

Student: Krista Nichols

Host Teacher: Jessica Ziff

Grade Level/Course: 9-12 / Intro Painting

Date: March 2022

Unit Title: Form is Sweet!

<p>I. Central Focus for Unit (i.e., Goal Statement – What Students will know, learn, or understand) Important understandings and concepts that you want students to develop over the course of this multi-lesson unit of study. (Example: 3rd grade unit of study on line to communicate the idea of motion) Central Focus should incorporate at least one or more of the following components: Interpreting Art, Creating Art, Relating Art to Context)</p>	
<p>The students will develop understanding on the application of color to show 3-dimensional form on a 2-dimensional surface.</p>	
<p>II. Essential Questions for Unit – (Central Focus or goal written in the form of a question)</p>	
<p>How do you use tints and shades to create highlights and shadows to depict form?</p>	
<p>III. Standards Addressed for Unit (National Standards included here):</p>	
<p>HS Accomplished: VA:Cr2.1.1Ia Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p>	
<p>HS Proficient: VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.</p>	
<p>IV. Learning Objective(s) for Unit (What students will learn by the end of the multi-lesson unit of study – behavioral objective that is observable and assessable)</p>	
<p>1. The students will demonstrate their ability to depict form by identifying and painting areas appropriately using tints and shades.</p>	
<p>2. The students will demonstrate their ability to mix colors to create shades.</p>	
<p>3. Through observation and analysis, the students will demonstrate understanding of how artists such as Wayne Thiebaud use warm and cool colors to depict highlights and shadows in paintings.</p>	
<p>4. The students will associate and depict colors, highlights, and shadows to create the illusion of form.</p>	
<p>5. The students will demonstrate their ability to arrange and plan compositional arrangements.</p>	
<p>V. Prior Learning – What Students already know, what they can do, and what they are still learning to do during this unit of study.</p>	
<p>At this point, the students in this class have completed one painting using tempera with a focus on color theory and design. They had an introduction to the various color schemes such as complementary, split-complementary, analogous, triad, warm and cool colors, and monochromatic painting with a discussion on tints and shades. For this lesson, there will be a review on tints and shades because what students might not know at this point is that achieving tints and shades with acrylic and tempera is different than when using watercolors. This lesson will focus on mixing complementary colors at various intervals to achieve shade and the appropriate amount of water mixed with a pure color in order to represent tint within watercolor practice.</p>	
<p>VI. Academic Language/Language Function Objective(s) – “Language of the Discipline” used to engage Students in learning. Sample Key Language Functions include Analyze, Compare/contrast, Critique, Describe, Interpret, Question (Refer to Academic Language in edTPA guidelines)</p>	
<p>Function Objective: The students will be able to <i>compare</i> works of art by Stephen Conroy and Wayne Thiebaud and <i>analyze</i> how the two artists used color values in order to <i>describe</i> how the illusion of form can be achieved using warm and cool colors for highlights and shadows.</p>	
<p>Vocabulary Development Objective: The students will <i>define</i> important terms related to watercolor painting such as hue, tints, shades, highlights, shadows, cast shadows, and core shadows to demonstrate their understanding of 3-dimensional space on a 2-dimensional plane.</p>	
<p>Discourse OR Syntax Objective: The students will <i>create</i> a watercolor painting of a cupcake in which they use warm and cool colors to create highlights and shadows to represent form.</p>	
<p>VII. Assessments for the Unit (note any relevant differentiation)</p>	<p>Evaluative Criteria (note any relevant differentiation)</p>
<p>1. Class discussion and exit slips</p>	<p>Students will participate in a class discussion on form and complete</p>

	exit slips reviewing vocabulary from class discussions.
2. Class worksheets/activities	Understanding and achieving basic form with monochrome color palette. Tints and shades color palette planning and practice.
3. Final artwork/rubric	See attached

VIII. Key Vocabulary – Art terms and/or key phrases used during instruction and taught to students.

Form – an element of art which, in painting, depicts 3-dimensional space on a 2-dimensional surface.

Tint – lighter variations of a color. Is achieved in watercolor by adding water to the pure color.

Shade – darker variations of a color. Achievable in watercolor by adding a complementary color in various amounts to the desired pure color.

Warm colors – Red, orange, and yellow. Warm colors appear closer to the observer.

Cool colors – Green, blue, purple. More subdued than warm colors.

Mid tone – a value between light and dark.

Core shadow – darkest dark on a form, appears as a line or a plane parallel to the light source

Reflected light – light being reflected off an object or surface to illuminate another area/object.

Cast shadow – a shadow cast by an object or figure in a painting.

Lesson 1: Learning Outcomes – Observable, assessable behaviors that you wish for students to accomplish at the end of Lesson 1.

The students will demonstrate their ability to depict form by identifying and painting areas appropriately using tints.

Lesson 1: Teacher Preparation –Lesson 1 Preparations that need to be completed before students enter the classroom.

Prepare slideshow, prepare demo station, make copies of in-class worksheet, hand-draw worksheet onto watercolor paper for IEP student.

Lesson 1: Lesson-Specific Materials

Instructional Materials – Teacher materials needed during instruction.	Studio Materials (for Creating Art and/or Presenting Art)	Targeted Materials (any specific materials required for differentiation, accommodation, or modification)
Slideshow	Watercolor paint, watercolor paper, ruler (optional), pencil, paintbrush, water cups	Extra time is allowed for IEP/504 students that need time to complete the in-class assignments with no impact on their grade.
Paintbrush	with water	IEP/504 student will be provided a completed worksheet for any class instruction/activities to model after.
Watercolor paint		Exit slip is optional and not graded for students with IEP's or 504, any fill in the blank exit slips will be offered as multiple choice.
Paper		Tint chart handout will be transferred to watercolor paper prior to class starting for IEP student.
Ruler		Option is available for ELL student(s) to have class materials (slideshows, instructions, exit slips, etc.) translated and printed to their native language. (Note: Not necessary for ELL student in edTPA focus class after conversation with the students' advisor March/2022)
Pencil		
Water and water cups		
Flashlight		
Tennis ball, soft ball, something round, etc.		
Found still life objects		

XI. Lesson 1: Lesson Procedures/ Learning Tasks and Timeline

Times	Teacher Actions (include differentiation)	Student Actions	Formative Assessments Assessment Questions
	Initiation		
1 min	Today we will be talking about form, let's do a Pear Deck and see what we know about form.	Students will listen to initiation and participate in Pear Deck slide	
	Lesson Development – (Process and Procedures for conducting the lesson)	What students will do during various segments of the lesson	Questions used throughout respective sections of instruction to assess students'

			learning.
10 min	<p>Begin slideshow with Pear Deck, ask student to select the form on the slide. Reveal second slide. Ask for students to share their answer with the class.</p> <p>Repeat with third slide which is a trick question, there are two options for form on third slide.</p> <p>Ask students to explain with a neighbor how two correct answers qualify as form.</p> <p>Explain that form is one of the elements of art, which depicts 3-dimensional space on a 2-dimensional surface.</p> <p>Show examples of 3D vs 2D</p> <p>Analysis on Morandi and Tanguy paintings.</p> <p>“Where do you see form in the Morandi painting? How do you know you’re looking at good form in this painting? What about in the Tanguy painting?”</p> <p>“How are the two paintings similar and what are the big differences?”</p> <p>“How do we make form in this classroom? With watercolor?” (Highlights and shadows)</p> <p>Show slide of sphere and talk about the elements of a sphere: highlight, core shadow, cast shadow, mid tone.</p> <p>Remind students it’s a good idea to write things down.</p>	<p>Students will participate in class discussion on form.</p> <p>Students will discuss with a neighbor how the slide with the sculpture and the Escher drawing qualify as form and how both are correct.</p> <p>Students will observe and discuss 2D vs 3D examples and explain the difference.</p> <p>Students will observe Morandi and Tanguy paintings and explain where they see form, how they know they are looking at form, and compare and contrast the two paintings.</p>	<p>“What is form?”</p> <p>“Which of the images on the slide represents form?”</p> <p>“Why did you select the image that you did?”</p> <p>“Where do you see form in the Morandi painting? How do we know we are looking at good form in this Morandi painting?”</p> <p>“What about the Tanguy? How are the two paintings similar and what are the differences?”</p> <p>“How do we make form in this classroom? With watercolor?”</p>
5 mins	<p>SHADOW LEARNING ACTIVITY (Adjustment/Addition made after initial lesson)</p> <p>Ask students to gather around the still life platform</p> <p>Turn off classroom lights and place a ball on the platform</p> <p>Shine your flashlight and ask students to notice how the highlights and shadows move as the flashlight moves</p> <p>Hold the flashlight at an angle and ask students to do a quick thumbnail sketch of the ball with the highlights and shadows.</p> <p>Repeat with the flashlight at another angle.</p> <p>Ask a student to come up and try an angle.</p>	<p>Students will observe the way light and shadows fall on objects and draw what they see.</p>	<p>“What do you notice about the way the light is falling on this ball?”</p> <p>“What happens when I move my light around the ball?”</p> <p>“Can you notice different “levels” of color within the shadows? Areas that appear darker than others within the objects shadow?”</p>
5 mins	<p>DEMONSTRATION ON TINTS:</p> <p>Wet color you want to use and let set.</p> <p>If setting up your own grid: Trace both sides of a ruler, mark 1 inch on ruler and create rough lines for one-inch boxes.</p> <p>Point out how there is no white in the watercolor sets? So then how do we create tint?</p> <p>Drop lots of color onto palette and paint first square in pure color.</p> <p>Remind students not to touch the lines creating the boxes</p>	<p>STUDENTS WILL OBSERVE A DEMONSTRATION ON ACHIEVING TINTS</p> <p>Students will answer formative assessment questions pertaining to tints.</p>	<p>“We just finished a unit with tempera where we covered tints, how did we achieve tints with tempera?”</p> <p>“There is no white watercolor in these paint sets, so how are we going to achieve tints with watercolor?”</p> <p>“Why don’t I want to touch the lines on this chart with my</p>

	<p>so that paint doesn't bleed.</p> <p>Dip brush in water and swirl in edge of paint on the palette to create a slightly more diluted color.</p> <p>Paint the next box, careful not to touch the line to avoid bleeding.</p> <p>Repeat previous two steps. If colors are too similar add more water to the new square until it's diluted enough.</p> <p>Advise using only 2-3 squares at a time, constantly checking the relationships between squares.</p> <p>Does it seem like there is equal gradation happening? You can always add another thin layer of water or color to increase the saturation.</p>		<p>paint wet like this?"</p> <p>"If I compare these colors to one another? Is there an equal gradation happening? Or are any of these two colors too similar?"</p> <p>"How would I fix this to make the colors different?"</p>
10 min	INDEPENDENT STUDENT WORK TIME: TINT CHART	Students will create their own tint charts using watercolor and water.	"How are your colors relating to one another? Are the colors next to each other different enough or are they too similar?"
15 min	<p>GUIDED INSTRUCTION: TINT A SPHERE</p> <p>Address the sphere – there is a circle, two lines going through the circle, a sun in the corner, and a "puddle" under the circle. Within these spaces, we will create an area that represents all of the words to the right of the image: highlight, core shadow, cast shadow, mid tone, etc.</p> <p>Begin by wetting the entire circle with water and give a moment to set. Meanwhile, choose which color you want to work with.</p> <p>Begin in center section of circle (core shadow) and work paint around the entire sphere, working towards the highlight on the upper right of the circle.</p> <p>Blend highlight with water and paint that's already on the paper.</p> <p>Add more color to the core shadow and allow new color to bleed naturally.</p> <p>Pull up some paint/water at the very bottom in reflected light.</p> <p>Wet the cast shadow "puddle" area.</p> <p>Paint very saturated color right along the base of the circle, let water pool around cast shadow naturally.</p>	<p>GUIDED INSTRUCTION: TINT A SPHERE</p> <p>Students will observe the sphere with the instructor before getting started.</p> <p>Students will wet entire circle with water and allow to set. Meanwhile, the students will choose which color they want to work with.</p> <p>Students will start by painting the core shadow in the middle section of the circle and move the paint around towards the highlight of the circle.</p> <p>Students will enhance the highlight by blending water with the paint that's already on the paper.</p> <p>Students will add more color to the core shadow to allow the new color to spread and bleed naturally.</p> <p>Students will pull up paint/water at the very bottom of the circle to indicate reflected light.</p> <p>Students will wet the "puddle" area.</p> <p>Students will paint a very saturated color along the base of the circle and allow the water to pool around the cast shadow naturally.</p>	"Why do you think I want to get the area I'm going to be painting wet before I put any paint down?"
3 min	Clean up	Students will clean up: rinse brushes,	

		water cups, paints away, wet classwork to drying racks, etc.	
	Closure		
5 min	Exit slip: Students will label the sphere chart	Students will complete an exit slip on the sphere they just painted identifying the core shadow, cast shadow, highlight, mid tone, etc.	

Lesson 2 Learning Outcomes - Observable, assessable behaviors that you wish for students to accomplish at the end of Lesson 2.

The students will demonstrate their ability to mix colors to create shades.

The students will demonstrate their ability to depict form by identifying and painting areas appropriately using tints and shades.

Lesson 2: Teacher Preparation – Lesson 2 Preparations that need to be completed before students enter the classroom.

Prepare slideshow, prepare demo station (brush, water cup, paint, worksheet), make copies of in-class worksheet, hand draw in-class worksheet onto watercolor paper for IEP student.

Lesson 2: Lesson-Specific Materials

Instructional Materials – Teacher materials needed during instruction. Slideshow Paintbrush Watercolor paint Paper Ruler Pencil Water and water cups	Studio Materials (for Creating Art and/or Presenting Art) Paintbrush Watercolor paint Paper Ruler Pencil Water and water cups	Targeted Materials (any specific materials required for differentiation, accommodation, or modification) Extra time is allowed for 504/IEP students that need time to complete the in-class assignments with no impact on their grade. 504/IEP student will be provided a completed worksheet for any class instruction/activities to model after. Exit slip is optional and not graded for students with IEP's or 504, any fill in the blank exit slips will be offered as multiple choice. Shade chart handout will be transferred to watercolor paper prior to class starting for IEP student. Option is available for ELL student(s) to have class materials (slideshows, instructions, exit slips, etc.) translated and printed to their native language. (Note: Not necessary for ELL student in edTPA focus class after conversation with the students' advisor March/2022)
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Lesson 2: Lesson Procedures/ Learning Tasks and Timeline

Times	Teacher Actions (include differentiation)	Student Actions	Formative Assessments Assessment Questions
	Initiation		
5 min	As students enter the room, they will complete yesterday's exit ticket if they did not finish it yesterday. "Yesterday we talked about form, which we will continue today, we used tints to create highlights and shadows, but there is another way we can create a sense of space in a painting."	Students will finish yesterday's exit ticket if they have not done so.	"How might we create form in addition to using tints?"
	Lesson Development – (Process and Procedures for conducting the lesson)	What students will do during various segments of the lesson	Questions used throughout respective sections of

			instruction to assess students' learning.
5 min	<p>DEMONSTRATION: SHADES</p> <p>Choose any complementary color combination.</p> <p>Paint top grid pure primary color, paint the bottom square the pure complementary, secondary color.</p> <p>Create equal mix of both colors to get brown, paint middle square this color.</p> <p>Ask students how to go about filling in the spaces between the pure color and the complementary mixture in the middle.</p> <p>Mix pure primary color with a little bit of it's complement, paint this between the top and middle square.</p> <p>Mix secondary color, with a little bit of it's complement, paint this color between middle and bottom square.</p>	Student will observe instructors' demonstration on shades.	"Now that I've painted the top, middle, and bottom squares, what do you think I need to do to fill in these squares in between?"
15 min	<p>INDEPENDENT STUDENT WORK TIME: SHADES</p> <p>Observe students working on their shade's charts.</p> <p>Students that finish early may work on another shades chart using a different set of complementary colors.</p> <p>Ask students to make a shade chart using black and a single color if they have time to compare the two shade charts and see if one is more appealing the student.</p>	Students will create their own shades chart.	<p>"Do you have an equal mix of complimentary colors for the middle?"</p> <p>"Do you have a good balance of pure color with only a little bit of the complement? How do you know?"</p>
10 min	<p>DEMO: CUBE</p> <p>Choose a pair of complementary colors to work with and wet your paints and let set.</p> <p>Label the parts of the cube, ask students why which area represents which.</p> <p>Take paint from the watercolor set and put in the paint palette, enough for mixing.</p> <p>Paint pure hue in square.</p> <p>Add water to mixture in palette and paint area about the square for the tint.</p> <p>Place more of the hue color on the palette and rinse your brush.</p> <p>Mix the complementary color with the hue color until a nice brown is made, paint the area to the right of the square for the shade.</p> <p>Students will practice making shades to paint their own cube.</p>	Students will observe demonstration on shading a cube.	"If my light source is coming from the right, how do you know which area is going to be tinted and shaded?"
10 min	<p>INDEPENDENT STUDENT WORK TIME: SHADE A CUBE</p> <p>Observe students working on their cube, offer help as needed.</p> <p>Students that finish early may work on another cube or</p>	Students will demonstrate their ability to shade a cube.	"Does your hue relate to your tint? Does the hue relate to your shade? Do all 3 areas relate to one another in terms

	shades chart. Students may work on tints if they feel they need more practice with tints.		of opacity/saturation/intensity?"
3 min	Clean Up	Students will rinse brushes, etc.	
	Closure		
5 min	Pair Share	Students will share with a neighbor their shades from today.	<p>"Are anyone's middle colors really similar to someone else's?"</p> <p>"How did you manage to keep your middle three colors consistent but varied?"</p>

Lesson 3 Learning Outcomes - Observable, assessable behaviors that you wish for students to accomplish at the end of Lesson 3.

Through observation and analysis, the students will demonstrate understanding of how artists such as Wayne Thiebaud use warm and cool colors to depict highlights and shadows in paintings.

Lesson 3: Teacher Preparation – Lesson 3 Preparations that need to be completed before students enter the classroom.

Purchase cupcakes, prepare slideshow

Lesson 3: Lesson-Specific Materials

<p>Instructional Materials – Teacher materials needed during instruction.</p> <p>Slideshow</p> <p>Class iPads</p> <p>Exemplars</p>	<p>Studio Materials (for Creating Art and/or Presenting Art)</p> <p>Cupcakes</p> <p>Class iPads</p> <p>Foamboard, posterboard, etc.</p> <p>Cell phones/flashlights</p> <p>Pencils and paper</p>	<p>Targeted Materials (any specific materials required for differentiation, accommodation, or modification)</p> <p>Extra time is allowed for 504/IEP students that need time to complete the in-class assignments with no impact on their grade.</p> <p>504/IEP student will be provided a completed worksheet for any class instruction/activities to model after.</p> <p>Exit slip is optional and not graded for students with IEP's or 504, any fill in the blank exit slips will be offered as multiple choice.</p> <p>Option is available for ELL student(s) to have class materials (slideshows, instructions, exit slips, etc.) translated and printed to their native language. (Note: Not necessary for ELL student in edTPA focus class after conversation with the students' advisor March/2022)</p>
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Lesson 3: Lesson Procedures/ Learning Tasks and Timeline

Times	Teacher Actions (include differentiation)	Student Actions	Formative Assessments Assessment Questions
	Initiation		
1 min	"We've been working towards achieving form, and today we're going to start bringing it all together for a final work of art."	Students will listen to initiation.	
	Lesson Development – (Process and Procedures for conducting the lesson)	What students will do during various segments of the lesson	Questions used throughout respective sections of instruction to assess students' learning.

30 min	<p>SLIDESHOW w/ Pear Deck</p> <p>Review each slide and have students answer Pear Deck questions: slides of cakes slide, 4 sundaes slide, 3 ice cream cones slide.</p> <p>Bring up final few slides of two sundaes: read quote aloud on the slide. Ask students what the quote means to them. How does one make a painting ‘vibrate’?</p> <p>Bring up next slide of slices of cakes again and discuss light and color. Ask students to notice that the colors are more complicated than they seem. You’re not just looking at cakes, you’re looking at white frosting that’s actually made up of orange, blues, and beiges.</p> <p>Show following slide of California aesthetic. Share that Wayne Thiebaud is a product of his time, his paintings reflect California in the 1950’s.</p> <p>Go over following slide together, explaining the assignment.</p> <p>Show next slide of local bakery. Click on link to browse website and admire the sweets which can serve as inspiration. Suggest students visit the bakery if they have never been before to get inspiration.</p> <p>Show next slide of images you took of your cupcake, explain how you set up each image and let students know that tomorrow they will be doing the same.</p>	Students will observe slideshow and participate in Pear Deck.	<p>“What color scheme is Stephen Conroy using in his painting?”</p> <p>“What do you notice about the highlights and shadows Stephen Conroy has used in this painting?”</p> <p>“What technique did Richard Diebenkorn use to achieve the highlights and shadows in this flower shape?”</p> <p>“Comment on the composition of this painting by Wayne Thiebaud (cake painting) What is the subject matter?”</p> <p>“How is the subject matter being arranged?”</p> <p>“What do you notice about any other elements of art? Line, shape, etc?”</p> <p>“What do you notice about the lines in this painting (ice cream sundae painting).”</p> <p>“What do you notice about the highlights and shadows in this painting? (Three ice cream cones)”</p> <p>“What techniques do you think the artist used to achieve highlights and shadows?”</p>
20 min	<p>INDEPENDENT STUDENT WORK TIME</p> <p>Students are given the remainder of class time to research cupcakes, brainstorm ideas, sketch cupcakes and ideas, practice tints and/or shades.</p>	Students will work independently on research/brainstorming/practicing for their final artwork.	
	Closure		
1 min	Ask students to sketch a few ideas (written or drawn) about their cupcake project – color schemes they might like to use, “themed” cupcakes, ideas for composition, lighting ideas, etc.	Students will put some ideas down in their sketchbooks in preparation for tomorrow’s class.	“What ideas has today’s conversation inspired in you? Put it in your sketchbook.”

Lesson 4: Learning Outcomes – Observable, assessable behaviors that you wish for students to accomplish at the end of Lesson 1.			
The students will demonstrate their ability to mix colors to create shades.			
The students will demonstrate their ability to depict form by identifying and painting areas appropriately using tints and shades			
The students will associate and depict colors, highlights, and shadows to create the illusion of form.			
The students will demonstrate their ability to arrange and plan compositional arrangements.			
Lesson 4: Teacher Preparation –Lesson 1 Preparations that need to be completed before students enter the classroom.			
Bring cupcakes to class			
Lesson 4: Lesson-Specific Materials			
Instructional Materials – Teacher materials needed during instruction. Cupcakes Class iPads Posterboards, canvas, foamboard, etc for photo backdrop.	Studio Materials (for Creating Art and/or Presenting Art) Class iPads Phones, flashlights Posterboards, canvas, foamboard, etc for photo backdrop.	Targeted Materials (any specific materials required for differentiation, accommodation, or modification) Extra time is allowed for 504/IEP students that need time to complete the in-class assignments with no impact on their grade. 504/IEP student will be provided a completed worksheet for any class instruction/activities to model after. Exit slip is optional and not graded for students with IEP's or 504, any fill in the blank exit slips will be offered as multiple choice. Option is available for ELL student(s) to have class materials (slideshows, instructions, exit slips, etc.) translated and printed to their native language. (Note: Not necessary for ELL student in edTPA focus class after conversation with the students' advisor March/2022)	
XI. Lesson 4: Lesson Procedures/ Learning Tasks and Timeline			
Times	Teacher Actions (include differentiation)	Student Actions	Formative Assessments Assessment Questions
	Initiation		
1 min	Ask students to have their sketches out from the end of last class to review as you pass out cupcakes. Make sure students understand that they only get one cupcake. They must demonstrate caution so that they can take multiple photos of their cupcake for reference. They can eat their cupcake only after they have taken several photos.	Students will be prepared to talk about their ideas for their final image.	"Will you be able to recreate this image you've drawn today? Why or why not?"
	Lesson Development – (Process and Procedures for conducting the lesson)	What students will do during various segments of the lesson	Questions used throughout respective sections of instruction to assess students' learning.
20 min	Pass out cupcakes while checking students' sketches. Monitor students working together to take their photos, ask students to go through their images and select one to serve as their reference photo. Students may sketch their cupcake from life or from the photo.	Students will pair up and photograph cupcakes Students will choose one photo to use as their reference. Students may sketch their cupcake from life or from the photo.	"Do any of the images you've taken stand out as possibilities for a final painting? Which one and how did you make that choice?"

20 min	<p>Monitor student work Sketching and planning</p> <p>Do they have a strong light source and shadow in their photos/sketches?</p> <p>Do they have enough detail in their sketch to turn into a strong final drawing/painting?</p> <p>Do they have a plan for a color scheme? Will the color scheme enhance the overall design/theme?</p>	Students will work independently on their sketches/plans	<p>“Is there a strong light source in this photo?”</p> <p>“Does your sketch have enough detail for you to turn it into a final painting? Why does it or doesn’t it? What could you do to bring it to the next level?”</p> <p>“What is your plan for color schemes? Why did you choose that color scheme?”</p> <p>“How will your choice of lighting help with your color scheme?”</p>
	Clean up		
	Closure		
5 min	<p>Ask students to share with a neighbor their sketch/plan for their final painting and give one another feedback.</p> <p>Remainder of unit students will spend working on their final cupcake painting.</p>	Students will share their sketches with a neighbor and give each other feedback/ideas.	“What is your plan? What color scheme are you using? What is going well with this sketch? Could anything be improved?”
	<p>Additional learning activities during student workdays throughout the remainder of the unit:</p> <ul style="list-style-type: none"> • “Walk and talks” <p>Cleverly named by a student in one of the painting classes. Students stand up and stretch, and then move about the room to see other students’ progress.</p>	<ul style="list-style-type: none"> • Students may participate in “walk and talks,” observing the artwork of their peers and then discussing in pairs or in a large group what they are noticing. 	<p>“What do you notice about everyone’s artwork? Everyone’s progress?”</p> <p>“Does any artwork stand out to you? Why?”</p> <p>“Has viewing everyone’s artwork made you realize anything about your own artwork?”</p>
	<ul style="list-style-type: none"> • Rubric Review <p>Students will receive a hard copy of the rubric and in pairs go over one section of the rubric together. They will identify what it takes for them to fall into each category and then share with the class.</p>	<ul style="list-style-type: none"> • Students will discuss an aspect of the rubric with a neighbor and identify what qualifies them for receiving an Exemplary, Proficient, Developing, or Beginning. 	
	<ul style="list-style-type: none"> • Mid-way informal critique <p>Students will view the reflection and talk about the questions with a partner. They will share with each other</p>	<ul style="list-style-type: none"> • Students will share their progress on their final paintings and give one another feedback. 	“What have you done well so far? What are you proud of?”

<p>some of their struggles and successes they've come across as they finish their artwork. Students may receive feedback from one another.</p>	<p>They may also talk about the reflection questions and discuss what they might say for each question.</p>	<p>"What has been difficult for you so far?" "What areas can you improve upon?"</p>
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Exemplars



Resources

Cite Sources: Provide citations for the sources that you did not create (e.g., published texts, websites, materials from other educators).

Google Slides images: <http://guidetoolpainting.com/basicForms.html> , <https://www.sothebys.com/en/buy/auction/2020/impressionist-modern-art-day-sale-online/giorgio-morandi-natura-morta> , <https://collections.artsmia.org/art/1514/reply-to-red-yves-tanguy> , @sometimessarahpaints (Instagram video), <https://www.saatchiart.com/art/Painting-STILL-LIFE-FRUIT-FLOWERS/329023/3725540/view> , <https://newcriterion.com/blogs/dispatch/matisse-diebenkorn-at-the-baltimore-museum-of-art> , <https://www.crockerart.org/oculus/24-facts-about-wayne-thiebauds-early-life> , <https://www.npr.org/2021/12/26/1068131242/artist-wayne-thiebaud-dies-at-age-101> , <https://art.scholastic.com/issues/2019-20/090119/composing-contemporary-life.html> , https://arthive.com/artists/11194~Wayne_Thiebaud/works/478181~Ice_cream , <https://www.tbspellbound.com/> , <https://www.onlyinyourstate.com/southern-california/1950s-photos-of-southern-california/> , <https://fineartamerica.com/featured/1950s-diner-soda-fountain-randall-nyhof.html> , <https://bridgesandballoons.com/california-road-trip-itinerary-west-coast/> , <https://www.tumgir.com/tag/california%20aesthetic> ,

Websites for student inspiration: <https://www.tbspellbound.com/>

Information on Learning Theories and Theorists: Notes provided by Brian Flinn, CCSU and : Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved [today's date] from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>.

Class materials: provided by my host teacher and the art department at her school