

Teacher: Michael Seagraves	
Class: Art 1	Grade Level: 9 th -12 th Length of Time of Class: 90 minutes
Module: Idea Generation	
Lesson Title: Idea Generation: Understanding the Value of Things	
ESSENTIAL QUESTION(S)	
What makes something valuable? Does art being “good” make it valuable? How do we assign a value to art or other things in a modern context? How can analysis of contemporary life serve to inspire artwork? How can we generate and document ideas for artwork?	
ENDURING UNDERSTANDING(S)	
<ul style="list-style-type: none"> • Value is fluid. • Images and artwork gain monetary value through a complex system of social and political interactions. • Analysis of contemporary life is crucial to deeper understanding of daily life. • Brainstorming and sketching are critical to the planning of artwork or any other creative task. 	
LESSON OVERVIEW/ RATIONALE	
<p>Overview:</p> <p>In this lesson, students will formulate and document ideas and concepts for artwork about the thematic question: What makes something valuable? To accomplish this, the instructor will introduce the lesson theme and review the concept of idea generation. The Instructor will then lead a discussion utilizing both verbal anecdotes and image exemplars to engage students in investigating how value or worth is constructed in modern times.</p> <p>After whole group discussion is concluded, students will work in table groups to brainstorm approaches/ elements to include in artwork that could represent value or worth. Students will then share favorite ideas with the whole class by writing them on the board.</p> <p>Instructor will then model the sketching and idea documentation processes and review expectations and qualifications for student sketches. Students will then begin independent work time where they will begin the process of creating possible sketches for their end of unit projects all while the instructor circulates the room providing support and feedback.</p> <p>Lesson will conclude with a restatement of ideas and a short reflection where students will explain their preferred idea behind their favorite sketch.</p> <p>Rationale: Many do not understand the innerworkings of monetary or cultural systems of value. This leaves many to assume, based on other aspects of culture, that worth is the same thing as being monetarily valuable. This lesson aims at investigating some of the complex cultural, societal, and political practices like that of popularity, image proliferation, narrative, and financial gatekeepers that contribute to the assignment of value to art and other objects.</p>	
STANDARD(S)	
HS1.VA.Cn1.A Document the process of developing ideas reflecting awareness of personal experiences, interests, and art-making approaches.	
OBJECTIVE(S)	
Students will document personal ideas for artwork regarding the thematic question of what makes an something valuable through brainstorming and sketching.	
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 thematic question is intentionally broad; students will be encouraged to relate this theme to their own personal lives to support connections to lesson content.	

ASSESSMENT/EVALUATION	
<p>Questioning: Students will be asked questions during whole group instruction to probe for understanding of both thematic concept and exemplar artwork. Instructor will conduct follow-up questions and scaffolded questioning as needed. “Which artwork between the two presented is most successful and which is most valuable?” “What elements in this exemplar artwork do think contributes to its value?” “Knowing the story about Andy Warhol, how does narrative contribute to the value of this work by him work?” “What in this image do you think makes it popular?”</p> <p>Group Brainstorm: Students in table groups will collaboratively generate lists of elements that they themselves or others consider valuable focusing on quantity over quality. Then students will share group favorites with the rest of the class by writing ideas on the board. Based on number of student group responses during brainstorming instructor will assess lesson and theme understanding as well as the ability of students to document and communicate verbal ideas.</p> <p>Sketches: Sketches will be evaluated using a rubric that assesses based on the following criteria: number of sketches complete and documentation of ideas regarding the lesson theme.</p> <p>Written Reflection: Students will be asked to select their favorite sketch and describe how it reflects the unit theme. Instructor will review student reflections to ensure students were successfully able to move through the entire idea generation process by relating the unit theme to personal ideas and documenting that final idea in a sketch.</p>	
MATERIALS	
<ul style="list-style-type: none"> • Projector • Computer • Slide presentation containing images of exemplar artworks by Warhol, Da Vinci, Damien Hirst, Jeff Koons, Annie Leibovitz • Pencils and erasers • Standard copy paper • White board and Markers <p>Optional **</p> <ul style="list-style-type: none"> • Smart Phones and or Chromebooks (Refence images and research) 	
ACTIVATING STRATEGY	
<p>Activating strategy will consist of introducing the lesson content by posing the EQ “What makes something valuable?” and taking voluntary student responses.</p>	
ACADEMIC LANGUAGE	<p>Identify the academic language central to acquisition of instructional objectives. Describe how you will assess if students have academic language prior to beginning the lesson. List key tasks where academic language will be used/taught. Describe how you will provide explicit models, opportunities for practice, and feedback on academic language so students can use the language/communication in the associated academic tasks. Describe how you will engage students in comparing/contrasting domain-specific language with other common usage of words.</p>
<p>Brainstorm- to create or make ideas, usually with an emphasis on speed and quantity After slide presentation, instructor will describe brainstorming in an arts context and model a simple example of what brainstorming can look like. Student understanding of term will be demonstrated when students are prompted to participate in small-group brainstorm following whole group instruction.</p> <p>Thumbnail Sketch- a small quick drawing used to illustrate an idea Following verbal brainstorming idea share, instructor will ask students if they know what a thumbnail sketch is. If any students respond affirmatively they will be asked to define it for the rest of the class. Instructor will then summarize a definition of the term and explain the significance of the term to both the lesson and the practice of art. Term understanding will be demonstrated through execution of thumbnail sketches.</p>	

Monetary Value- the economic worth in dollars assigned to something
 Instructor will introduce and define term in introduction and provide examples. Students will have a variety of opportunities to demonstrate understanding of the term in the form of class discussions, student created examples, and summative reflection where students will relate the term back to student generated sketches.

Popularity- being liked, admired, or supported by many people
 Instructor will introduce and define term in discussion and provide examples. Students will have a variety of opportunities to demonstrate understanding of the term in the form of class discussions and student created examples.

**INSTRUCTION: EXPLICIT
 INSTRUCTION, GUIDED, &
 INDEPENDENT PRACTICE**

Time Allotted	What will instructor say and do	What students will say and do
12 min	Instructor will introduce lesson by reviewing EQ and receiving initial voluntary student responses. Following this, instructor will introduce the thematic question for the lesson and begin discussing the concept of value with students. Instructor will probe students with questioning by asking questions such as “How do you know when something is valuable?” and “How do you know how much something is worth like for instance an apple?”	Students will respond to objective through voluntary response. Students will listen and respond to instructor inquiry regarding the unit theme.
20 min	After discussing the unit theme, the instructor will begin discussing value in terms of artwork and images with the aid of a slide presentation containing the works of exemplar artists whose work typically is considered highly valuable. Students will be questioned periodically throughout image flood to probe for deeper understanding of artworks using questions such as “Which artwork between the two presented is most successful and which is most valuable?” “What elements in this exemplar artwork do think contributes to its value?” “Knowing the story about Andy Warhol, how does narrative contribute to the value of this by him work?” “What in this image do you think makes it popular?”	Students will demonstrate engagement with exemplar images and discussion through listening, observation, and responding to instructor questions.

10 min	<p>Instructor will introduce and model brainstorming in the form of written mind-mapping and interest associations and then prompt students to work within their table groups to generate as many different ideas and or elements they or others consider valuable. Instructor will emphasize quantity prompting students to write down any ideas their group has regardless of quality. Groups will then share out a sampling of the most interesting ideas they generated to the whole class by writing them on the board.</p>	<p>Students will use pencils and copy paper to create written lists of ideas that would make an artwork valuable in their table groups. Students will then share out favorite ideas generated to the whole class.</p>
6 min	<p>Instructor will then review thumbnail sketching. The instructor will also review expectations regarding sketches noting to students that will select ideas generated in the small-group brainstorm or an idea of their own and create a minimum of 4 thumbnail sketches. The sketches should represent an artwork that they think would be considered valuable by contemporary society. The instructor will model the sketching process selecting an idea and talking through the sketching process with students.</p>	<p>Students will listen and respond with additional questions as desired.</p>
35 min	<p>Instructor will call on two students to pass out copy paper for sketching and prompt the class to fold the paper in half both ways to create four small rectangles to contain each of the four thumbnails. Instructor will then prompt students to begin individual sketching. During this time instructor will circulate room and provide individual feedback and assistance to students as well as check for comprehension and reengaging off-task students.</p>	<p>Students will continue brainstorming by utilizing ideas of value and artwork to create a minimum of 4 thumbnail sketches.</p>
7 min	<p>Instructor will then prompt students to write a written reflection on the back of their sketches where they will describe their favorite sketch and describe how it documents their ideas regarding the unit theme. Then students will clean up and turn in sketches for assessment.</p>	<p>Students will write a written reflection detailing how their favorite sketch investigates the unit theme.</p>
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 idea they liked the most and provide additional scaffolding or simplification of the reflection prompt as needed based on the learner's 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 focus on ideas rather than execution of museum quality drawings and given more concrete examples as a means of facilitating their application of the unit theme. Students will also be given additional time to complete sketching and will be evaluated using a modified rubric.

Advanced -

Advanced students will be challenged to go beyond just documenting a sketch that demonstrates consideration of the lesson theme and will be given the additional task of creating a dynamic composition to illustrate those ideas.

CONTINGENCY PLANNING / ACTIVITY ADJUSTMENTS/ RE-TEACHING	
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If students struggle to generate ideas during the group brainstorm the instructor will help students by generating ideas and probing students to think of the perceptions of value people in their communities and lives may have. In addition, the instructor will encourage students by reassuring them that the quantity of ideas is more important than quality during this initial stage of idea generation.

Students when presented with the lesson theme may have a difficult time understanding the theme and applying it to sketches. If this occurs instructor will reteach thematic components from discussion and use an idea of a voluntary student's choice and talk through how it could be transformed into a sketch.

During sketching students often will want to spend extended amounts of time working on the same sketch creating drawings rather than sketches. To avoid this instructor will define and model sketching prior to student independent work time. If students continue to become too invested in sketches instructor will provide individual encouragement and challenge students to focus on completing all 4 of the required sketches.

LESSON CLOSURE	
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Sketch reflection will serve as closure by tasking students with summarizing their preferred sketch and describing how their idea regarding the unit theme was documented in the sketch.