

LESSON *plan*

grade: 7/8

date: Sept 19-October 24

subject:

ART

lesson topic:

Change the Channel

learning objectives:

- document their ideas and planning through research notes and sketches before starting their final artwork.
- practice and improve skills by experimenting with materials and techniques while building their TV sculpture.
- show how their chosen civilization or time period is reflected in their artwork through symbols, details, and design.
- present their finished TV in both a classroom gallery walk and a public display, and explain how showing their work adds meaning

materials needed:

- Cardboard (TV structure)
- Paper, wire (antennae, small builds)
- Paint, colored pencils, markers
- Glue, tape, scissors, craft knives (teacher monitored)
- Mixed Media

Open Art Classroom Set-up

az standards:

- VA.CR.1.8 - Document and use a variety of sources for ideas to create works of art.
- VA.CR.2.8 - Demonstrate persistence in developing skills with various tools, materials, and techniques.
- VA.CR.3.8 - Apply organizational strategies (such as foreground, middleground, background) to solve visual design problems.
- VA.RE.7.8 - Interpret an artwork using historical and cultural context.
- VA.CN.10.8 - Create artwork inspired by societal, cultural, or historical themes.
- VA.P.11.8 - Prepare and present artworks with consideration of audience and setting

key vocab:

- Foreground, Middleground, Background, Depth, Perspective, Composition, Proportion, Contrast
- Value, Texture, Collage, Assemblage, Installation
- Symbolism, Theme, Narrative, Curate / Curation
- Exhibit / Exhibition,

lesson intro:

- Artists that use TVs in Sculptural/Installation works → Artists that create miniatures/dioramas
 - Wolf Vostell, Name June Paik, Zhang XiangXi, Lori Nix, Kathleen Gerber, Caroline Dewison, Hank Cheng
- Share what you notice – what details stand out to you?
- Use our artist vocabulary: installation, sculpture, miniature, details, value, texture.
- In small groups, discuss: What is your opinion of this piece? What do you think the artist is showing or saying through their work?

big questions:

- How can art be used to tell the story of a historical period or civilization?
- What visual choices (symbols, colors, structures) best represent a culture's identity?
- How does using foreground, middleground, and background help us communicate ideas in art?
- In what ways do artists connect past civilizations to the present through creative expression?

day-by-day breakdown:

9/19 (Fri - Intro Day, 50 min)

- Explain project & expectations.
- Students list 2 preferred partners (and 1 they don't want to work with).
- Teacher uses this input to finalize groups.

9/22 (Mon) - 9/23 (Tue)

- Groups announced, civilizations chosen (first come, first served).
- Begin Cornell Notes research with guiding questions.

9/24 (Wed - 30 min)

- Library research & source-gathering.

9/25 (Thu) - 9/26 (Fri)

- Group/individual sketching.
- Must include at least 5 research-inspired details that can be shown in the TV scene.

9/29 (Mon) - 9/30 (Tue)

- Build TV frame (outer box structure).

10/1-10/3 (Wed-Fri, 30 min days)

- Mini-Project: Layers of Space

Fall Break: 10/6 - 10/11

10/13 (Mon) - 10/14 (Tue)

- Begin building the interior scenery based on sketches.

10/15 (Wed - 30 min)

- Mini-Lesson: Layers of Space wrap-up

10/16 (Thu) - 10/17 (Fri)

- Continue interior scenery.

10/20 (Mon) - 10/21 (Tue)

- Finish scenery layers (must integrate 5+ details from research notes).

10/22 (Wed - 30 min)

- Mini-Lesson: Intro to Collab with the Spanish class
- Sugar-Skulls 2D design

10/23 (Thu)

- Reflection Worksheets & Prep for Presentations
- Labels for TVs

10/24 (Fri)

- Library Presentations
- Intro, Materials, 5 Facts, one challenge/success
- Gallery Walk, check-out other students in their class & the TVs on display from other classes.
- Extra Time: Finish Reflection Sheets

Rubric: (Summative Assessment)

Category	4 – Exceeds	3 – Meets	2 – Approaching	1 – Beginning
Research & Content	Research is thorough and highly accurate. Includes multiple facts and details about the civilization's culture, history, and achievements. All facts are clearly reflected in the artwork.	Research is accurate and includes the required number of facts about the civilization. Most details are connected to the artwork.	Research is partially accurate or incomplete. Some facts are included, but connections to the artwork are limited or unclear.	Research is minimal, inaccurate, or missing. Few or no facts are included, and little to no connection is made to the artwork.
Creativity & Design	Design is highly original and imaginative. The artwork clearly communicates the civilization with exceptional use of foreground, middleground, and background. Creative choices enhance understanding of the civilization.	Design shows creativity and communicates the civilization. Foreground, middleground, and background are used effectively, though some areas could be improved.	Design shows some creativity but may be unclear or inconsistent in representing the civilization. Depth (foreground/middleground/background) is limited or uneven.	Design shows little creativity. Civilization is unclear or missing. No clear use of depth. Artwork may appear rushed or incomplete.
Craftsmanship & Effort	Work is carefully constructed, clean, and durable. Materials are used effectively and safely. Shows consistent effort and attention to detail.	Work is mostly clean and complete. Materials are used appropriately. Shows steady effort with minor mistakes or areas needing improvement.	Work is somewhat messy or fragile. Materials are used inconsistently. Shows uneven effort, with some parts rushed or incomplete.	Work is incomplete, messy, or poorly constructed. Materials are misused. Shows minimal effort or attention to detail.
Collaboration / Individual Work	(Pairs) Both partners work together consistently and contribute equally. (Individual) Demonstrates strong independence and persistence in completing the project.	(Pairs) Partners contribute fairly, though one may have slightly more input. (Individual) Demonstrates steady independent work and persistence.	(Pairs) Contributions are uneven; one partner does most of the work. (Individual) Work is inconsistent or requires frequent prompting.	(Pairs) One partner does almost all work; minimal participation from the other. (Individual) Very little effort or engagement.
Presentation & Reflection	Reflection is thorough, thoughtful, and clearly explains how the artwork represents the civilization. Shows deep understanding of historical context, cultural details, and artistic decisions.	Reflection is complete and explains how the artwork represents the civilization. Shows understanding of most historical and cultural details.	Reflection is incomplete or superficial. Explains only some aspects of the civilization or artwork. Connections between research and artwork are unclear.	Reflection is minimal or missing. Little to no explanation of civilization or artwork.

Strategies & Assessment:

Active Participation Strategies:

- Think-Pair-Share during research: students answer guiding questions, discuss with partner, then share with class.
- Hands-on building: all students cut, fold, glue, or paint – everyone has a physical role during construction.
- Gallery Walk: students actively present and engage by asking peers at least one question about their project.
- Mini-lessons with application: after Wednesday demos (foreground/middleground/background, paper building, symbolism), students immediately apply the skill in their own work.

Differentiation Strategies:

- Choice in grouping: students may work alone or with one partner (teacher uses student preferences to balance groups).
- Scaffolded research: sentence stems or research graphic organizers for students who need more structure.

Formative Assessment:

- Research Check: Cornell notes completed with responses to guiding questions.
- Process Monitoring: teacher circulates during build days, checking for safe tool use, craftsmanship, and progress.
- Exit Tickets/Reflections: short written responses – e.g., “One historical fact I showed in my TV today is ____.”
- Peer Feedback: mid-project gallery walk in-progress (students give one compliment + one suggestion).

Reflection/Notes

To create the best group partnerships, students' thoughts are taken into consideration; 2 classmates they would like to work with, 1 student they do not want to work with, or the option of working alone.

After Fall Break, when students are creating their scenery, I set-up stations that they work at based on the material they would like to use. Painting Station, Clay/Newspaper Station, Cardboard Station, Mixed Media Station

Mini-Lessons:

- Layers of Space: 2D Paper collage of landscapes. Exercise in foreground, middle ground, background before students build their 3D scenes.
- Sugar Skulls/Las Calaveras Intro in preparation to next week.

Student Samples

Work-In-Progress



Examples

