### Visual Arts Lesson Plan

**Lesson:** Kronin fold books, Purvis Young  
**Media:** Book arts, mixed media

#### Materials:
- paper, inkjet prints, collage, photographs, markers,  
- book board, waxed linen thread  
- Adobe CS3  
- Adobe InDesign  
- Inkjet printers

#### Visual/Resources:
- 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

#### Esol Strategies:
- Demonstrations, peer teaching, group brainstorming and story telling, demonstrations, tutorials online.

#### Procedures:
1. Students study an example of Purvis Young’s painting, apply IDEA (identify, discuss, envision, assess)  
2. Students brainstorm ideas for personal iconography, related to discussion of Young’s work.  
3. Students look for related images among the personal iconography identified, choosing 3-5 related images.  
5. Students use a template to create a simple book form using the computer generated form.  
6. Students use template and related images in book form to generate a related text (animals, angels, city images, personal iconography)  
7. Students create mock up of finished book.

#### Vocabulary:
- iconography, metaphor, cronin folds (magic books)  
- elements of art, principles of design, symbolism, sequencing,  
- book arts, artist’s books

#### Sketchbook/Journal or Home Learning:
- 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

#### Performance Assessment
- Observation of final product  
- Interview with student  
- Group assessment (critique)  
- Observation of process (student working)  
- Self-assessment by student  
- Portfolio  
  A. tracking  
  B. demonstrates growth  
  C. compiles a variety of processes, techniques, and media  
- Journals  
  A. ideas for projects  
  B. sketches  
  C. teacher-generated assignments

#### Base Assessment
- Vocabulary test  
- Weekly test  
- Unit test  
- Essay  
- Report
**Enduring Understanding 1: The Arts Are Inherently Experiential And Actively Engage Learners In The Processes Of Creating, Interpreting, And Responding To Art.**

### GENERAL INFORMATION

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

- **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.  
  - More Information »

- **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.  
  - More Information »

- **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.

**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  I 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.

**VA.912.S.1.6: Describe processes and techniques used to record visual imagery.**

Depth of Knowledge: N/A  I 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.

**VA.912.S.1.7: Manipulate lighting effects, using various media to create desired results.**

Depth of Knowledge: N/A  I 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.

**VA.912.S.1.8: Use technology to simulate art-making processes and techniques.**

Depth of Knowledge: N/A  I 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.

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

**Supported**

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

**Participatory**

| VA.912.S.1.Pa.a: | Experiment with art tools and media to express ideas. |
|VA.912.S.1.Pa.b: | Use diverse resources to inspire artistic expression and achieve varied results. |
|VA.912.S.1.Pa.c: | Use art exemplars for specified time periods and cultures to inspire personal artworks. |
|VA.912.S.1.Pa.d: | Choose accurate art vocabulary to describe works of art and art processes. |
|VA.912.S.1.Pa.e: | Recognize basic elements and principles to create and respond to visual art. |
|VA.912.S.1.Pa.f: | Recognize selected processes and techniques used to record visual imagery. |
|VA.912.S.1.Pa.g: | Use selected technology to produce works of art. |
text goes here, text goes here, if you
you use a dead guy, no copywrite is-
issues, or write your own text

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Examples of Cronin Fold books generated from IDEA@theBass lesson plans. The Utagawa 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.