

ART METHODS

FINAL PROJECT

What is Your Mission?

- Your task is to create a lesson that contains an artistic activity to improve student comprehension. This project must be targeted toward a certain age group and a specific course of study (science, math, social studies, etc.). You will teach this lesson to your peers in Art Methods on the day of the final.

Directives:

1. The purpose of this project is to show your understanding of art as a learning tool. The lesson isn't supposed to be an "art lesson," but rather a lesson that uses art to assist in your teaching. You are more than welcome to teach a lesson that you have taught before, however it must be updated to include an artistic component.
2. Please include an artist or piece of artwork that ties into the lesson or art activity that you are teaching. For example, Grant Wood (Painter of *American Gothic*), could be discussed in two ways. He could be mentioned as a historical documenter who captured the land and lifestyle of Iowa residents, or as an artist who portrays landscapes using shapes and vibrant colors. Make sure you include images of the artwork you use in your lesson and information about the artist.
3. Include learning objectives that tie to the National Core Arts Standards.
 - a. The standards are located in a packet I gave you at the beginning of the semester. I also posted them on the website at <http://devinhanson.weebly.com/st-ambrose.html>.
 - b. I've included learning objectives on every project plan I've handed out to you. In parentheses, I always list the code that relates to the standard.
 - c. Please list your standards per the example below:
 - i. **Student will gather evidence for their artwork based on their family. (VA:Cr2.3.5a – Identify, describe, and visually document places and/or objects of personal significance.)**
 - ii. As you can see above, the complete standard is listed in relation to the learning objective.
 - iii. Use "Bloom's Taxonomy" within your learning objectives. "Gather" is underlined above in the example as the "Bloom's Taxonomy" verb.
4. Please create a handout that you would give to students for this lesson.
 - a. Make 17 copies of your handout to distribute while presenting your lesson.
 - b. You must include a rubric that adheres to the age group you plan to present the project to. You can construct the rubric however you'd like.
 - c. Include your learning objectives within your handout (mentioned above).
 - d. Include at least three artist statement prompts for your students to fill out at the completion of the project. These do not have to be limited to the art component only.
 - e. Make sure that your handout works for your lesson and adheres to the age group being instructed.

5. You will have around 10 minutes to teach your lesson to our Art Methods class.
 - a. You can present the lesson however you'd like. (PowerPoint, Poster Board, etc.)
 - b. Please include visual aides to assist you in teaching your lesson.
 - i. **Complete the art component yourself and photograph the process for your presentation. You must bring your finished project to show us while teaching.**
 1. You will use class time on 5/4 to complete your project using materials in Room 12.
 - c. In your presentation, include any materials you will need and resources you will use.
 - d. You will not teach us the actual project, as time will not allow.
 - e. Please cite all sources at the end of your presentation.
 - f. Please share or email any digital presentations with your instructor before class on 5/4.

How You Will Be Graded:

<u>Score</u>	<u>Lesson Creation</u>	<u>Learning Objectives</u>	<u>Handout</u>	<u>Presentation</u>
A (22.5-25 Points)	The lesson was the student's own original idea. The lesson was successfully targeted toward a certain age group. The work was practiced and is practical. An artist/artwork was well displayed.	Student used four or more learning objectives with Bloom's Taxonomy in their lesson. The standards are listed and connect fully to the objectives.	A handout was provided to everyone in the class. It substantially contained learning objectives, a rubric, and several artist statement prompts.	Student completed the project on their own and presented it with photos from their "demo." The lesson was thoroughly put together and easy to understand. Sources were well cited.
B (20-22.5 Points)	The lesson was amended from a lesson already designed. The lesson was targeted toward a certain age group. The work is practical. An artist/artwork was displayed	Student used four learning objectives with Bloom's Taxonomy in their lesson. The standards are listed and connect to the objectives.	A handout was provided to everyone in the class. It contained learning objectives, a rubric, and artist statement prompts.	Student completed the project and presented it well. The lesson was put together successfully and understandable. Sources were cited clearly.
C (17.5-20 Points)	The lesson was based on a lesson already designed. The lesson is targeted to a large range of ages. An artist/artwork was mentioned.	Student used less than four learning objectives with Bloom's Taxonomy in their lesson. The standards are listed and connect to the objectives.	A handout was provided to almost everyone in the class. It contained information about the project and was understandable.	Student could have completed the project more thoroughly before presenting. The lesson was put together well. Sources were cited.
D (15-17.5 Points)	The lesson could be more original. The target age group is not very specific. An artist/artwork was briefly mentioned.	Student could have used more learning objectives in their lesson. The standards listed could adhere better to the objectives.	A handout was provided. It could have contained more information about the project and a better assembled rubric. Some artist statement guidelines were given.	Student could have done more project research before presenting. The lesson is a bit unorganized. Source citations were mentioned.
F (0-15 Points)	The lesson is not an original idea. There is no target age group for this project. An artist/artwork was not mentioned.	Student could have used more learning objectives. The standards listed do not adhere to the objectives.	A handout was not provided. No information was given about learning objectives, grading, or reflection.	Student did not complete the project before presenting. The lesson is unorganized and could be better put together. Sources were not cited.
	_____ /25	_____ /25	_____ /25	_____ /25

<input type="checkbox"/> Artist/Artwork Example <input type="checkbox"/> Finished Art Project <input type="checkbox"/> Cited Sources <input type="checkbox"/> Handout <input type="checkbox"/> 17 Copies <input type="checkbox"/> Rubric <input type="checkbox"/> Learning Objectives <input type="checkbox"/> Artist Statement Prompts

Final Score _____ /100

Teacher's Comments
