LESSON PLAN FORMAT

I. Lesson Number, Grade Levels, Title, and Duration:
Lesson #3, Grade 9th (Art 1), How Technology Affects Life, 50 minutes

II. Lesson Rationale:
It is important to look at how technology affects humans ability to create because both are deeply entwined with one another. Learning this will help students better understand how changes in technology affects not only the lives of older generations but their own as well. This is important for today's students because most of their lives have always been very connected to advanced technology.

III. Key Concepts:
Technology affects what we create.
Technology changes greatly over time.
Humans adapt to the technology they have.

IV. Essential Question:
How does technology affect what we create?

V. Lesson Objectives:
Students will address how technology changes and how that affects what people can create. They will do this through writing assignments and discussions.
Students in pairs will design and make their own video game animation through creating a short animated gif.

VI. Specific Art Content:
Students will learn to make simple animation by making an animated gif.
Students will explore and learn the art history of video games through observation and discussion.
Students will learn about the pixel art movement through observation

VII. Resources & Materials for Teacher:
Computer,
Ipad graph paper,
pencils,
post it notes (six different colors),
projector,
screen,
the app Gifboom

VIII. Resources & Materials for Students:
25 IPads,
graph paper,
pencils,
post it notes (six different colors),
the app Gifboom

IX. Instruction and Its Sequencing:
Day of the Lesson: Day 1
1. **Introduction/Motivation**
    Class will watch Mind blow # 92 to see new innovations in technology. This will help get students thinking about how technology changes what people can create.

2. **Guided Practice**
    Class discussion about how technology has changed during their life time.
    Students will write a sentence on how these technology changes in their lifetime affects what people create in one or more ways.

3. **Independent Practice**
    Students will look through The Art of Video Games Exhibition on the Smithsonian American Art Museum website through IPads.
    Students will be paired in groups of two randomly by the teacher. Students will then discuss in pairs about how they see video games changing visually over time and why they think that happened. As a pair they must turn in at least one sentence summarizing their discussion.

4. **Closure**
    Class will then discuss as whole group if they believe if video games are art and if they should be shown in museums. This is to help students think about what art can be and what museums should be.

5. **Formative Evaluation**
    Students will turn in their own sentence and group sentence. These sentence will only be graded on whether they address the subject.
    Students will be graded on group and class participation.
    If students need reteaching I will work with them personally to help them understand the concepts presented by the lesson and allow them to finish the assignment as homework.

6. **Classroom Management Procedures**
    Materials will be set up at a table for easy access and to save time.
    Students will be told the rules of using the IPad.
    Students will be warned for breaking rules the first time. The second time they will have a small talk with teacher. The third time they will receive a write up.
    Students will be told to write name on paper before starting work
    Teacher will go around helping and keeping students on task

Day of the Lesson: Day 2
1. **Introduction/Motivation**

Class will watch Nintendope: A Brief History of Nintendo. This shows how several video game series have changed over time. Seeing this change will help them start thinking about how greatly technology changes over time.

2. **Guided Practice**
Class will have a discussion about problems technology hasn't completely solve.
Class will have then a discussion about how we adapt modern technology to alleviate those problems.

3. **Independent Practice**
Students will compare screen shots from the video game series Legend of Zelda. They will use IPads to look at games from the series made in 1987, 1998, 2003 and 2006.
Students will discuss their pairs from the last lesson. They will discuss the ways in which developers had to scale down their imagery to fit the technology to 1987 game and how the imagery from the 2006 will change if technology advances. As a pair they must turn in at least one sentence summarizing their discussion.

4. **Closure**
The class as whole will discusses technology changes they would like to see and explain why.

5. **Formative Evaluation**
Students will turn in their group sentence. These sentence will only be graded on whether they address the subject.
Students will be graded on group and class participation.
If students need reteaching I will work with them personally to help them understand the concepts presented by the lesson and allow them to finish the assignment as homework.

6. **Classroom Management Procedures**
Materials will be set up at a table for easy access and to save time.
Students will be told the rules of using the IPad.
Students will be warned for breaking rules the first time. The second time they will have a small talk with teacher. The third time they will receive a write up.
Students will be told to write name on paper before starting work
Teacher will go around helping and keeping students on task

Day of the Lesson: Day 3
1. **Introduction/Motivation**
Students will look at the pixel art of Richard Evans and Andy Helms. The teacher will do so by showing the websites that feature their work using the projector so the entire class can see. This will teach them about the pixel art movement, and get them thinking about their upcoming art assignment.

2. **Guided Practice**

Students will be told that they are making an animated video game character with 1980's technology. Teacher will explain how limitations in technology resulted in the look of 1980's video games and how advancements in technology led to today's video game graphics.

The teacher will demonstrate how to use graph paper to plan out student's character and animation.

3. **Independent Practice**
As a pair students will work to create their character and its animation on graph paper.

Students will be given multiple sheet of graph paper in case of mistakes and will be able to use their Ipads to look through The Art of Video Games Exhibition for inspiration.

4. **Closure**
The class as a whole will discuss whether they found it difficult to plan out their animation using graph paper and how the project relates to early video game design

5. **Formative Evaluation**
Students will turn in their graph paper with their character and its animation
Students will be graded on whether they participated in their group.

If students need reteaching I will work with them personally to help them understand the concepts presented by the lesson and allow them to finish the assignment as homework.

6. **Classroom Management Procedures**
Materials will be set up at a table for easy access and to save time
Students will be told the rules of using the IPad.
Students will be warned for breaking rules the first time. The second time they will have a small talk with teacher. The third time they will receive a write up.
Students will be told to write name on paper before starting work
Teacher will go around helping and keeping students on task

Day of the Lesson: Day 4
1. **Introduction/Motivation**
Students will use their Ipads to look at the animation of anonymous Tumblr animator Mazeon for inspiration.

2. **Guided Practice**
Teacher will show how to animate character through creating post it note figures and using the app GifBoom. Post it note figures for example will be pre-made to save time.

3. **Independent Practice**
Students will as pair create the animated character from their graph paper sketch from the last lesson. They create their character with post it notes, take photos with the class IPads and then use the app Gifboom to create a looping animation. Then they will email the final animation to the teacher.

4. **Closure**

Students will individually write small critiques about their projects. They must critique their project listing two good things about it and one thing they could improve. They must also reflect on how technology they had available affected what they could create.

5. **Formative Evaluation**
Students will be evaluated on their group participation.
Students will be evaluated on their animation.
Students will be evaluate on their writing.
If students need reteaching I will work with them personally to help them understand the concepts presented by the lesson and allow them to finish the assignment as homework.

6. **Classroom Management Procedures**
Materials will be set up at a table for easy access and to save time
Students will be told the rules of using the IPad.
Students will be warned for breaking rules the first time. The second time they will have a small talk with teacher. The third time they will receive a write up.
Students will be told to write name on paper before starting work
Teacher will go around helping and keeping students on task

X. Summative Assessment and Evaluation:
• What do I want to know?
Do students know how changes in technology affect what people create?
Do students understand why video games changing visually over time?
Can students visually plan out artwork they will make?
Do students understand the how imagery in 1980s video games were simplified due to technology restrictions and how modern video game imagery might change with advancements in technology?
Can students critique their own work?
Can students make an animation?
• How will I know it?
Students will write a sentence on how these technology changes in their lifetime affects what people create.
Students as a pair they must turn in at least one sentence summarizing their discussion about why videogames change visually over time.
Students will turn in a graph paper sketch showing their character and its animation.
Students as a pair will turn in at least one sentence summarizing their discussion about how imagery in 1980s video games were simplified due to technology restrictions and how modern video game imagery might change with advancements in technology.
Students will turn in critique of their work.
Students will make an animated gif.
• How will I record it?
I will record it through this rubric.

Grading Rubric 75 points possible	Great 25 points	Good 20 points	Needs Work- 15 points	Incomplete- 0 points
Writing 25 points	Turns in all four of the writing assignments, and	Turns in three of the writing assignments, and	Turns in one or two of the writing assignments, and	Turns in none of the writing assignments.

	each one addresses the writing prompt's requirements.	each one addresses the writing prompt's requirements.	each one addresses the writing prompt's requirements.	
Graph paper sketch 25 points.	Shows character and how character will be animated correctly	Shows character and how character will be animated but is incorrect.	Shows character. Does not show how character will be animated.	Does not show character
Post it animation 25 points	Emails teacher animation. Character and animation are more complex.	Emails teacher animation. Character and animation are simple.	Emails teacher project but the character is not animated.	Does not do assignment.

XI. Interdisciplinary Connections:
Connects to English in writing assignments.
Connects to science through exploring technology.

XII. References & Resources:

The Art of Video Games Exhibition Checklist. Retrieved from http://americanart.si.edu/exhibitions/archive/2012/games/winninggames.pdf

Evans, R. (2014, March 4). *8-bit Ghibli*. Retrieved from https://www.behan ce.net/gallery/14924437/8-bit-Ghibli

Helms, A. [Blog post]. Retrieved from http://oktotally.tumblr.com/tagged/yearofdays

Liever, K. (2014, Febuary 12). *HEAR With Your TONGUE!? -- Mind Blow #92*. Retrieved from https://www.youtube.com/watch?v=1bgmmJr2ILg

Mazeon. [Blog post]. Retrieved from http://www.mazeon.com/

Polygon. (2012, November 29). Nintendope: A Brief History of Nintendo. Retrieved from https://www.youtube.com/watch?v=lgPcU-J9KJw

XIII. Art TEKS
(1) Foundations: observation and perception.
    (A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork
(2) Creative expression
    (E) collaborate to create original works of art
(3) Historical and cultural relevance.
    (A) compare and contrast historical and contemporary styles while identifying general themes and trends
(4) Critical evaluation and response

(B) evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork

XIV. National Art Standards
VA:Cr2.1.HSII
Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Pr6.1.HSII
Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
VA:Cn10.1.HSII
Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.