

# Visual Arts Lesson Plan

Grade 9-12 Date(s)

Time

<p><b>Lesson:</b> Kronin fold books, Purvis Young</p>	<p><b>Media:</b> Book arts, mixed media</p>
<p><b>Materials:</b>                  paper, inkjet prints, collage, photographs, markers,                  book board, waxed linen thread                  Adobe CS3                  Adobe InDesign                  Inkjet printers</p>	<p><b>Visual/Resources:</b>                  Visual resources from Purvis Young Museum, websites: The Bienes Museum of the Modern Book, Vamp and Tramp, Booklyn, Jaffe Center for Book Arts                  Books: Teacher library, Student created books                  Internet, Teacher created workbook on Simple book forms</p> <hr/> <p><b>Esol Strategies:</b>                  Demonstrations, peer teaching, group brainstorming                  and story telling, demonstrations, tutorials online.</p>
<p><b>Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Students study an example of Purvis Young’s painting, apply IDEA (identify, discuss, envision, assess)</li> <li>2. Students brainstorm ideas for personal iconography, related to discussion of Young’s work.</li> <li>3. Students look for related images among the personal iconography identified, choosing 3-5 related images.</li> <li>4. Students look at book forms for containing, presenting, linking related images. Cronin Fold.</li> <li>5. Students use a template to create a simple book form using the computer generated form.</li> <li>6. Students use template and related images in book form to generate a related text (animals, angels, city images, personal iconography)</li> <li>7. Students create mock up of finished book.</li> </ol>	
<p><b>Vocabulary:</b>                  iconography, metaphor, cronin folds (magic books)                  elements of art, principles of design, symbolism, sequencing,                  book arts, artist’s books</p>	<p><b>Performance Assessment</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Observation of final product</li> <li><input type="checkbox"/> Interview with student</li> <li><input type="checkbox"/> Group assessment (critique)</li> <li><input type="checkbox"/> Observation of process (student working)</li> <li><input type="checkbox"/> Self-assessment by student</li> <li><input type="checkbox"/> Portfolio                         <ul style="list-style-type: none"> <li>A. tracking</li> <li>B. demonstrates growth</li> <li>C. compiles a variety of processes, techniques, and media</li> </ul> </li> <li><input checked="" type="checkbox"/> Journals                         <ul style="list-style-type: none"> <li>A. ideas for projects</li> <li>B. sketches</li> <li>C. teacher-generated assignments</li> </ul> </li> </ul> <p><b>Base Assessment</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Vocabulary test</li> <li><input type="checkbox"/> Weekly test</li> <li><input type="checkbox"/> Unit test</li> <li><input type="checkbox"/> Essay</li> <li><input checked="" type="checkbox"/> Report</li> </ul>
<p><b>Sketchbook/Journal or Home Learning:</b>                  create series/lists/groups of ideas or objects that define you                  write three detailed descriptions of your neighborhood to go with three related photographs                  write flash fiction that links three unrelated photos</p>	

# Enduring Understanding 1: The Arts Are Inherently Experiential And Actively Engage Learners In The Processes Of Creating, Interpreting, And Responding To Art.

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## GENERAL INFORMATION

<b>Number:</b>	VA.912.S.1
<b>Title:</b>	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
<b>Type:</b>	Enduring Understanding
<b>Subject:</b>	Visual Art
<b>Grade:</b>	912
<b>Big Idea:</b>	Skills, Techniques, and Processes
<b>Date Adopted or Last Revised:</b>	12/10

## RELATED BENCHMARKS (9)

» [VA.912.S.1.1: Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.](#)

Depth of Knowledge: N/A | Date Adopted or Revised: 12/10

This benchmark belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

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» [VA.912.S.1.2: Investigate the use of technology and other resources to inspire art-making decisions.](#)

Depth of Knowledge: N/A | Date Adopted or Revised: 12/10

This benchmark belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

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» [VA.912.S.1.3: Interpret and reflect on cultural and historical events to create art.](#)

Depth of Knowledge: N/A | Date Adopted or Revised: 12/10

This benchmark belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

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» [VA.912.S.1.4: Demonstrate effective and accurate use of art vocabulary throughout the art-making process.](#)

Depth of Knowledge: N/A | Date Adopted or Revised: 12/10

This benchmark belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

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» [VA.912.S.1.5: Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.](#)

Depth of Knowledge: N/A | Date Adopted or Revised: 12/10

This benchmark belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

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» [VA.912.S.1.6: Describe processes and techniques used to record visual imagery.](#)

Depth of Knowledge: N/A | Date Adopted or Revised: 12/10

This benchmark belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

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» [VA.912.S.1.7: Manipulate lighting effects, using various media to create desired results.](#)

Depth of Knowledge: N/A | Date Adopted or Revised: 12/10

This benchmark belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

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» [VA.912.S.1.8: Use technology to simulate art-making processes and techniques.](#)

Depth of Knowledge: N/A | Date Adopted or Revised: 12/10

This benchmark belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

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» [VA.912.S.1.9: Use diverse media and techniques to create paintings that represent various genres and schools of painting.](#)

Depth of Knowledge: N/A | Date Adopted or Revised: 12/10

This benchmark belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

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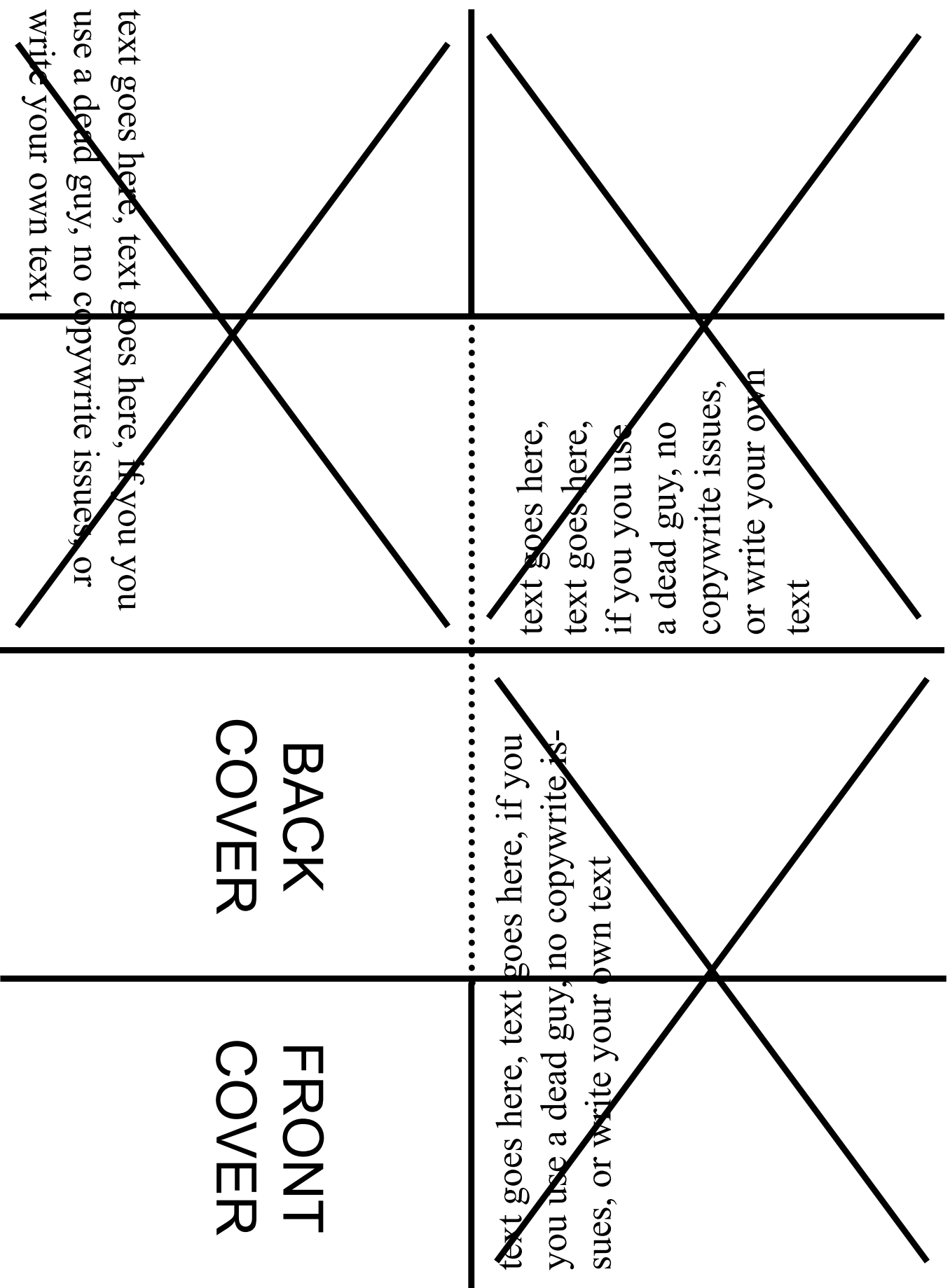
» <a href="#">VA.912.S.1.In.b:</a>	Use media, technology, and other resources to derive ideas for personal art-making decisions.	<a href="#">More Information »</a>
» <a href="#">VA.912.S.1.In.c:</a>	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.	<a href="#">More Information »</a>
» <a href="#">VA.912.S.1.In.d:</a>	Use accurate art vocabulary to explain the art-making process.	<a href="#">More Information »</a>
» <a href="#">VA.912.S.1.In.e:</a>	Compare the aesthetic impact of images created with different media.	<a href="#">More Information »</a>
» <a href="#">VA.912.S.1.In.f:</a>	Identify processes and techniques used to record visual imagery.	<a href="#">More Information »</a>
» <a href="#">VA.912.S.1.In.g:</a>	Demonstrate the use of a variety of technology tools to produce works of art.	<a href="#">More Information »</a>

### Supported

» <a href="#">VA.912.S.1.Su.a:</a>	Manipulate tools and media to enhance communication in personal artworks.	<a href="#">More Information »</a>
» <a href="#">VA.912.S.1.Su.b:</a>	Use media, technology, and other resources to inspire personal art-making decisions.	<a href="#">More Information »</a>
» <a href="#">VA.912.S.1.Su.c:</a>	Create artworks to depict personal, cultural, and/or historical themes.	<a href="#">More Information »</a>
» <a href="#">VA.912.S.1.Su.d:</a>	Use accurate art vocabulary to communicate about works of art and art processes.	<a href="#">More Information »</a>
» <a href="#">VA.912.S.1.Su.e:</a>	Recognize how selected technology influences the aesthetic impact of visual art.	<a href="#">More Information »</a>
» <a href="#">VA.912.S.1.Su.f:</a>	Recognize processes and techniques used to record visual imagery.	<a href="#">More Information »</a>
» <a href="#">VA.912.S.1.Su.g:</a>	Individually or collaboratively demonstrate the use of selected technology tools to produce works of art.	<a href="#">More Information »</a>

### Participatory

» <a href="#">VA.912.S.1.Pa.a:</a>	Experiment with art tools and media to express ideas.	<a href="#">More Information »</a>
» <a href="#">VA.912.S.1.Pa.b:</a>	Use diverse resources to inspire artistic expression and achieve varied results.	<a href="#">More Information »</a>
» <a href="#">VA.912.S.1.Pa.c:</a>	Use art exemplars for specified time periods and cultures to inspire personal artworks.	<a href="#">More Information »</a>
» <a href="#">VA.912.S.1.Pa.d:</a>	Choose accurate art vocabulary to describe works of art and art processes.	<a href="#">More Information »</a>
» <a href="#">VA.912.S.1.Pa.e:</a>	Recognize basic elements and principles to create and respond to visual art.	<a href="#">More Information »</a>
» <a href="#">VA.912.S.1.Pa.f:</a>	Recognize selected processes and techniques used to record visual imagery.	<a href="#">More Information »</a>
» <a href="#">VA.912.S.1.Pa.g:</a>	Use selected technology to produce works of art.	<a href="#">More Information »</a>



Tom Virgin, Hialeah High School  
 IDEA@theBass Lesson Plans in action images.  
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Examples of Cronin Fold books generated from IDEA@theBass lesson plans. The Utogawa Hiroshige, Fukawaga: Mannen Bridge color woodblock print was introduced as a discussion item for the class as beginning point. Observation and storytelling was discussed in the context of this work. The students were encouraged to create several related images to be incorporated into a Cronin Fold Book (or Magic Book). We will have books ready for the spring exhibition.

