

LESSON PLAN FORMAT

University of North Texas

Art Education

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

Lesson #1, Grade 9th (Art 1), How Technology Affects Identity, 50 minutes

II. Lesson Rationale:

It is important to look at how technology affects our lives because our current world is incredibly dependent on technology. This is incredibly important for today's students because most of their lives have always been very connected to advanced technology. This lesson will help them better understand their lives and how technology changes how they view themselves and others.

III. Key Concepts:

Technology affects identity.

IV. Essential Question:

How does Technology affect our Identity?

V. Lesson Objectives:

Student will be able to create a self-portrait (selfie) using either digital photography or gifs.

Students will be able to compare rococo-style portraiture to contemporary selfies, noting technical aspects and the conceptual purpose and meaning of the works.

Students will be able to critique and respond to each other's artworks in a meaningful, respectful manner.

VI. Specific Art Content:

Students will learn about Rococo Portraits.

Students will discuss elements and principals of design.

Students will learn how to create digital self portraits through photography or gif making.

Student will learn how to critique their work and others.

VII. Resources & Materials for Teacher:

- computer
- projector
- portraits of Versailles royalty and nobility:
 - King Louis XIV
 - Madame Pompadour
 - Marie Antoinette
- images of Versailles palace from google images.

VIII. Resources & Materials for Students:

- Ipads
- Internet access

IX. Instruction and Its Sequencing:

Day of the Lesson (Day 1.)

1. Introduction/Motivation:

Students will take a selfie at the beginning of class with their phone or tablet.

2. Guided Practice

Class Discussion

- About how technology has changed how we view ourselves and how it changes how we view others.
- Compare selfies to Rococo style portraits commissioned by nobles and royalty
 - Discuss similarities and differences
 - Discuss the role that these portraits played and how they affected how people saw the person in the painting
- Discuss the technical elements we can see in the portraits
 - Elements and Principles of Design
 - How do they effect the purpose of the painting?
- Discuss the purpose of Selfies
 - Do they have similar roles as portraits?
 - Does how their spread through the Internet effect how we see them?
 - Does their role in combination with social media effect how we see people?

3. Independent Practice

Students will retake their selfies using either still images or gifs. They will use their phone or a tablet. They will keep in mind the selfies' purpose and its technical aspects as a portrait.

4. Closure

Review what was discussed with the students and answer any remaining questions.

Remind students to have their selfies completed by next class and available for critique.

5. Formative Evaluation

Students will be evaluated based on their participation in the class discussion

- How much they interacted with the class?
- Did they add to the discussion and seem to understand what was being discussed and how it related?

Students will answer my questions at the end of class about what was discussed

- How was Rococo style portraiture important?
- How does it relate to selfies?
- What are the technical elements of portraiture that we discussed?

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. Teacher will go around helping students and keeping students on task.

Day of the Lesson (Day 2.)

3. Introduction/Motivation:

Students will present their selfies to the class for critique

4. Guided Practice

Teacher will explain the rules and etiquette of critique

- Be respectful
- Ask artist questions if you don't understand something about the work
- Be positive and give helpful criticism

3. Independent Practice

Students will take turns sharing their work with the class, and will answer questions and receive feedback from the other students and the teacher about the selfie

7. Closure

Review what was learned during this lesson and why it's important.

8. Formative Evaluation

Students will be evaluated based on their participation in the critique

- How much they interacted during the critique?
- Were they involved and focused?
- Did they add to the discussion about each piece?
- Did they give positive feedback as well as constructive criticism?

Students will answer my questions at the end of class about what was discussed

- How was Rococo style portraiture important?
- How does it relate to selfies?
- What are the technical elements of portraiture that we discussed?

9. Classroom Management Procedures

Students will stay seated unless their presenting their artwork

Students will raise their hands to ask questions or to contribute to the conversation

X. Summative Assessment and Evaluation:

Total Points Available 100	Great	Needs Work	Incomplete	Points:
Participation	Was involved in conversation,	added to discussion	did not add responses or	

	adding questions and insightful comments. responding to others in a respectful manner.	occasionally, with meaningful comments,	questions to discussion. did not pay attention at all. only responded when told to.	
Elements of Principles of Design	Can identify and explain the elements and principles found in Rococo portraits and in Selfies.	Can identify some elements and principles, may not be able to compare them	Can't identify the elements and principles. Can't explain their purpose in portraits.	
Photography (if used in Selfie)	High quality digital image, uses elements and principles of design, with meaning	quality image, uses some elements and principles	poor quality image, does not use elements and principles	
Gifs (if used in Selfie)	intricate gif, uses elements and principles of design, uses movement to add meaning to selfie	uses some elements and principles, makes something relatively clique	does not use elements or principles in gif, does not use movement to add to identity	
Turn in on time	Emailed to teacher on time	Emailed to teacher on time	Not emailed to teacher on time	

XI. Interdisciplinary Connections:

Students will learn more about about history through learning about the Rocco movement.

XII. References & Resources:

- portraits of Versailles royalty and nobility:
 - King Louis XIV
 - Rigaud, Hyacinthe. 18th Century. *Portrait of Louis XIV*. (2015, March 9). Retrieved from:

<http://www.getty.edu/art/collection/objects/547/after-hyacinthe-rigaud-portrait-of-louis-xiv-french-18th-century/>

- Madame Pompadour
 - Boucher, Francois. 1750. *Jeanne-Antoinette Poisson, Marquise de Pompadour*. (2015, March 9). Retrieved from:
<http://www.harvardartmuseums.org/collections/object/303561?position=0>
- images of Versailles palace from google search
 - (2015, March 9). Retrieved from:
https://www.google.com/search?as_st=y&tbm=isch&hl=en&as_q=marie+antoinette&as_epq=&as_oq=&as_eq=&cr=&as_sitesearch=&safe=images&tbs=isz:l,sur:f#as_st=y&hl=en&tbs=isz:l%2Csur:f&tbm=isch&q=versailles&imgdii=
- images of selfies from google search
 - (2015, March 9). Retrieved from:
https://www.google.com/search?q=selfies&lr=&safe=active&hl=en&tbs=sur:f&source=lnms&tbm=isch&sa=X&ei=GgP-VMf2I4zIsATHmYLoBA&ved=0CAgQ_AUoAQ&biw=1392&bih=835
- Ipads
- The gif making app: PHHHOTO

XIII. Art TEKS

- (1) Foundations: observation and perception.
 - (B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork
- (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:Cr2.3.HSIII

Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

VA:Re7.2.HSII

Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.