

Class/ Grades/ # of Lessons	Art 1/Foundations      Grades 9-12      3 Lessons
<p>Massachusetts Curriculum Frameworks</p>	<p style="text-align: center;"><b>Foundations Course Media Arts Standards</b></p> <p style="text-align: center;"><b>Creating</b></p> <ol style="list-style-type: none"> <li>1. <b>Generate and conceptualize artistic ideas and work.</b> Create media arts ideas that are characteristic of different media genres. (F.MA.Cr.01)</li> <li>2. <b>Refine and complete artistic work.</b> Refine concepts and content by focusing on a specific element such as interactivity, temporality, or heterogeneity. (F.MA.Cr.03)</li> </ol> <p style="text-align: center;"><b>Connecting</b></p> <ol style="list-style-type: none"> <li>3. <b>Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding.</b> Identify the connections between historical and cultural context and defining stylistic elements of multiple media artworks (e.g., shifting styles due to the birth of computer animation). (F.MA.Co.11)</li> </ol>
<p>Learning Objectives:</p>	<p style="text-align: center;"><u><b>Lesson 1</b></u></p> <ul style="list-style-type: none"> <li>-I can <b>DEFINE</b> what <b>ABSTRACTION</b> is and <b>DESCRIBE</b> how this visual language works.</li> <li>-I can <b>IDENTIFY</b> why abstraction was chosen as a form of camouflage.</li> <li>-I can <b>DEMONSTRATE</b> abstracting from nature to create my own camouflage.</li> <li>-I can <b>DEMONSTRATE</b> drafting out my final ship silhouette with crisp clean lines.</li> </ul> <p style="text-align: center;"><u><b>Lesson 2</b></u></p> <ul style="list-style-type: none"> <li>- I can <b>IDENTIFY</b> a Tetradic color scheme for my camouflage.</li> <li>-I can <b>DEMONSTRATE</b> mixing my gouache to create my tetradic palette.</li> <li>-I can <b>DEMONSTRATE</b> painting my final ship silhouette with crisp clean lines.</li> </ul> <p style="text-align: center;"><u><b>Lesson 3</b></u></p> <ul style="list-style-type: none"> <li>- I can <b>REFLECT</b> and <b>DESCRIBE</b> why I chose the natural object I chose for my camouflage.</li> </ul>

<b>Equipment/ Materials</b>	WW2 Ship Camo Powerpoint, ship template, natural objects like leaves, flowers, sticks, shells, rocks etc.), pencils, erasers, gouache paints, color wheel, tracing paper (optional), paintbrushes, palettes, Practice Worksheet
<b>Activity- Lesson</b>	<p style="text-align: center;"><b>Lesson 1</b></p> <p><b>I Do:</b>  <b>INTRO</b> WW 2 Warship Camouflage PowerPoint and Abstraction as a VISUAL LANGUAGE.  <b>REVIEW ABSTRACTION</b> definition and concept. SHARE exemplar.  <b>We Do:</b>  BREAK DOWN ( in a group discussion or Turn and Talk) an abstracted image and compare it to its source via the PP examples.  <b>REVIEW</b> natural material choices, <b>REVIEW</b> expectations around choice, appropriate use, and consequences for choices outside of your defined expectations.  <b>MODEL</b> choosing one item and popcorn out possible ideas for abstracting it. <b>(Draw these out on the board)</b>  <b>Students choose natural objects.</b>  <b>You Do:</b>  Students take natural items and in their sketchbook <b>OR</b> on scratch paper have them draft out one <b>OR</b> two possible abstract camouflage shapes.  Students can move on to their <b>CAN DO</b> once they check in and share their <b>FIRST</b> quick sketches with the teacher.  <b>ONCE</b> Can Do is <b>COMPLETE</b>, Students will trace their Can Do with tracing paper and <b>TRANSFER</b> their image onto a 9 X12 piece of watercolor paper.</p> <p style="text-align: center;"><b>Lesson 2:</b></p> <p><b>I Do:</b>  <b>INTRO</b> Tetradic color theory. Use Color Wheel via the PP.  <b>REVIEW</b> project Expectations and the Objectives.</p> <p><b>We Do:</b>  <b>REVIEW</b> Tetradic color schemes via the PP examples, <b>MODEL</b> mixing any specific colors the students inquire about.</p> <p><b>You Do:</b>  Students will now work to identify their tetradic color scheme, mix their paint and begin painting their camouflage design.</p> <p style="text-align: center;"><b>Lesson 3:</b></p> <p><b>I Do:</b></p>

	<p><b>REVIEW</b> project Expectations and the Objectives. Share rubric and <b>REVIEW</b>, answer any questions/concerns offline. <b>REVIEW</b> Dazzle Camouflage Reflection and <b>WHAT EXACTLY</b> needs to be <b>turned in by the end of class</b>.</p> <p><b>We Do:</b> <b>REVIEW</b> project Expectations and the Objectives. Share rubric and <b>REVIEW</b>, answer any questions/concerns offline. <b>REVIEW</b> Dazzle Camouflage Reflection and <b>WHAT EXACTLY</b> needs to be <b>turned in by the end of class</b>.</p> <p><b>You Do:</b> Students will now work to <b>COMPLETE</b> their project, <b>COMPLETE</b> their reflection once they are <b>DONE</b> and <b>PASS IN</b> all their work.</p>
<b>Vocabulary</b>	<p>World War I Abstraction Visual language Pablo Picasso Camouflage Gouache</p>
<b>Assessments</b>	<p>Visual Assessment &amp; Rubric</p>
<b>Accomodations/ Levels of Differentiation</b>	<p>Visual aids ( PP, templates, printed exemplars) Direction chunking Direction Review One to One conferencing/feedback</p>