

Teacher: Michael Seagraves	
Class: Art 1	Grade Level: 9 th -12 th Length of Time of Class: 90 minutes
Module: Exploration	
Lesson Title: Black and White Material Exploration	
ESSENTIAL QUESTION(S)	
<p>What conditions, attitudes, and behaviors support creativity and innovative thinking? Why is independent exploration important in visual art and other disciplines? How can black and white media be used for art-making?</p>	
ENDURING UNDERSTANDING(S)	
<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Independent investigation is critical to success and discovery in creative endeavors • There is no one correct path in a creative endeavor 	
LESSON OVERVIEW/ RATIONALE	
<p>Overview: Students will engage in an exploration of varying black and white art materials to develop creative approaches to utilize these materials in art production. To accomplish this, students will, first, discuss the use of black and white media by exemplar artists to develop an understanding of possible methods by which they can apply the media.</p> <p>The instructor will then model the use of each of a series of black and white media ranging from charcoal to black and white paint and allow students time to independently investigate the materials.</p> <p>The lesson will conclude with a written reflection where students will summarize their learning by describing one technique or application they discovered with each material and which material or materials they would like to use again in a future artwork.</p> <p>Rationale: Lesson content has both immediate and long-term implications for students. Later in the unit students will have to utilize the materials and skills practiced here in the execution of an end of unit project. In the long-term, the understanding of grayscale media and the practice of independent investigation is critical to the development of art disciplinary skills and cognitive habits critical to success across disciplines.</p>	
STANDARD(S)	
HS1.VA.Cr1.A Formulate and develop creative approaches to art-making.	
OBJECTIVE(S)	
Students will utilize independent investigation in the application of a minimum of three black and white art media to develop creative approaches to art-making.	
STUDENT NEEDS & PLANNING FOR DIVERSE LEARNERS	
Student group is a normal distribution of 9 th -12 th graders ranging from emerging to advanced ability levels. To accommodate the variety of ability levels and interests present in the distribution the lesson is structured to support learners in the basic use of each material while also allowing each student to explore the materials in a manner of their choosing.	
ASSESSMENT/EVALUATION	
<p>Questioning: Students will be questioned throughout the introduction and exemplar image review to check for comprehension and probe for deeper investigation of exemplar images as well as after each material has been modeled to check for comprehension. Questions such as: "How does this artist's use of black and white compare to the previous?", "Why do you think this artist chose to use wet media over drawing media?", and "How does the media application effect the content of the work?"</p> <p>Material Explorations: Students will work independently with each art media to investigate the properties and applications thereof. During this time the instructor will circulate the room and observe student work and look for use of each material, investigation and exploration of each material, and varying approaches to art-making.</p>	

Completed Explorations: The completed explorations will be evaluated based on a rubric that assesses student creativity/variety in approach and sustained effort.

Written Reflection: Following the completion of the materials explorations, students will write short reflections where they will describe one technique they created or discovered for each media and describe which media they would most like to use in future artworks and why. Reflections will be evaluated based on the attached checklist.

MATERIALS

- Projector
- Computer
- Slide presentation containing exemplar artists such as William Kentridge, Jordan Kerwick, Robert Longo, Ryan Travis Christian, Dana Deguilio, and Sue Bryan
- 11"x14" watercolor paper
- Pencils and erasers
- Charcoal (Compressed, white, pencils)
- Black and White Acrylic paint
- Brushes
- Palettes
- Water Cups
- China Markers

ACTIVATING STRATEGY

Instructor will introduce the new unit tasking students with providing opening responses to the EQ: Why is independent exploration important in the visual arts and other disciplines?

ACADEMIC LANGUAGE

Exploration- use of discovery, investigation, and play to learn more about how an art medium or technique works
Term will be pre-assessed and defined during lesson introduction by asking students to tell me what exploration means in an art context and filling in any gaps in the definition provided by students. Term will be applied throughout lesson by instructor to signal the initiation of student work time.

Reflection- to look back over and think about a work or art or artistic decisions made during the process of art-making
Term will be pre-assessed and introduced prior to student completion of a written reflection. Instructor will ask students to provide a definition of the term and then provide additional definition components as needed. Knowledge of term will be reinforced and assessed through the completion of a written reflection.

Application- how materials can be used in various ways by an artist to achieve differing visual effects
Term will be introduced during image flood discussion and defined by the instructor with the aide of visual examples. The term will be reinforced and assessed through peer discussion and implementation during material exploration.

Blending- the purposeful mixing of two or more colors or values
Term will be introduced and defined during image flood discussion using visual examples. The term will be reinforced and assessed through both modeling and student material explorations.

INSTRUCTION: EXPLICIT INSTRUCTION, GUIDED, & INDEPENDENT PRACTICE

Time Allotted	What instructor will say and do	What students will say and do
5 min	Instructor will introduce lesson and then pose the following EQ to students: "Why is independent exploration important in the visual arts and other disciplines?" and receive initial student responses.	Students will listen to introduction and respond to EQ.

15 min	Instructor will introduce exploration lesson and review the days objective as well as the daily grade rubric that will be used to assess and score student exploration performance. Then the instructor will present and discuss exemplar images of black and white media artists like Kentridge and Kerwick (See accompanying slide presentation). Students will be questioned periodically to probe for understanding by asking questions like “How does the application of materials between the given artists compare?” and “How is this artist using the same material in different ways?”	Students will demonstrate understanding and engagement by responding to presented images and discussion questions.
10 min	Instructor will review expectations for material explorations and then model exploration of black and white painting reviewing painting procedure as well as blending and mark-making.	Students will engage with modeling by listening and observing and posing any desired comprehension questions to the instructor.
19 min	Instructor will select 2 students to distribute watercolor paper to the class and prompt students to divide their paper into thirds by drawing two lines down their paper. Students will then be prompted to begin exploring with black and white painting to discover as many different types of blending, mark-making, and material applications as possible. Instructor will circulate classroom reinforcing and redirecting students as needed and providing assistance and feedback on explorations.	Students will explore the materials provided on watercolor paper by experimenting with application as well as value and mark creation through student driven exploration.
5 min	Instructor will model exploration of black and white drawing materials (charcoal and china marker) material use procedures as well as blending and mark-making.	Students will engage with modeling by listening and observing and posing any desired comprehension questions to the instructor.
19 min	Students will then be prompted to begin exploring with black and white drawing materials to discover as many different types of blending, mark-making, and material applications as possible. Instructor will circulate classroom reinforcing and redirecting students as needed and providing assistance and feedback on explorations.	Students will explore the materials provided on watercolor paper by experimenting with application as well as value and mark creation through student driven exploration.
5 min	Instructor will then prompt students to stop working and to share with tablemates one technique or application that each student discovered for each of the materials.	Students will share innovations in application and material properties for each of the art media provided with their table groups.

7 min	Instructor will then pass out copy paper and prompt students to write a written reflection that describes one technique, application, or innovation they discovered for each media and describe what material or combination of materials they feel they would most like to use for future work and why.	Students will write a written reflection where they will describe one technique, application, or innovation they discovered for each media and which material or combination of materials they would most like to use to create future artworks and why.
5 min	Instructor will prompt students to clean-up and ensure all materials are returned to proper areas and explorations and reflections are submitted.	Students will clean-up and return all materials to proper areas and submit explorations and written reflections.

DIFFERENTIATION

ELL

ELL students will be given preferential seating closer to the instructor and projector screen as well as when possible be seated nearer to other ELL students to encourage peer to peer collaboration and assistance. During written reflection instructor will provide a modified reflection question that will ask the student to describe which art material they liked the most and provide additional scaffolding or simplification of the reflection prompt as needed based on the learners abilities.

IEP-

Instructor will fully support all students receiving special education services by administering all accommodations or modifications outlined in each individual student's IEP.

Emerging-

Emerging students will be individually instructed to engage in proper material handling such as proper brush holding and directed to practice the application of paint and drawing materials rather than focusing on innovation in use in technique. Students will also be given extra time to carry out investigations later in the unit.

Advanced –

Advanced students will be individually instructed to begin applying media techniques to small self-directed compositions that contain a full range of value with each material. Advanced students will also be assessed with a modified rubric that assesses completion of a variety of visual art techniques including blending, texture, and mark-making.

**CONTINGENCY PLANNING /
ACTIVITY ADJUSTMENTS/
RE-TEACHING**

Students sometimes have the tendency to approach material exploration as a final artwork becoming heavily involved in the creation of compositions rather than developing innovative art-making techniques. To avoid this, the instructor will use work created during the modeling of materials as an example of what student works should resemble upon completion of the exploration.

When painting students can often struggle with mixing greys by attempting to mix from black to white. To avoid this, the instructor will model proper mixing techniques during painting demonstration.

LESSON CLOSURE

The written reflection of the materials exploration will serve as the lesson closure by asking students to evaluate and summarize learning and lesson content based on individual student work.