

Teacher: Crystal Hinds

Date: April 11, 2017

School: Fort Collins High School

Grade Level: 9-11

Content Area: Photo 1

Title: Set the Mood

Lesson #: 1

Content Standard(s) addressed by this lesson: *(Write Content Standards directly from the standard)*

Envision and Critique to Reflect: Interpretation is a means for understanding and evaluating works of art

Invent and Discover to Create: Make judgments from visual messages

Understandings: *(Big Ideas)*

Artists can use art to communicate from different perspectives.

Inquiry Questions: *(Essential questions relating knowledge at end of the unit of instruction, select applicable questions from standard)*

In what ways can you communicate without words?

Are there different forms of "language" that we use to communicate?

Evidence Outcomes: *(Learning Targets) AND (Success Criteria)*

LT1: I can: make photographic images that convey emotion, using elements and principles of design.

This means: I will selectively create photos following the parameters of the assignment while using the knowledge and experience I have gained.

LT2: I can: Utilize Photoshop as a photo editing tool to enhance my photos.

This means: I will manipulate my photos with filters, crop and correct as necessary.

List of Assessments: *(Write the number of the learning target associated with each assessment)*

LT1: Group Critique, Peer review, self-assessment, rubric, Bulb

LT2: Group Critique, Peer review, self-assessment, rubric, Bulb

Planned Lesson Activities

<p>Name and Purpose of Lesson</p> <p>Set the Mood: The purpose of this lesson is for students to assess day to day situations and interactions with people, objects or actions that depict mood or emotion and capture it with digital photography. Students will utilize transferable skills of compare and contrast, analyze and creative problem solving. Students will utilize technical skills and prior knowledge from previous lessons and experience.</p>	<p>Lesson 3: Intro with visual examples, and success criteria for completing assignment. Block day schedule: presentation 10-15 minutes</p>
<p>Approx. Time and Materials</p> <p>Length of lesson will be one week from start to finish, students will attend a presentation that includes past work samples, project guidelines and success criteria. Students will then have one week to make photos, edit in Photoshop, print and mount their work.</p>	<p>April 20, Thursday: Intro lesson April 21, Friday and over weekend: Shoot April 24, Monday: edit and mount, Bulb April 25, Tuesday: Critique</p>
<p>Anticipatory Set</p>	<p>Initial Hook will be a dramatic photo on the board when they enter the classroom, question will ensue as soon as they are all present. Question/Answer session will lead into presentation.</p>
<p>How do you intend to engage your students in thinking during the Anticipatory Set?</p> <p>Why are you using it at this point in your lesson?</p>	<p>The inquiry questions are designed to engage their analytical thinking and art vocabulary they have been working on all semester.</p> <p>It is important for the students to be engaged in the lesson from start to finish, Inquiry questions piques curiosity and implores further discovery.</p>

<p style="text-align: center;">Procedures</p> <p><i>(Include a play-by-play account of what students and teacher will do from the minute they arrive to the minute they leave your classroom. Indicate the length of each segment of the lesson. List actual minutes.)</i></p> <p><i>Indicate whether each is:</i></p> <ul style="list-style-type: none"> <i>-teacher input</i> <i>-modeling</i> <i>-questioning strategies</i> <i>-guided/unguided:</i> <ul style="list-style-type: none"> <i>-whole-class practice</i> <i>-group practice</i> <i>-individual practice</i> <i>-check for understanding</i> <i>-other</i> 	<ul style="list-style-type: none"> • Prior to beginning of class, load up presentation, Inspiring photo and Insta-lamb (teacher prep)(15min) • Greet students as they arrive. (5-10 min) • Go over Insta-lamb and awards (teacher input) (10 min) Students will view insta-lamb from all photo classes. • Pull up inspiring photo, begin inquiry. (questioning strategies) (3-5 min) Students will view photo and engage photo through inquiry. • Inquiry will lead into presentation of next project. (teacher input, modeling, questioning strategies) (10-15 min) Students will view and consider the images of the presentation, using the examples as inspiration in creating a solution to the assignment. • Short inquiry/discussion to follow the presentation. Brainstorm ideas on how to photograph emotion. Where could we find emotive qualities in non-human subjects? How would filters affect the mood being depicted in the photo? In what ways could you show emotion with color or movement? (Questioning strategies, whole class practice, check for understanding) (10-15 minutes) <p style="text-align: center;">_____55minute_____</p> <ul style="list-style-type: none"> • Activity? (Group and individual practice) (10-20 minutes) • Students may have some time to complete any catch-up work, update bulb, etc. (individual practice)
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	<ul style="list-style-type: none"> • Dismissal
<p>How do you intend to engage your students in thinking during the PROCEDURE?</p> <p>Why are you using it at this point in your lesson?</p>	<p>During the procedure time, I will be using inquiry and visual imagery to engage the students.</p> <p>Visual imagery is necessary to convey the success criteria for the assignment. Inquiry allows for deeper thought and clarification of expectations.</p>
<p style="text-align: center;">Closure</p> <p><i>Those actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught. "Any Questions? No. OK, let's move on" is not closure. Closure is used:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>To cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson.</i> <input type="checkbox"/> <i>To help organize student learning</i> <p><i>To help form a coherent picture and to consolidate.</i></p>	<ul style="list-style-type: none"> • <u>Closure for presentation</u> will occur after a short discussion. Students will be directed to either an activity or to complete any unfinished work from previous projects. • <u>Closure for this project</u> will occur during critique and final bulb updates. • <u>Students will have accomplished the success criteria when:</u> They have submitted one or a series of three photographs that convey some emotive quality and a full contact sheet. Photographs will be trimmed and mounted. Students will use _____, _____, or _____ Photoshop filter to enhance their photo and the emotive quality. Students will have completed the bulb questions, uploaded a copy of their photo mounted and contact sheet in the assignment folder. Students will have participated in project critique.

<p>How do you intend to engage your students in thinking during CLOSURE?</p> <p>Why are you using it at this point in your lesson?</p>	<p>Most of the closure is activity based, or a call to action. During these transitions, students will be engaged through action.</p>
<p style="text-align: center;">Differentiation:</p> <p style="text-align: center;"><i>Differentiation should be embedded throughout your whole lesson!!</i></p> <p style="text-align: center;"><i>This is to make sure you have met the needs of your students on IEPS or 504</i></p> <p><i>To modify: If the activity is too advanced for a child, how will you modify it so that they can be successful?</i></p> <p><i>To extend: If the activity is too easy for a child, how will you extend it to develop their emerging skills?</i></p>	<p>To Modify:</p> <p>To extend:</p> <p>Advance students may explore</p> <ul style="list-style-type: none"> - emotive qualities of inanimate objects in a conceptual manner. -emotive interactions between animate and inanimate objects. -advanced photoshop methods.
<p style="text-align: center;">Assessment</p> <p><i>How will you know if students met the learning targets? Write a description of what you were looking for in each assessment.</i></p>	<p>I will know if each student has successfully met the requirements if:</p> <p>I review the student file with 15 images that depict emotion or emotive quality.</p> <p>Students submit one print that depicts emotion or an emotive quality with complete edit and filter rendering through Photoshop, the print will be mounted.</p> <p>Students submit print and contact sheet to Bulb and answer the questions in the class folder.</p> <p>Students participate in a critique of works submitted with their peers.</p> <p>Rubric to follow.</p>

Post Lesson Reflection

- 1. To what extent were lesson objectives achieved?** *(Utilize assessment data to justify your level of achievement)*

- 2. What changes, omissions, or additions to the lesson would you make if you were to teach again?**

- 3. What do you envision for the next lesson?** *(Continued practice, reteach content, etc.)*