

# LESSON PLAN FORMAT

University of North Texas

Art Education

## **I. Lesson Number, Grade Levels, Title, and Duration:**

Lesson #4, Grade 9 (Art 1), Environmentally Minecraft, 2 days, 50 min.

## **II. Lesson Rationale:**

As technological art practices gain mainstream acceptance through the Internet and networked society, artists are questioning how our physical and digital lives interact. By exploring the issue of the environment, students will have an opportunity to see how even the smallest things can have a huge impact, both negative and positive. Using a form of virtual reality in a way that is familiar and entertaining for most students, they will explore the effects they have on the environment first-hand, and be able to network and share their findings with others, creating awareness to the environmental issues.

## **III. Key Concepts:**

Technology affects our environment.

## **IV. Essential Question:**

How can technology have a positive impact on our environment?

## **V. Lesson Objectives:**

The student will be able to recognize the effects technology can have on the environment by having a virtual experience of their effect on the terrain in Minecraft.

## **VI. Specific Art Content:**

How environmental artists affect the environment.

Positive or negative effects?

How can/has technology help(ed) them?

Artists to look at:

John Klima: <http://www.cityarts.com/>

Nils Udo

## **VII. Resources & Materials for Teacher:**

Ipad

Minecraft

Projector

Internet access

[http://greenmuseum.org/c/new\\_media/#betty](http://greenmuseum.org/c/new_media/#betty)

Environment issues in Texas - <http://www.environmenttexas.org/issues>

Environmental Art Prezi - <https://prezi.com/nvq-l9ofjkik/environmental/>

## **VIII. Resources & Materials for Students:**

Ipads  
Graph paper  
Minecraft  
Internet access

## **IX. Instruction and Its Sequencing:**

### **Day of the Lesson (1<sup>st</sup> day)**

#### **1. Introduction/Motivation:**

I will begin by showing the students a clip from the movie Wall-E. We will take some time to analyze the clip and ask students about the situation in the clip.

What do you think are some environmental issues going on here?

How does Wall-E see the objects he finds, and why does he keep them?

#### **2. Guided Practice**

I will show them a small prezi over environmental art and show them other artists dealing with environment and technology.

How do these artists incorporate technology into environmentalism?

What does the art do to help (raise awareness, physically help)?

Introduce Minecraft project.

Students will be assigned a specified area in a server in the game. They will be replicating a work of art using one of the artists we have gone over or from the

[http://greenmuseum.org/archive\\_index.php](http://greenmuseum.org/archive_index.php) website. They will be limited by the resources in their area.

#### **3. Independent Practice**

Students will choose an artwork from one of the artists from the website, from the examples in class, or create their own original structure. They will be experimenting with the controls of the game. They will create a small sketch on a piece of grid paper showing the front, back, left, right, and top perspective of the work they have chosen to create.

#### **4. Closure**

Final Discussion:

How do you think the structure you chose to create will affect the terrain given to you in the game?

#### **5. Formative Evaluation**

Students must have a structure picked out and at least two sketches of any view of the structure, before they leave class.

#### **6. Classroom Management Procedures**

Students will be able to experiment with the controls of Minecraft after choosing their structure and sketching at least two views on their grid paper. Students will raise their hand during discussion if they have a comment or answer. They should continue on their sketches and have them complete for next class.

### **Day of the Lesson (2<sup>nd</sup> day)**

#### **3. Introduction/Motivation:**

Through the projector, I will show them some of the environmental issues here in Texas. (Environment issues in Texas - <http://www.environmenttexas.org/issues> )  
I will begin by asking students if they have a different view/take on technology and environmental issues.

**4. Guided Practice**

Students should have five perspectives roughly sketched out on their graph paper. I will briefly meet with each table to talk about their progress and answer any questions they may have.

- What challenges are you facing?
- What is the most apparent effect you are having on your area?
- Is it a drastic change or minimal?
- Is it a positive, negative, or neutral change?

**3. Independent Practice**

Students will continue to work on their structure.

**7. Closure**

- How difficult was it building your piece with limited resources?
- Had you done this in real life, how would your piece have affected the land around you? Is it a positive effect or negative?
- How did technology affect the environment in this particular assignment?
- Did it change your perspective on technology?

**8. Formative Evaluation**

- Participation in discussion questions.
- Staying on task and completing the assignment.
- Rubric for the assignment.

**9. Classroom Management Procedures**

I will go around to each desk to make sure students are working diligently and to answer any questions.

**Repeat 1-6, as needed, for each class session needed for this one lesson.**

**X. Summative Assessment and Evaluation:**

- What do I want to know?
  - How can technology have a positive impact on our environment?
- How will I know it?
  - By the students having a virtual experience of their effect on the terrain in Minecraft.
- How will I record it?
  - Rubric
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	Exemplary	Average	Needs work
Frequency of	Student initiates	Student initiates	Student does not

participation in class	contributions more than one in each recitation	contribution at least in half of the recitations	initiate contribution and needs instructor to solicit input
Preliminary Work	5 or more sketches. Sketches demonstrate appropriate, excellent design that show clearly how the proposed structure is intended to be. Shows front, back, left, right, and top perspective.	2-4 sketches. Sketches demonstrate appropriate, good design that is sufficient to communicate the intended structure. Shows at least three perspectives.	0-2 sketches. Sketches demonstrate poor/inappropriate design. Does not communicate intended structure. No variety of perspectives.
Use of materials	The student shows an excellent proficiency in using the program Minecraft. Student is constantly on task and stays within the 25x25 square range of land assigned to them.	The student has a satisfactory proficiency in using the program Minecraft. Student is on task for the majority of the time. Student goes over the boundaries of the 25x25 square range assigned to them.	The student has no proficiency in using the program Minecraft. Disrespects the equipment. Student is not on task and disregards the 25x25 square range assigned to them.
Content	The student's work incorporates or connects to the artists discussed in class into their project. Student is able to explain and list various environmental issues presented in	The student's work incorporates or connects to one or no artists discussed in class. Student is able to explain an environmental issue presented in their work.	The student's work has no understanding or connection to the artists discussed in class. There are no environmental issues presented. Work is unfinished.

	their work.		
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## **XI. Interdisciplinary Connections:**

### **Biology**

(C) Students explore patterns, systems, and cycles within environments by investigating characteristics of organisms, life cycles, and interactions among all components of the natural environment. Students examine how the environment plays a key role in survival. Students know that when changes in the environment occur organisms may thrive, become ill, or perish.

## **XII. References & Resources:**

Klima, J. John Klima. Retrieved from <http://www.cityarts.com/>

Environment Texas. Retrieved from <http://www.environmenttexas.org/issues>

Brucker-Cohen, J. New media meets the environment. Retrieved from [http://greenmuseum.org/c/new\\_media/#betty](http://greenmuseum.org/c/new_media/#betty)

Nunez, J. (2015). Environmental art. Retrieved from <https://prezi.com/nvq-l9ofjkik/environmental/>

## **XIII. Art TEKS**

(2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the

(A) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination

## **XIV. National Art Standards**

VA:Cr1.1.3a

Elaborate on an imaginative idea.