

# Impact Unit Plan

## 5 lessons, 5-6 weeks

### 50 minute classes

### Godby High School, grades 9-12

Classes contain a mix of demographics and skill levels in art as well as reading and writing.

[Powerpoint Link](#)

#### Goals:

- Learn about impact in different forms that are personal to the student.
- Describe, evaluate, and examine impact in artworks by contemporary artists.
- Examine, describe, and illustrate their understanding of impact in relation to their own lives.
- Create an original work of art that shows how a chosen topic impacts them.

**Overall Essential Question:** What are the impacts in our lives?

**Pre-Assessment:** 10 minute warm-up a week or so prior to the start of the unit.

Warm-up prompt A: Draw an impact.

Warm-up prompt B: Draw something that would make the world a better place.

Warm-up prompt C: Draw something unfair or unjust.

#### Formative assessments:

- Observations
- One-on-one interactions and questioning of the students
- Questions about impact and artworks about impact
- Brainstorming activity
- Art projects
- Critique responses

**Summative or Post-Assessment:** A final project in which each student expresses something that has had an impact on them and how, along with an artist statement and final critique.

#### Accommodations:

- ELLs: Translations and images on a powerpoint. Translated worksheets. Students may lessen the writing that they do in favor of images. Students may write in a different language if needed.
- ESE: All students (not just ESE) are allowed extra time to complete and make up work. All students are encouraged if they seem to need it. All students are given preferential seating, unless they are disruptive or talking too much.
- Seniors who are behind in their credits are allowed to work on Plato credit recovery on their Chromebooks one day a week in class.





# GRAB & GO LESSON

## Impact Lesson 1

BIG IDEA Impact

GRADE LEVEL High School

### Essential Questions:

- How do we directly impact our surroundings?
- How are we directly impacted by our surroundings?

### Objectives:

SWBAT:

- Learn about impact in different forms that are personal to the student.
- Describe and examine impact in artworks by contemporary artists.
- Examine, describe, and illustrate their understanding of impact in relation to their own lives.

### Artistic Questions:

- How can art help us brainstorm and visualize ideas?
  - How do impacts fuel ideas for art?
- In what ways can visual elements and techniques impact meaning in art?

### Standards:

- VA:Cr2.1.1a: Engage in making a work of art or design without having a preconceived plan.
- VA:Cr1.1.1a: Use multiple approaches to begin creative endeavors.
- VA:Cn10.1.1a: Document the process of developing ideas from early stages to fully elaborated ideas.

### Lesson outline day-by-day:

Day 1: Watch Kathy video about impact. Discuss the video and what direct impact is while students experiment with watercolor.

Day 2: Research and reflect on one example of direct impact individually.

~~Day 3: Explore ideas and examples about impact in a [mind map](#).~~

~~Day 4: Create art to visualize direct impact using their examples and learning.~~

~~Day 5: Finish and share artwork with peers (small groups or whole class depending on time left after completion) and discuss direct impact.~~

Day 3: Look at artworks and answer questions to see how art causes an impact.

Day 4-6: Explore ideas and examples about impact in a [mind-map](#).

## Lesson 1, Day 1 Schedule

Students enter class, grab their folders, and sit down.

"You have a warm-up on the board. Please have a seat and put your phones and headphones away."

10 Minutes: Warm up. Project prompt via document camera.

Take attendance while they work. Once that's done, start handing out materials: watercolor kits, water cups filled with water, salt shakers, watercolor demo translations.

5 minutes of discussion:

"It's been 10 minutes so we are going to start the activity for the day. Please put your warm-ups and phones away and give me your attention. Starting today, and for the next month, we are going to be making art about impact. You guys did a couple of warm-ups about this last week. Would anyone like to say what they think impact is or what they drew last week?"

"We're going to talk more about impact today, but while we do that you guys are going to experiment with the impacts you can make with abstract watercolor on paper."

"Raise your hand if you've used watercolors before."

10 minutes: watercolor demo.

"You can start experimenting now but look up at the screen if you're not sure how to use watercolors."

Demo techniques using the document camera: A lot of water vs. a little, mixing paint, gradients, splatter, blowing on the paint, and salt.

Any questions?

5 minutes: Watch a video by Kathy Jetnil-Kijiner.

"There's a lot of information in this video so please be quiet and make sure you're listening. It's only 5 minutes."

"if you feel like you're having a hard time paying attention to it you can hold off on the watercolor, watch the video, and work on watercolor after the video."

15 minutes: We will have a class discussion about impact. I will write ideas in a google doc.

- What is impact? Direct impact vs. indirect? What do you think it is? Find a class definition.
- "Let's talk about what you noticed in the video"
  - What's being impacted and how? What are the causes and effects?
  - How did the artist's story affect you or make you feel?
- What are some impacts that global warming has on Florida?
- What are other kinds of impact? Discuss: Emotional, physical, relationships, actions.

5 minutes till end of class: "You have 5 minutes left so go ahead and clean up your tables and put your folders away. You are going to do some quick research tomorrow so you will need to bring your chromebooks."



## Lesson 1, Day 2 Schedule

Students enter class, grab their folders, and sit down. "You have a warm-up on the board. Please have a seat and put your phones and headphones away."

10 Minutes: Warm up with prompt:

Take attendance while they work. Once that's done, display questions from the worksheet on the screen via the document camera.

5ish minutes of discussion:

"It's been 10 minutes so we are going to start the activity for the day. Please put your warm-ups and phones away and give me your attention. Today we're going to be doing a little worksheet exploring more information about impact, which we started talking about yesterday. You will be using your chromebooks today, or your phones if you didn't bring your chromebooks. But, I will be walking around to make sure you're on task and the activity today will be a grade."

"[The worksheet](#) asks you to find one fact about an example of impact. After that, you will reflect on the fact with three questions:

- Why did you think the fact was interesting or important?
- How did the fact relate to impact and your example of impact?
- What else does the fact make you think of?

"Once you finish these questions, Draw an image related to your fact on the back of the worksheet. But, don't just draw simile faces or stick figures. "Any questions?"

Work till end of class and walk around checking that students are working and understanding.

5 minutes till end of class: "You have 5 minutes left so go ahead and clean up your tables and put your folders away. Put your worksheets in your folders. If you haven't finished them, remember that they will be due for a grade on Friday."

## Lesson 1, Day 3 Schedule

Students enter class, grab their folders, and sit down. "You have a warm-up on the board. Please have a seat and put your phones and headphones away."

10 Minutes: Warm up with prompt:

Take attendance while they work. Pass out print-outs of image questions.

5ish minutes: "It's been 10 minutes so we are going to start the activity for the day. Please put your warm-ups and phones away and give me your attention. I feel like there has been some confusion about impact so far, so today we're going to look at artworks that have had an impact on people, because eventually you guys are going to make your own artworks to express or cause an impact."

([display directions on screen](#)) "The way today is going to work is you are going to look at artworks on the screen for 3 minutes each. During those 3 minutes, you will answer the questions on your desk in your warm-up books for each artwork you see. Afterwards, I will call on students at random to read out what you wrote for one of the questions, so we can hear all of the different opinions or similar opinions."

"Any questions?"

Rest of class: Begin showing one artwork on screen at a time for 3-4 minutes each. Afterwards, refer to attendance sheet to call on students for responses. Call on 3 students per question. Mark a check-mark for if students participate and an X if they don't. ELLs may write in spanish if needed, and won't be forced to speak as much.

After hearing student responses, summarize the similarities and differences. Focus on the emotions, memories, and possible impacts that students suggest as the impact of the artworks.

5 minutes left: "That's all the time we have today, so you can clean up and put your warm-up books and folders away."



## Lesson 1, Day 4 Schedule

Students enter class, grab their folders, and sit down.

“You have a warm-up on the board. Please have a seat and put your phones and headphones away.”

10 Minutes: Warm up with prompt. Take attendance while they work. Once that’s done, start handing out watercolor paintings from Monday, and mind map questions.

15 minutes of discussion:

“It’s been 10 minutes so we are going to start the activity for the day. Please put your warm-ups and phones away and give me your attention. Today we are going to make mind maps about impact, which we started talking about on Monday. Can anyone tell me what impact is, or what we said about it yesterday?”

“Now, raise your hand if you know what a mind map is.”

“Mind-mapping is a brainstorming method of writing or illustrating ideas surrounding a related main idea, and illustrating how those ideas are connected. Brainstorming like this helps artists to think through all the details of what’s important to them, so they can communicate their thoughts, and why it’s important through their art. Practicing representing something visually helps them to represent the meaning related to their ideas as the communication - like symbol-making. Mind-mapping is one way to do all of this.”

[Website](#) + powerpoint

“You’ll be making mind maps either on your watercolor experiments from Monday, or a blank piece of paper from your table. You can follow the template on screen with writing, drawing, coloring, etc., do something inspired by the other examples, or create the map in your own way.”

“There are questions printed out on your desks which I would like you to think about to guide your mind maps. They ask you . . . ([read main questions.](#)) Try to think about what images could represent your thoughts to help you remember that idea later. Draw any images that come to mind when you think.”

Any questions?

20 Minutes: Guided creative mind-mapping activity. “Now you’re going to write, draw, paint, or color onto your watercolor experiments, creating a mind map of the questions, which are [printed out for you](#). Explore the meanings of impact, examples that are personal to you, and all the details you can think of for each. Stay on task to try to finish these because they will be a grade.”

Walk around to observe for students being off task or not understanding. Ask questions to prompt students’ thinking based on interests.

5 minutes till end of class: “You have 5 minutes left so go ahead and clean up your tables and put your folders away. Put your mind maps in your folders. If you haven’t finished them, remember that they will be due for a grade.”



## Lesson 1, Day 5-6 Schedule

Students enter class, grab their folders, and sit down.

"You have a warm-up on the board. Please have a seat and put your phones and headphones away."

10 Minutes: Warm up with prompt. Take attendance while they work.

10 minutes brief review:

"It's been 10 minutes so we are going to start the activity for the day. Please put your warm-ups and phones away and give me your attention."

"Today you're going to continue working on your mind maps"

"If you were absent, mind-mapping is a brainstorming method of writing or illustrating ideas surrounding a related main idea, and illustrating how those ideas are connected. Brainstorming like this helps artists to think through all the details of what's important to them, so they can communicate their thoughts, and why it's important through their art. Practicing representing something visually helps them to represent the meaning related to their ideas as the communication - like symbol-making. Mind-mapping is one way to do all of this."

[Website](#) + powerpoint

"Any questions?"

"You can write, draw, paint, or color onto your watercolor experiments, creating a mind map of the questions, which are [printed out for you](#). Explore the meanings of impact, examples that are personal to you, and all the details you can think of for each. Try to think about what images could represent your thoughts to help you remember that idea later. Draw any images that come to mind when you think."

"Any questions?"

Walk around to observe for students being off task or not understanding. Ask questions to prompt students' thinking based on interests.

5 minutes till end of class: "You have 5 minutes left so go ahead and clean up your tables and put your folders away. Put your mind maps in your folders. If you haven't finished them, remember that they will be a grade."





# GRAB & GO LESSON

## Impact Lesson 2

BIG IDEA Impact

GRADE LEVEL High School

### **Essential Questions:**

- How do we indirectly impact our surroundings?
- How are we indirectly impacted by our surroundings?

### **Artistic Questions:**

- How can art help us brainstorm and visualize ideas?
- How do impacts fuel ideas for art?
- In what ways can visual elements and techniques impact meaning in art?

### **Objectives:**

#### SWBAT:

- Learn about impact in different forms that are personal to the student.
- Examine, describe, and illustrate their understanding of impact in relation to their own lives.

### **Standards:**

- VA:Cr2.1.1a: Engage in making a work of art or design without having a preconceived plan.
- VA:Cr1.1.1a: Use multiple approaches to begin creative endeavors.
- VA:Cn10.1.1a: Document the process of developing ideas from early stages to fully elaborated ideas.

### **Lesson outline day-by-day:**

Day 1: Watch a video about indirect impact (ripple effect). Discuss the video and what indirect impact is. Draw a comic illustrating an example of a ripple effect.

Day 2-4: Create art to explore the ripple effect of layers with negative space by creating a collage with layers that are transparent or have negative space, so each layer is visible and impacting the other layers.

## Lesson 2, Day 1 Schedule

Students enter class, grab their folders, and sit down.

“You have a warm-up on the board. Please have a seat and put your phones and headphones away.”

10 Minutes: Warm up with prompt. Take attendance while they work.

5 minutes intro: “It’s been 10 minutes so we are going to start the activity for the day. Please put your warm-ups and phones away and give me your attention. Last week we started talking about impact and looked at artworks that had an impact, and you just finished brainstorming impacts in your own lives. Today we’re going to think about the next step of an impact, the ripple effect. So, we’re going to start by watching a few videos explaining what that is with some examples.”

10 minutes: watch videos linked in [powerpoint](#). Hand out printed translations for videos without captions.

5 minutes: “Now, who can tell me what the ripple effect is, or the domino effect?” (wait for response)

“(Right!) The ripple effect or domino effect is a kind of chain reaction of impacts, where one action or impact causes something to happen, and that something leads to another action to happen, and that repeats itself by causing more and more actions or effects to happen. Does that make sense?”

“What I want you to do for the rest of class, is draw your own ripple effects in your warm-up books. On the screen now is an example of a comic showing a physical ripple effect of things being knocked over.”

“So, Go to the next page and divide it into 4 sections like you do with your regular warm-ups, but draw one scene in each of those 4 boxes to show each step of a ripple effect. Try to take an example from your mind map, and think of something like an emotional impact or a social situation that causes a ripple effect rather than just the physical ripple effect. For example, if you didn’t get enough sleep last night, how did that affect your morning routine, and how did that impact how well you did in class or how you feel now?”

“Any questions?”

Rest of class: Students draw ripple effect comics in their warm-up books.

Walk around and observe for understanding, prompt students who can’t think of anything with individualized questions to help them think of one step at a time.

5 minutes left: “Okay, you have 5 minutes left so you can start getting to a stopping point and clean up.”





## Lesson 2, Day 2 Schedule

Students enter class, grab their folders, and sit down. "You have a warm-up on the board. Please have a seat and put your phones and headphones away."

10 Minutes: Warm up with prompt. Take attendance while they work. Hand out translations of directions for the day.

15 minutes: "It's been 10 minutes so we are going to start the activity for the day. Please put your warm-ups and phones away and give me your attention. Yesterday we talked about and made art about a ripple effect, or a chain reaction of impacts where one action causes more actions to happen.

Today we're going to take that idea and apply it to a collage. But, I want you to use a lot more layers than you have in previous collages. Most of you guys have created collages with images cut out and scattered on the page with limited overlap, but you can do a lot more with the design if you allow for some overlap. I'll show you some examples on the screen now.

(show examples via [powerpoint](#))

Point out negative space, seeing several layers at once, transparent layers, motion effect, foreground, middleground, and background.

Demo: show how you can layer silhouettes to show negative space, using tracing paper as a transparent layer, and tape transfer as a transparent layer. "Any questions?"

"So, what I want you to do now is create an artwork using at least 4 different layers of paper, so there is at least one spot where 4 things are stacked on top of each other. Think about how each layer impacts the other layers you use. I'll be walking around for assistance. Let me know if you want me to show any of the examples or demos again." "Any questions?"

Walk over to material drawers to show students where they can find each material.

Rest of class: work on layered collages.

5 minutes left: "You have 5 minutes left so you can start cleaning up. Put any extra scrap paper back in the drawers where you found them so other people can use them."

## Lesson 2, Day 3-4 Schedule

Students enter class, grab their folders, and sit down. "You have a warm-up on the board. Please have a seat and put your phones and headphones away."

10 Minutes: Warm up with prompt. Take attendance while they work.

5 minutes into warm-ups: "When you're done with your warm-ups you can turn them in for a grade and continue working on your collage projects. You should be creating an artwork using at least 4 different layers of paper, so there is at least one spot where 4 things are stacked on top of each other."

10 minutes: If you were absent, I'll show some of the examples on the screen now

(Re-show examples via [powerpoint](#))

Point out negative space, seeing several layers at once, transparent layers, motion effect, foreground, middleground, and background.

Quick demo review: show how you can layer silhouettes to show negative space, using tracing paper as a transparent layer, and tape transfer as a transparent layer. "Any questions?"

Rest of class: work on layered collages.

5 minutes left: "You have 5 minutes left so you can start cleaning up. Put any extra scrap paper back in the drawers where you found them so other people can use them."

Day 4: ask students to turn collages in to me.





# GRAB & GO LESSON

## Impact Lesson 3

BIG IDEA Impact

GRADE LEVEL High School

### Essential Questions:

- What can we learn about impact through research?

### Artistic Questions:

- How can art help us brainstorm and visualize ideas?
- How can art help us track our thinking, and make connections between pieces of information?
- How does research impact the art-making process?

### Objectives:

#### SWBAT:

- Examine and illustrate impact in their lives.

### Standards:

- VA:Cr2.1.1a: Engage in making a work of art or design without having a preconceived plan.
- VA:Cr1.1.1a: Use multiple approaches to begin creative endeavors.
- VA:Cn10.1.1a: Document the process of developing ideas from early stages to fully elaborated ideas.

### Lesson outline day-by-day:

Day 1: Go over how to research and journal-making. Students create visual journals and choose one example of impact to explore alone or in groups. [Zero-Draft](#) it.

Day 2: Begin researching with guiding questions. Go over a visual journaling technique to explore/reflect on the information with ~~Stamping~~

Day 3: Continue researching with guiding questions. Go over a visual journaling technique to explore/reflect on the information with ~~Stencils~~

Day 4: Continue researching with guiding questions. Go over a visual journaling technique to explore/reflect on the information with ~~Pop-up technique(s)~~

Day 5: Continue researching with guiding questions. Go over a visual journaling technique to explore/reflect on the information with ~~Pop-up technique(s)~~



# GRAB & GO LESSON

## Impact Lesson 4 3

BIG IDEA Impact

GRADE LEVEL High School

### Essential Questions:

- What solutions or improvements can we generate from the causes and effects of an impact?
- How can we create a positive impact?

### Artistic Questions:

- How can art help us plan and imagine future projects?
- How does feedback impact artmaking?

### Objectives:

#### SWBAT:

- Learn about impact in different forms that are personal to the student.
- Describe and examine impact in artworks.
- Examine, describe, and illustrate their understanding of impact in relation to their own lives.
- Evaluate the expression of impact in peer artworks.

### Standards:

- VA:Cr1.1.1a: Use multiple approaches to begin creative endeavors.
- VA:Cn10.1.1a: Document the process of developing ideas from early stages to fully elaborated ideas.

### Lesson outline day-by-day:

Day 1-2: Look at how artists design imaginary machines and inventions, and draw their own imaginary inventions.

Day 3-4: Look at artists who make real inventions and efforts for change. Students will brainstorm and sketch how their inventions could become reality, or what a real life alternative might be

Day 5: Go over how to give feedback if not previously done, then give peer feedback in a class critique, critiquing an artwork of the student's choice.

## Lesson 3, Day 1 Schedule

Students enter class, grab their folders, and sit down.

"You have a warm-up on the board. Please have a seat and put your phones and headphones away."

10 Minutes: Warm up with prompt. Take attendance while they work.

10 minutes: "It's been 10 minutes so we are going to start the activity for the day. Please put your warm-ups and phones away and give me your attention. So far we've talked about several kinds of impact including emotional, impacts in art and art-making, and chain reactions. Today we're going to look at how you can make things to have an impact through imaginary inventions. A lot of artists create fantasy inventions to evoke that otherworldly feeling to take you out of this world, so these artworks are very impactful in that sense. Today I'm going to show you some examples of these kinds of fantasy inventions, and then you can design your own.

(show examples via [powerpoint](#))

Rest of class: Pass out paper, display directions on screen, and work on drawings. "In your drawings, think of something that would make a positive impact or change in your life, and design an invention to make that happen. Don't spend too much time trying to make it realistic - just have fun and be as ridiculous as you want and use your imagination." "Any questions?"

5 minutes left: "Okay, you have 5 minutes left so you can start getting to a stopping point and clean up. Leave your drawings in your folder."

## Lesson 3, Day 2 Schedule

Students enter class, grab their folders, and sit down.

"You have a warm-up on the board. Please have a seat and put your phones and headphones away."

10 Minutes: Warm up with prompt. Take attendance while they work.

5 minutes into warm-ups: "When you're done with your warm-ups you will continue your fantasy invention drawings from yesterday. In your drawings, think of something that would make a positive impact or change in your life, and design an invention to make that happen. Don't spend too much time trying to make it realistic - just have fun and be as ridiculous as you want and use your imagination."

(show a few of the examples again for those who were absent)

Rest of class: display directions on screen and work on drawings.

5 minutes left: "Okay, you have 5 minutes left so you can start getting to a stopping point and clean up. Leave your drawings in your folder."



## Lesson 3, Day 3 Schedule

Students enter class, grab their folders, and sit down.

“You have a warm-up on the board. Please have a seat and put your phones and headphones away.”

10 Minutes: Warm up with prompt. Take attendance while they work.

10 minutes: “It’s been 10 minutes so we are going to start the activity for the day. Please put your warm-ups and phones away and give me your attention. So, you’ve been working on fantasy inventions to get your imagination going, and today you’re going to turn those fantasy inventions into real inventions. Inventions need that imagination to get the idea in the first place and be able to break expectations of possibilities. For example, originally no one thought phones could function without being plugged in or that they could even have a touch screen.

On the screen now are some inventions that were created from children’s drawings. (show those and other linked artworks, pointing out the intended impact of each)

“So, now I want you to think about how your own imaginary inventions can be adapted to become reality. Do they need to be modified in some way? Or, could they be transformed into an app or a website? Or, can they be made a reality already with some engineering? Think about all of that, and draw a modified invention that can be made a reality, and/or draw your invention being used to show how it can be made a reality to actually have an impact in the real world.” “Any questions?”

Rest of class: work on drawings.

5 minutes left: “Okay, you have 5 minutes left so you can start getting to a stopping point and clean up. Leave your drawings in your folder.”

## Lesson 3, Day 4 Schedule

Students enter class, grab their folders, and sit down.

“You have a warm-up on the board. Please have a seat and put your phones and headphones away.”

10 Minutes: Warm up with prompt. Take attendance while they work.

5 minutes into warm-ups: “When you’re done with your warm-ups you will continue working on your invention drawings from yesterday, thinking about how they can be modified to function in reality.

Do they need to be modified in some way? Or, could they be transformed into an app or a website? Or, can they be made a reality already with some engineering? Think about all of that, and draw a modified invention that can be made a reality, and/or draw your invention being used to show how it can be made a reality to actually have an impact in the real world.”

Rest of class: work on drawings.

5 minutes left: “Okay, you have 5 minutes left so you can start getting to a stopping point and clean up. Leave your drawings in your folder.” (vote on whether to talk or write for critique)



## Lesson 3, Day 5 Schedule

Students enter class, grab their folders, and sit down.

“You have a warm-up on the board. Please have a seat and put your phones and headphones away.”

10 Minutes: Warm up with prompt. Take attendance while they work.

10 minutes: “You guys have made some awesome artwork so far, so today we are going to have a critique. Can anyone tell me what that is?”

“A critique is when you give feedback to an artist about what’s working or not working in their artwork. So, before we start I’m going to go over some things I want you to think about during the critique.”

(show and read over powerpoint slides with reminders to be nice but constructive, and what questions to respond to.)

Walk through steps of critique based on voting as below.

Rest of class:

If voted to write: pass out paper. “You voted to write, so the way this is going to work is you will clear off your desk except for the paper I give you, and an artwork of your choice. It could be a warm-up page, your folder doodles, an art project from class, or an artwork from outside of class. Whatever you want to share. I’ll display the questions on the screen, and you will walk around and answer those questions on each other student’s paper. So, \_\_\_\_\_ will have a paper and artwork on their desk, and I’ll come over and answer the questions on that paper for their artwork, then I’ll go over to \_\_\_\_\_’s paper and do the same. You’re writing on their paper, not your own.”

If voted to talk: “You voted to talk, so the way this is going to work is you will pick an artwork you are proud of to display on the screen like we show the warm-up prompts. It could be a warm-up page, your folder doodles, an art project from class, or an artwork from outside of class. Whatever you want to share. Then, the rest of the class will answer the questions on the screen now. I’ll repeat these questions for each student and we’ll have about 3 minutes for each student to share.”

“Any questions?”

Mark who participates and who doesn’t

5 minutes left: That’s all we have time for today so you can go ahead and clean up.





# GRAB & GO LESSON

## Impact Lesson 5 4

BIG IDEA Impact

GRADE LEVEL High School

### **Essential Questions:**

- How can we turn a plan for a better impact into reality?

### **Objectives:**

SWBAT:

- Learn about impact in different forms that are personal to the student.
- Describe and examine impact in artworks.
- Examine, describe, and illustrate their understanding of impact in relation to their own lives.
- Evaluate the expression of impact in peer artworks.

### **Artistic Questions:**

- How can art communicate ideas about impact?
- How can art create or aid change?

### **Standards:**

- VA:Cr1.1.1a: Use multiple approaches to begin creative endeavors.
- VA:Cr3.1.1a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- VA:Cn10.1.1a: Document the process of developing ideas from early stages to fully elaborated ideas.

### **Lesson outline day-by-day:**

Day 1-2: Look at methods of sculpting with 2D layers, then explore with creating 3D artworks.

Day 3: Look at zines and how they are used to create an impact, then create their own zines.

Day 4: Finish and pair-share whichever project they worked on more this week.

## Lesson 4, Day 1 Schedule

Students enter class, grab their folders, and sit down.

“You have a warm-up on the board. Please have a seat and put your phones and headphones away.”

10 Minutes: Warm-Up drawing in warm-up books.

Take attendance while they work, looking up to make sure students are actually doing their warm-ups. Make sure materials are out on counters and pass out translations as needed.

10-15 minutes of discussion and demo:

“It’s been 10 minutes so we are going to start the activity for the day. Please put your warm-ups and phones away and give me your attention. Raise your hand if you have made a 3D artwork or a sculpture before (hold up example).”

If students raise their hands, ask if someone could summarize what they did.

“The pop-ups you made in your journals a few weeks ago were actually 3D artwork! (show example)”

“Today you’re going to try another way of making a sculpture using 2D materials. I’ll show you a few methods, and you’ll pick at least one method and material to make a 3D sculpture with!”

Demo: “Okay, now watch the screen while I show you the methods you could use.”

Show layering cut-outs of cardboard, cardboard cut-out figures, making boxes or pyramids, free-form with tin foil.

Use document camera for basic steps then show artist examples of fleshed-out works using similar methods.

“Any questions? Does anyone want me to repeat anything?”

Rest of class: “So now I want you to choose at least one of those methods to make a 3D artwork with. You can make whatever you want, but make something you’ll be proud of.

Try to keep your artwork within X inches (hold up ruler/hands to form the shape) so they can fit in the classroom.” (I had this thought last minute and need to measure the available storage areas to see how much space we have to store sculptures.)

Walk around to look for confusion and feedback needs.

5-ish minutes till the end of class: “You have 5 minutes left so get to a stopping point and clean up your spaces. You can leave your sculptures on the red counter. Make sure your name is on it please!





## Lesson 4, Day 2 Schedule

Students enter class, grab their folders, and sit down.

“You have a warm-up on the board. Please have a seat and put your phones and headphones away.”

10 Minutes: Warm up with prompt. Take attendance while they work. Set sculptures out on the counter.

5 minutes into warm-ups: “When you’re done with your warm-ups you will continue working on your sculptures from yesterday and just experimenting with 3D materials.

If you were absent or want a reminder, let me know and I’ll review the demos for you.

Rest of class: work on sculptures

5 minutes left: “Okay, you have 5 minutes left so you can start getting to a stopping point and clean up. Leave your sculptures on the counter with your name on them.

## Lesson 4, Day 3 Schedule

Students enter class, grab their folders, and sit down.

“You have a warm-up on the board. Please have a seat and put your phones and headphones away.”

10 Minutes: Warm up with prompt. Take attendance while they work. Set sculptures from yesterday out on the counter and pass out paper and scissors.

15 minutes: “It’s been 10 minutes so we are going to start the activity for the day. Yesterday you guys experimented with 3D sculptures. Today I want to show you a method of sharing art and information, which is zines. Has anyone heard of those before?”

“Zines are hand-made mini magazines, usually cheaply produced by individuals like you and me. Artists and organizations often use these as a cheap method to spread information about an important topic like. . . (show personal collection of examples that spread info). But, they can also be used to spread art simply to impact people by making them smile (show personal examples).”

“Today I want to show you how to make your own zines, and then when you finish you can either decorate them or finish your sculptures. I just want you to experiment with the materials for the experience to possibly use for your final projects, so it’s up to you which one you prefer to finish.”

“So, everyone should have a sheet of paper. Start by folding it in half hamburger style. (pause) Then unfold it, and fold it in half hot-dog style, so that you now have 4 sections. (pause) now, unfold it again and fold the two shorter ends into the center. You should now have 8 sections. (pause) Now, unfold it completely again, and go back to that first hamburger fold. Take your scissors and cut along the center crease from the folded side to that first intersection of creases. When you unfold it there should be a hold in the center.”  
(repeat this until everyone has done it, walk around between repeats and steps to check for mistakes)

Rest of class: work on either zines or sculptures

5 minutes left: “Okay, you have 5 minutes left so you can start getting to a stopping point and clean up. Leave your sculptures on the counter with your name on them.



## Lesson 4, Day 4 Schedule

Students enter class, grab their folders, and sit down.

“You have a warm-up on the board. Please have a seat and put your phones and headphones away.”

5 minutes: “Today you are going to finish either your zines or your sculpture, but you are also going to critique them. Last week we did a whole class critique where you answered questions to give feedback to every other student. Today you will answer the same questions, but you only have to do it with one other student, or two if we have an odd number here. (show questions and review guidelines on the screen again). You may do this now and finish your artworks afterwards, or work first and do the critique later, but I want everyone to at some point write what you and your partner said in the critique, and then turn that paper into me before you leave.”

Rest of class: work on sculptures or zines or critiques. Repeat critique directions at 15 minutes left.

5 minutes left: “Okay, you have 5 minutes left so you can start getting to a stopping point and clean up. Leave your sculptures and zines on the counter with your name on them, and turn your critique papers into me.”





# GRAB & GO LESSON

## Impact lesson 5

BIG IDEA Impact

GRADE LEVEL 9-12

### **Essential Questions:**

- What are the impacts in our lives?

### **Artistic Questions:**

- How can art communicate ideas about impact?
- How can art create or aid change?

### **Objectives:**

- Examine, describe, and illustrate their understanding of impact in relation to their own lives.
- Create an original work of art that shows how a chosen topic impacts them.
- Evaluate the expression of impact in peer artworks.

### **Standards:**

- VA:Cr1.1.1a: Use multiple approaches to begin creative endeavors.
- VA:Cr3.1.1a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- VA:Cn10.1.1a: Document the process of developing ideas from early stages to fully elaborated ideas.

### **Lesson outline day-by-day:**

Day 1: Look at examples of artworks that express or caused an impact for inspiration. Begin making their own artworks to express an impact in their lives.

Day 2-4: Continue working on projects.

Day 5: Class critique of student progress on projects.

Day 6-12: Continue working on projects.

Day 13-17: Class critique and presentation of final projects and artist statements.

## Lesson 5, Day 1 Schedule

Students enter class, grab their folders, and sit down.

“You have a warm-up on the board. Please have a seat and put your phones and headphones away.”

10 Minutes: Warm up with prompt. Take attendance while they work.

10 minutes: “It’s been 10 minutes so we are going to start the activity for the day. Please put your warm-ups and phones away and give me your attention. Over the past 4 weeks or so, we’ve been talking about impact and looking at impact in works of art. Today you’re going to start making your own works of art about impact. Before we start I want to show you a few last examples of art to give you some inspiration. (show more examples via powerpoint. Point out to consider materials and images used in the design. Use of characters in a new way so to not copy, exaggerations to how impacts that are hard to describe)

5 minutes: Display directions on the screen. “So, taking what I showed you today and everything we’ve looked at so far as inspiration, I want you to start by creating a sketch of your ideas. You may want to look back at your mind maps and past artworks for ideas of things you thought as being important to you. The goal of this artwork is to show why and how something impacts you, and express your thoughts and feelings about it. This sketch will be the plan for an artwork where you can use any material and technique we’ve used in class.

When you finish your sketch, show me for feedback and approval to start the final artwork. I’ll tell you if there’s an area that’s confusing or a large empty space to fill so you can work out those issues in the sketch before you put a ton of effort into the final, which will be harder to change than the sketch.”

Rest of class: work on sketches, walk around and talk to each student about ideas. Prompt students with questions if they are having trouble thinking of ideas.

5 minutes left: you have 5 minutes left so you can start to clean up. Keep your sketches in your folders.

## Lesson 5, Day 2-4 Schedule

Students enter class, grab their folders, and sit down.

“You have a warm-up on the board. Please have a seat and put your phones and headphones away.”

10 Minutes: Warm up with prompt:  
Take attendance while they work.

5 minutes into warm-ups: “when you’re finished with your warm-ups you will be working on your sketches for your final project. (display directions on screen) The goal of this artwork is to show why and how something impacts you, and express your thoughts and feelings about it. This sketch will be the plan for an artwork where you can use any material and technique we’ve used in class.

Remember to show me for feedback and approval to start the final artwork so you can improve things while it’s easy to make changes.”

Rest of class: work on sketches, walk around and talk to each student about ideas. Prompt students with questions if they are having trouble thinking of ideas.

5 minutes left: you have 5 minutes left so you can start to clean up. Keep your sketches in your folders.



## Lesson 5, Day 5 Schedule

Students enter class, grab their folders, and sit down.

“You have a warm-up on the board. Please have a seat and put your phones and headphones away.”

10 Minutes: Warm up with prompt. Take attendance while they work.

10 minutes: “It’s been 10 minutes so we are going to start the activity for the day. Please put your warm-ups and phones away and give me your attention. You guys have spent a few days planning your final projects. Today I thought it would be useful to do a progress critique, so we will have another class critique on whatever you have so far.

Critiques are actually the most useful when you are still working on your artwork, because your peers can catch things that could be improved before you put it on display, and tell you if your artwork is reaching your goals.

(show directions on screen) “We’ve had two critiques so far where you’ve answered similar questions each time. This time, you’re still going to say what’s working and not working, but you’re also going to guess what each student’s impact is. If students guess correctly, you know your ideas are clear in the artwork. If students guess incorrectly, you know you need to add or change something to make your ideas visible. Remember to. . . (review guidelines, point out things students have been skipping or slacking on in critiques)

pass out paper. “The way this is going to work is you will clear off your desk except for the paper I give you, and an artwork of your choice. It could be a warm-up page, your folder doodles, an art project from class, or an artwork from outside of class. Whatever you want to share. I’ll display the questions on the screen, and you will walk around and answer those questions on each other student’s paper. So, \_\_\_\_\_ will have a paper and artwork on their desk, and I’ll come over and answer the questions on that paper for their artwork, then I’ll go over to \_\_\_\_\_’s paper and do the same. You’re writing on their paper, not your own.”

Rest of class: students walk around critiquing. I walk around monitoring behavior and critique answers. Point out when students are still clacking and how.

15 minutes left: before you leave today, I want everyone to read the comments you got and make a note to yourself of things you agree with and want to work on in your sketches. When you’re done, turn your critique papers into me.



## Lesson 5, Day 6-12 Schedule

Students enter class, grab their folders, and sit down.

“You have a warm-up on the board. Please have a seat and put your phones and headphones away.”

10 Minutes: Warm up with prompt. Take attendance while they work.

5 minutes into warm-ups: “when you’re finished with your warm-ups you will be working on your sketches for your final project. (display directions on screen) The goal of this artwork is to show why and how something impacts you, and express your thoughts and feelings about it. This sketch will be the plan for an artwork where you can use any material and technique we’ve used in class.

Remember to show me for feedback and approval to start the final artwork so you can improve things while it’s easy to make changes. When I approve your sketches you can begin working on your final artworks.”

Rest of class: work on sketches, walk around and talk to each student about ideas. Prompt students with questions if they are having trouble thinking of ideas.

5 minutes left: you have 5 minutes left so you can start to clean up. Keep your sketches in your folders. If you have a 3D project or your painting is wet, leave it on the back table or counter with your name on it.

### Closer to end of production, during work time

“We are getting closer to students being completely finished with your final projects, so I want to let you know that we will be having a final critique and presentation of your final projects. So, in addition to your projects, I want everyone to write a brief artist statement talking about your ideas about impact that you tried to show in your artwork. I want you to write what impact you were thinking about as specifically as you can, and how you tried to show that in the artwork” (display directions on screen) “this will be part of your grade and you will present these during the critique so make sure you write one as you finish up your projects.”

## Lesson 5, Day 13-17 Schedule

Students enter class, grab their folders, and sit down. “You have a warm-up on the board. Please have a seat and put your phones and headphones away.”

10 Minutes: Warm up with prompt. Take attendance while they work.

10 minutes: “It’s been 10 minutes so we are going to start the activity for the day. Please put your warm-ups and phones away and give me your attention. You guys have all been working really hard on your projects about impact and you have all made some really nice artwork that you should be proud of. Today, and for the next few days you are going to present your artworks and artist statements to the class, and they will write down feedback about your project.

The way this is going to work is I’m going to hand you a piece of paper now, and each student is going to share their artwork on the screen like we do with the warm-up prompts, and read their artist statement out loud. Once you read you can sit back down. Everyone else will answer the questions on the screen, which I will repeat frequently. (read questions via powerpoint) Go over behavior guidelines via powerpoint because it is “rude to the people who are presenting to misbehave” We’ll start with those who have completely turned in everything, and I will call on you based on the order they’re stacked in front of me. Once we go through all of the completed projects, I will call on students who have not yet presented to share whatever they have so far.

Rest of class: call on students to present, share artwork, repeat questions while students write, move on to next student when 90% of the class is done writing.

5 minutes left: That’s all we have time to critique today. Please turn your critique papers into me with your name on them so you can get your participation points.



## Lesson 5, Day 13-17 Schedule

Students enter class, grab their folders, and sit down.

“You have a warm-up on the board. Please have a seat and put your phones and headphones away.”

10 Minutes: Warm up with prompt. Take attendance while they work.

10 minutes: “It’s been 10 minutes so we are going to start the activity for the day. Please put your warm-ups and phones away and give me your attention. You guys have all been working really hard on your projects about impact and you have all made some really nice artwork that you should be proud of. Today, and for the next few days you are going to present your artworks and artist statements to the class, and they will write down feedback about your project.

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Rest of class: call on students to present, share artwork, repeat questions while students write, move on to next student when 90% of the class is done writing.

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