
- **Nature vs. Nurture:** One of the biggest psychology debates regarding why aspects of human personalities differ.
- **Nature** refers to the way a person is built, genetically, through DNA and internal predisposition.
- **Nurture** refers to the external forces that mold human personality such as environmental elements or influences and affects from other human beings.

Subject-specific words defined for use in the discipline:

- **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 **Evaluate** 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
Must have significance in at least one part of the story, and you must consider objects for overt and/or covert information regarding the book.	PERFORMANCE TASK(S): Create an illustrated environmental concept artwork for the book you did last lesson.*This can be from any part of the story.
Speak/Write about the symbolism (color, items, etc.) used, the overt information, and the covert information used in your environmental concept artwork. Explain which art elements and principles of design you implemented. Explain what your emotional intentions were for your viewers. Describe the environment and touch on the story. Elaborate on your artmaking process, materials used, challenges, and if you would do anything differently.	OTHER EVIDENCE: Presentations and Critique.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Plan of Action:

1. **Opening:** Share the Google Slide presentation for this lesson; Go over previous knowledge, vocabulary, and new concepts for the lesson.
2. **Brainstorming:** How does setting and environment affect a story? Does the environment play a role in molding people?

3. **Guided Practice:** Comparison of environment concepts (show examples of concept art);
 - a. How may these environments mold those who live in them?
 - b. Why do you think so?
 - c. Analyze the elements and feelings you get from the images.
4. **Activity:** Create a background or environmental setting from a story using materials of your choice.
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 "Environment Concept".
 2. Include **thumbnail sketches**.
 3. Include a **draft sketch** 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 "Environment Concept", 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 goals, new concepts and vocabulary definitions, brainstorming questions, a guided practice activity, and a description of the project requirements and expectations.

Materials List: **This project allows for open student choice for materials; Experimentation with materials is encouraged.*

- **Provided Materials:** 8-color watercolor set, 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:

- Department of Education, N. (2016, September 20). 9-12 Visual Arts Essential State Standards. Retrieved March 06, 2021, from <https://www.dpi.nc.gov/documents/curriculum/artsed/scos/new-standards/arts/visual/essential-standards-visual-arts-9-12>
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- Saunders, P. (2018). *Bedroom East View Nw Garden*. ArtStation. ArtStation. <https://cdna.artstation.com/p/assets/images/images/009/981/566/4k/phil-saunders-bedroomeastviewnwgrdnweb.jpg?1521911865>.
- Saunders, P. (2018). *Iron Man (2007): Stark Mansion Interior Concepts*. ArtStation. ArtStation. <https://cdna.artstation.com/p/assets/images/images/009/981/558/4k/phil-saunders-livingroomeastviewnostoneweb.jpg?1521911857>.
- Tneh, F. (2017). *Pitch Pack Cyberpunk Downtown Final*. ArtStation. ArtStation. <https://cdnb.artstation.com/p/assets/images/images/004/900/545/4k/francis-tneh-pitch-pack-cyberpunk-downtown-final.jpg?1487085945>.
- Tneh, F. (2020). *Seattle City Hall Park*. ArtStation. ArtStation. <https://cdnb.artstation.com/p/assets/images/images/028/987/923/4k/francis-tneh-seattle-cityhallpark-small.jpg?1596115878>.

Lesson 3: Character Concepts

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). 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center; background-color: #f2f2f2;"><i>Transfer</i></td> </tr> <tr> <td colspan="2" style="padding: 5px;"><i>Students will be able to independently use their learning to...</i> Art can be used as a tool to drive a narrative and tell a story.</td> </tr> <tr> <td colspan="2" style="text-align: center; background-color: #f2f2f2;"><i>Meaning</i></td> </tr> <tr> <td style="width: 50%; padding: 5px;"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Art can express personality and character traits, as well as physical traits. </td> <td style="width: 50%; padding: 5px;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What makes you “you”? ● How can personality traits be interpreted visually through art? </td> </tr> <tr> <td colspan="2" style="text-align: center; background-color: #f2f2f2;"><i>Acquisition</i></td> </tr> <tr> <td style="padding: 5px;"> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The Elements of Art & Principles of Design. ● The concept of Nature VS Nurture. ● Color Theory: Colors and Psychology. </td> <td style="padding: 5px;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Basic Marker techniques. ● Basic Watercolor techniques. ● Application of color pencil, and ink, in addition to marker. ● Creating digital presentations. </td> </tr> </table>	<i>Transfer</i>		<i>Students will be able to independently use their learning to...</i> Art can be used as a tool to drive a narrative and tell a story.		<i>Meaning</i>		<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Art can express personality and character traits, as well as physical traits. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What makes you “you”? ● How can personality traits be interpreted visually through art? 	<i>Acquisition</i>		<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The Elements of Art & Principles of Design. ● The concept of Nature VS Nurture. ● Color Theory: Colors and Psychology. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Basic Marker techniques. ● Basic Watercolor techniques. ● Application of color pencil, and ink, in addition to marker. ● Creating digital presentations.
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Language Demands

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General academic vocabulary phrases used across disciplines:

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- **Interpreting** symbols.
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- **Nature vs. Nurture:** One of the biggest psychology debates regarding why aspects of human personalities differ.

- **Nature** refers to the way a person is built, genetically, through DNA and internal predisposition.
- **Nurture** refers to the external forces that mold human personality such as environmental elements or influences and affects from other human beings.

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 **Evaluate** 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
Must have three characters significant in at least one part of the story, and you must consider objects or attributes for overt and/or covert information regarding their role in the story.	PERFORMANCE TASK(S): Create a set of three character concepts.*Think of a protagonist, antagonist, and supporting character in the story you did the cover and environmental art for.
Speak/Write about the symbolism (color, items, etc.) used, the overt information, and the covert information used in your environmental concept artwork. Explain which art elements and principles of design you implemented. Explain what your emotional intentions were for your viewers. Describe the environment and touch on the story. Elaborate on your artmaking process, materials used, challenges, and if you would do anything differently.	OTHER EVIDENCE: Presentation and Critique.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Plan of Action:

1. **Opening:** Share the Google Slide presentation for this lesson; Go over previous knowledge, vocabulary, and new concepts for the lesson.
2. **Brainstorming:** What makes you “you”? How can personality traits be interpreted visually through art?
3. **Guided Practice:** Analyze this Character Concept: (Show a character concept from the Fable video game)
 - a. Take a look at this character concept artwork. What would you assume about the character (age, gender, socio- economic status, profession, race, personality traits, physical ability, etc.)?

- b. Why do you think so?
- c. Analyze the elements and feelings you get from the images.
4. **Activity:** Design a set of three characters to a specific story.
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 "Character Concept".
 2. Include thumbnail sketches.
 3. Include draft of composition.
 4. Include **process board** images in this document. 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 "Character Concept 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 goals, new concepts and vocabulary definitions, brainstorming questions, a guided practice activity, and a description of the project requirements and expectations.

Materials List: ****This project allows for open student choice for materials; Experimentation with materials is encouraged.***

- **Provided Materials:** 8-color watercolor set, 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.

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- Department of Education, NC. (2016, September 20). Visual.pdf. Retrieved March 06, 2021, from <https://www.dpi.nc.gov/documents/curriculum/artsed/scos/support-tools/glossary/glossary-visual-arts>
- McCarthy, M. (2016). *Tipple, Fable Legends*. <https://mikemccarthyart.carbonmade.com>. Lionhead Studios. <https://carbonmade-media.accelerator.net/30881327;1527x2160.jpeg?auto=webp>.

Lesson 4: Illustrate a Scene

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> Art can be used as a tool to drive a narrative and tell a story.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Art expresses the actions of a story through environmental details and character positioning and posing. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can art tell a story? • What are some of the most iconic narratives with illustrations? Why are they memorable or remarkable?
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The Elements of Art & Principles of Design. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Basic Marker and Watercolor techniques. • Application of color pencil, and ink, in addition to marker and/or watercolor.. • Creating digital presentations. 	

Language Demands

Language Function: Evaluate 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 evaluate if the symbolism, art elements, and principles of design are used effectively in an artwork and if the intended message comes across.

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.
- **Body Language:** The process of communicating nonverbally through conscious or unconscious gestures and movements.
- **Active vs. Passive:** Is the energy at a high level creating big movements, effecting or interacting with the environment, characters, or objects?
- **Facial Expression:** Positioning and movement of the facial muscles to act or react with a specific purpose or emotion.

Subject-specific words defined for use in the discipline:

- **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.
- **Emphasis:** Does a certain area of a scene draw attention? How?

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 **Evaluate** 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
Must have at least one significant character performing an action in a pivotal part of the story. You must consider character positioning as well as body and facial expression. Consider objects or attributes for overt and/or covert information regarding information in the story.	PERFORMANCE TASK(S): Illustrate a specific and significant scene, including character interactions with each other and/or the environment.
Speak/Write about the symbolism (color, items, etc.) used, the overt information, and the covert information used in your illustrated scene. Explain which art elements and principles of design you implemented. Explain what your emotional intentions were for your viewers. Describe the scene's setting and character(s), and touch on the significance in the story. Elaborate on your artmaking process, materials used, challenges, and if you would do anything differently.	OTHER EVIDENCE: Critique and Presentation.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Plan of Action:

1. **Opening:** Share the Google Slide presentation for this lesson; Go over previous knowledge, vocabulary, and new concepts for the lesson.
2. **Brainstorming:** How can art tell a story? What are some of the most iconic narratives with illustrations? Why are they memorable or remarkable?
3. **Guided Practice:** Analyze this Illustrated Scene
 - a. Take a look at this illustrated scene. What would you assume about the activity and characters in the story? Why do you think so?
 - b. Analyze the elements and feelings you get from the images.
4. **Activity:** Illustrate a scene to a specific story using materials of your choice. Must have at least one significant character performing an action in a pivotal part of the story. You must consider character positioning as well as body and facial expression. Consider objects or attributes for overt and/or covert information regarding information in the story.
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 "Scene Illustration".
 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 "Illustrate a Scene 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 goals, new concepts and vocabulary definitions, brainstorming questions, a guided practice activity, and a description of the project requirements and expectations.

Materials List: ****This project allows for open student choice for materials; Experimentation with materials is encouraged.***

- **Provided Materials:** 8-color watercolor set, 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:

- Department of Education, NC. (2016, September 20). 9-12 Visual Arts Essential State Standards. Retrieved March 06, 2021, from <https://www.dpi.nc.gov/documents/curriculum/artsed/scos/new-standards/arts/visual/essential-standards-visual-arts-9-12>
- Department of Education, NC. (2016, September 20). Visual.pdf. Retrieved March 06, 2021, from <https://www.dpi.nc.gov/documents/curriculum/artsed/scos/support-tools/glossary/glossary-visual-arts>
- Mon, S. (2021). *Concept art for Harry Potter and the Deathly Hallows: Part 1*. clipstudio.net. Art Rocket. https://www.clipstudio.net/wp-content/uploads/2019/09/0034_003-1.jpg.

Lesson 5: Graphic Novel Page

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). 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center; background-color: #f2f2f2;"><i>Transfer</i></td> </tr> <tr> <td colspan="2" style="padding: 5px;"><i>Students will be able to independently use their learning to...</i> Art can be used as a tool to drive a narrative and tell a story.</td> </tr> <tr> <td colspan="2" style="text-align: center; background-color: #f2f2f2;"><i>Meaning</i></td> </tr> <tr> <td style="width: 50%; padding: 5px;"> <p>UNDERSTANDINGS <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. </td> <td style="width: 50%; padding: 5px;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How do we structure our conversations? Why? ● Do actions truly speak louder than words? What about in art? </td> </tr> <tr> <td colspan="2" style="text-align: center; background-color: #f2f2f2;"><i>Acquisition</i></td> </tr> <tr> <td style="padding: 5px;"> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How Typography is used. ● The Elements of Art & Principles of Design. ● Color Theory: Psychology of Color. ● How Type is used properly in artworks. <ul style="list-style-type: none"> ○ How font choice can change interpretation of artworks </td> <td style="padding: 5px;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Typography techniques. ● Basic Watercolor techniques. ● Basic Marker techniques. ● Application of color pencil, and ink, in addition to marker. ● Creating digital presentations. </td> </tr> </table>	<i>Transfer</i>		<i>Students will be able to independently use their learning to...</i> Art can be used as a tool to drive a narrative and tell a story.		<i>Meaning</i>		<p>UNDERSTANDINGS <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. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How do we structure our conversations? Why? ● Do actions truly speak louder than words? What about in art? 	<i>Acquisition</i>		<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How Typography is used. ● The Elements of Art & Principles of Design. ● Color Theory: Psychology of Color. ● How Type is used properly in artworks. <ul style="list-style-type: none"> ○ How font choice can change interpretation of artworks 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Typography techniques. ● Basic Watercolor techniques. ● Basic Marker techniques. ● Application of color pencil, and ink, in addition to marker. ● Creating digital presentations.
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- **Body Language:** The process of communicating nonverbally through conscious or unconscious gestures and movements.
- **Active vs. Passive:** Is the energy at a high level creating big movements, effecting or interacting with the environment, characters, or objects?
- **Facial Expression:** Positioning and movement of the facial muscles to act or react with a specific purpose or emotion.
- **Typography:** The art and technique of arrangement type involves selecting typefaces, point sizes, line lengths, line-spacing, and letter-spacing, and adjusting the space between pairs of letters.

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 **Evaluate** 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
Must have 5+ panels to the page focusing on a series of actions. Must have at least two significant characters in one or two consecutive scenes that are pivotal parts of the overall story. Use text and typography effectively in at least three panels (descriptive text is in brackets; dialogue is in quotes).	PERFORMANCE TASK(S): Create a graphic novel page, including speech bubbles and information text blocks.
Speak/Write about significant actions in your graphic page. Explain which art elements and principles of design you implemented. Explain what your emotional intentions were for your viewers. Describe the scene's setting(s) and characters, and touch on the significance in the story. Describe the use of text and its effectiveness. Elaborate on your artmaking	OTHER EVIDENCE: Presentation and Critique.

process, materials used, challenges, and if you would do anything differently.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Plan of Action:

1. **Opening:** Share the Google Slide presentation for this lesson; Go over previous knowledge, vocabulary, and new concepts for the lesson.
2. **Brainstorming:** How do we structure our conversations? Do actions truly speak louder than words? What about in art?
3. **Guided Practice:** Analyze this Graphic Novel Page
 - a. Take a look at this graphic novel page. What would you assume about the activity and characters in the story?
 - b. Why do you think so?
 - c. How are the different scenes transitioned?
 - d. Analyze the elements and feelings you get from the images.
4. **Activity:** Create a graphic novel page, including speech bubbles and information text blocks.
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 "Graphic Novel Page".
 2. Include thumbnail sketches.
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Adaptations to meet individual needs:

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- Department of Education, NC. (2016, September 20). Visual.pdf. Retrieved March 06, 2021, from <https://www.dpi.nc.gov/documents/curriculum/artsed/scos/support-tools/glossary/glossary-visual-arts>
- Ellis, S. (2021). *How to Layout Your Comic! Panels, Gutters, and Page Flow*. clipstudio.net. Art Rocket. https://www.clipstudio.net/wp-content/uploads/2020/05/0118_019b.jpg.