

Subject/Grade: Grade 7/8 Arts Education
Social Issues and Art Unit
Connick

Lesson Title:
Teacher: Morganne

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

CP8.10: Create visual art works that express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability).

- a. Use inquiry in visual art to express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability):
 - o Generate key questions to guide inquiry (e.g., How could we represent through visual art the devastating effects of poverty or racism?).
- b. Demonstrate co-ordination and skills for using appropriate tools, materials and techniques to express ideas visually.

CP8.11: Select and use appropriate forms, technologies, images and art making processes to express student perspectives on social issues.

- a. Select visual art forms (e.g., print-making, installations, animation) to express ideas about social issues,
- d) examine how visual weight is created through the use of size, colour contour, contrast, texture, value position and so on.
- e) Analyze and discuss how images and materials work together to express ideas in a work of art,
- g) Use symbols and other images to develop and represent ideas.

Key Understandings: ('I Can' statements)

- I can present important information to my classmates to teach them about Canadian artists,
- I can use art to bring serious social issues to the forefront,

Essential or Key Questions:

- How are words, text and images used to convey a message of change?
- Why is it important to consider size, formatting and use of images when creating art?

- I can use art and symbols to present ideas,

Prerequisite Learning:

- Be familiar with various art forms and be able to describe the creation process,
- Be familiar with working towards discussing social issues that impact society in a respectful and sensitive manner.

Instructional Strategy(ies)

- Students will be given a brief lecture portion while I break down the rubric for their upcoming assignment,
- I will be circling the room as they work to monitor how the process is going.

Stage 2: Determine Evidence for Assessing Learning

Summative assessment: will be a magazine cover looking at a social issue faced in our society.

Stage 3: Build Learning Plan

<p>Set (Engagement): minutes: approximately 10 minutes As a group, I will lecture on the upcoming assignment's rubric to break down what the expectations are. Along with any other questions they have about the assignment.</p>	<p>Length of Time:</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • I will be lecturing giving students the expectations for their rubric and answering any other questions, • The rest of the class will be given for students to work as there assignment is due March 24th
<p>Development: 30 mins Students will be given time in class (their last class) to work on the magazine assignment either the cover or the reflection. I will be circling the classroom ensuring students are on task.</p>	<p>Length of Time:</p>
<p>Learning Closure: Time: 5 mins or less Students will be given to the end of class to complete this work.</p>	<p>Length of</p> <p>Materials/Resources:</p> <ul style="list-style-type: none"> • Copy of rubric • PowerPoint presentation <p>Possible Adaptations/ Differentiation:</p> <ul style="list-style-type: none"> • When it comes time to complete the presentation component arrangements can be made to present directly to the educator with their partner.

Management

Strategies:

- Give me 5 will be incorporated or verbal reminders,
- Check to ensure students are staying on task and keeping their covers appropriate.

Safety

Considerations:

- All COVID-19 protocols will be followed when students present and during interaction, including sanitizing, proper masking and remaining in their pods,
- Some of the social issues we will be discussing may be disturbing or upsetting so I will approach these in an age appropriate manner.

Stage 4: Reflection

What went well?

What could have gone better?

Were the directions given to students clear and concise?