

Oil Pastel Cubism Instrument

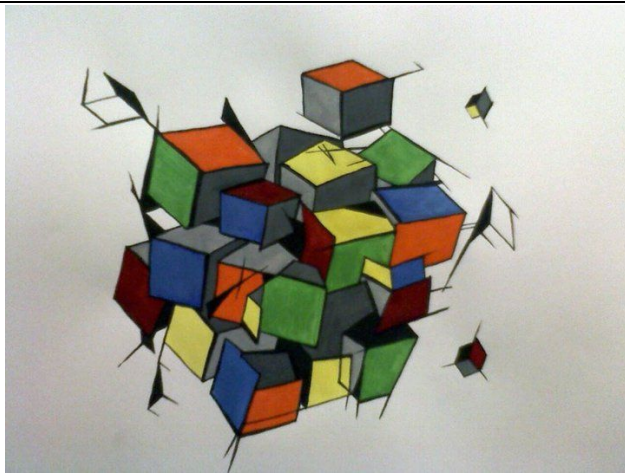
Stephen Cardoza

I teach Introduction to Fine Art, Introduction to Digital Design, and Advanced Fine Art to grades 9 through 12 at Redlands East Valley High School. The school is located in a largely Caucasian and Hispanic suburban neighborhood in the eastern part of Redlands, CA. Redlands East Valley High School holds 2,100 students. 1,100 of them are eligible for free/reduced-price meals, 90 English Learner students, and average class sizes of 30 students each.

My classes are enrolled with 20 to 28 students, typically housing approximately half males and half females. On average, each class contains an ethnic demographic of 40% Caucasian, 30% Hispanic, 10% African America, and 20% Asian/Eastern students. Each class holds approximately 0 to 2 English Learner students, and 1 to 3 Special Needs students.

GRADE	Grade 11 & 12
SUBJECT	Advanced Fine Art
LESSON SUMMARY	<p>Students will be portraying an instrument they truly admire related to a music style they love the most. They will then interpret that instrument in the style of cubist art in the medium of oil pastels. With research and analysis of the cubism movement, this project challenges the students to create a legitimate cubist art piece by studying the techniques of the cubist masters.</p> <p>At this point in the school year, the students should already be able to define and execute a specific color scheme, portray a light source, apply tints and shades in their compositions, and understand the Principles of Design and the Art Elements. They will prove their knowledge in these art elements through their completed Cubism Instrument art piece.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the key emotion you receive from this instrument's sound? Is it tranquil, somber, joyful, energized, aggressive, etc.? • How will color influence the audience's perception of your music and instrument of choice? • What do you want your audience to feel when they view your cubism art piece?
Day 1: Lesson – Introduction to Cubism	
PEDAGOGICAL METHODS	The metacognitive strategy of thinking aloud will be used in this introductory lesson. The teacher will encourage learners to think aloud in class discussions and report their thoughts. This will be done by bouncing ideas off of each other to build conclusions about the differences in various artists styles of the cubist movement.

OBJECTIVE			
Students will be able to identify specific cubist artists by recognizing their notable works and their unique style they contributed to the cubist movement.			
ASSESSMENT			
Students will compare and contrast various cubist artists in an analysis of their individual styles on a graphic organizer handout. Students will need to take notes and cite websites to reference throughout the unit for their final cubist art piece essay and in preparation for their exam on the cubist movement.			
VISUAL ART STANDARDS			
3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts <i>Diversity of the Visual Arts</i> 3.3 Investigate and discuss universal concepts expressed in works of art from diverse cultures.			
DIFFERENTIATION			
<p>This lesson will have plenty of visuals in the Google Slides presentation with modeling of various cubist artists within the movement. Students will have access to presentation via Google Classroom to reference.</p> <p>ELL – Visual Aids with plenty of repetition in art vocabulary in relation to images with the model of thinking aloud. My ELL's need plenty of visuals with repetition to help them learn new concepts.</p> <p>SN – Conversations in the form of discussions utilizing prior knowledge linking new information to previous understandings while modeling with the method of thinking aloud. My SN students need plenty of repetition along with visuals to help them tie concepts together.</p>			
OPENING (5 minutes)			MATERIALS/STRATEGIES
TIME	TEACHER	STUDENTS	
10 min.	<p>Begin by announcing to the students that they will be creating a cubist art piece of their own with the subject being a musical instrument.</p> <p>Teacher: <i>"Let's review the Principles of Design and the Art Elements. Now can anyone describe to me what they think a cubist art piece looks like, having the knowledge of the principles of design and the art elements in mind? Think of the word 'Cube' and describe what you are envisioning?"</i></p>	<p>Student participation in discussion will be through random name calling. They will also be taking notes in their creative journals.</p>	<p>Paper and pen/pencil for taking notes.</p> <p>Creative journals for notes.</p> <p>Projector and screen, computer for Google Slides presentation.</p>




This image might be a student's first thought of what cubism looks like.



Teacher will then share this art piece in the cubist style by Roger de la Fresnaye titled, "Artillery" and ask the students to describe the recognizable shapes and objects they see in the piece to make an analysis of what the composition is about.



	The next composition for a brief analysis will be this piece by Pablo Picasso titled, "Three Musicians." Students will again be asked to participate in a classroom analysis describing the images they see to determine what the composition is about. And right there, the class has already analyzed two notable works of cubist art.		
INTRODUCTION OF NEW MATERIAL			
TIME	TEACHER	STUDENTS	
15 min.	<p>Teacher: <i>"Now that you have seen a couple cubist works, why do you think Cubism was considered to be a radical form of art?"</i></p> <p>Answer: <i>It attacked every accepted convention of standard painting. These artists who had already mastered realism and other traditional styles were bored with what was popular and wanted to explore new territory of self-expression and creativity.</i></p> <p>Google Slides Presentation Introduction to the cubist art movement and the various notable artists of the era, such as Pablo Picasso, Georges Braque, Fernand Leger, Albert Gleizes, Jean Metzinger, Robert Delaunay, etc.</p> <p>Link to Google Slides Presentation https://docs.google.com/presentation/d/19TdN2ypdMSgQJ-fBSO1mgCcLCL3APdpptODDuLR6H4M/edit?usp=sharing</p> <p>Students will be given a graphic organizer fill out during presentation with various cubist artists, vocabulary terms, cubism history, and a venn diagram to complete.</p> <p>Link to Graphic Organizer https://drive.google.com/file/d/1rZnhjS2dNfw5obEOkMp2mAin3MRQ6CJm/view?usp=sharing</p>	<p>Students must take notes in their creative journals and participate in discussion to start getting ideas of how they might want to portray their chosen instrument in the cubist art style.</p>	<p>Projector and screen, computer for Google Slides presentation.</p> <p>Paper and pen/pencil for taking notes.</p> <p>Graphic organizer on various cubist artists</p>
GUIDED PRACTICE			
TIME	TEACHER	STUDENTS	
10 min.	<p>Guided instruction of drawing geometric shapes and sections with shadows and highlights.</p> <p>Teacher: <i>"Now that you have the knowledge of why cubism was created, and have a background of the movement and its artists, you are going to get into the mindset of creating a cubist piece. I want you to attack the convention of standard art compositions with some extreme</i></p>	<p>Begin the creative process with geometric shapes and shading.</p>	<p>Practice paper, graphite pencil, and white colored pencil.</p> <p>Elmo projector, screen</p>


	<p><i>shapes and creativity. Think outside the box of traditional styles and become free from any conventional boundaries of art you have seen before."</i></p> <p>While speaking to the class, I will be giving a quick guided practice under an Elmo projector that shows the live demonstration on the screen as I'm doing it. I will demonstrate highlights with a white colored pencil and shadows with a regular graphite pencil that I want to see from each student.</p>		
INDEPENDENT PRACTICE			
TIME	TEACHER	STUDENTS	
10 min.	<p>From the information they documented on their graphic organizer, students will begin taking notice of which artists and particular styles from the cubist movement they are attracted to, in order to inspire their own cubist art piece.</p> <p>Teacher will leave example of modeling demonstration on projector while students continue to create the geometric shapes on their own.</p>	<p>Continue the creative process with geometric shapes and shading on their own from modeling demonstration.</p>	<p>Practice paper, pencil, and white colored pencil.</p>
CLOSING			
TIME	TEACHER	STUDENTS	
10 min.	<p>Teacher: <i>"Now everyone, it's time for a gallery walk. Please leave their cubism practice sheets on their desk and walk around the room to view your peers' drawings to get inspired. Take notice of styles you can adopt to further execute your own drawing practices."</i></p> <p>After viewing they will go back to their desk to continue their practice until the end of the session.</p>	<p>Walk around the room to view each other's drawing practice with shading.</p>	<p>Practice paper, pencil, and white colored pencil.</p>

Day 2: Lesson – Guernica by Pablo Picasso

PEDAGOGICAL METHODS

The metacognitive strategy of self-questioning will be encouraged in this lesson. The teacher will foster independent learning by asking students to generate questions and answer them to enhance comprehension of symbolism and meaning of Guernica's composition.

OBJECTIVE			
Students will be able to explain the importance of Picasso's political piece, Guernica, the historical significance it holds to Spanish and World culture, and identify the symbolism within the composition.			
ASSESSMENT			
Students will explain the meaning and symbolism expressed in the images of Guernica. Why the piece was created, interesting facts about the art piece, and the historical value the piece holds in one or two paragraphs. This will kick-start their essay the following week. Notes will be made from the teacher to verify historical accuracy and ensure the students offered legitimate insight into their interpretation of symbolism in the art piece, Guernica.			
VISUAL ART STANDARDS			
4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts Diversity Meaning 4.1 Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer. 4.2 Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions.			
DIFFERENTIATION			
<p>This lesson will have plenty of visuals in the Google Slides presentation with exposure to another culture involving the cubist movement. Students will have access to presentation via Google Classroom to reference.</p> <p>ELL – Visual Aids with plenty of repetition in art vocabulary in relation to images and Graphic Organizers to incorporate new knowledge. My ELL's need plenty of visuals in the layouts of graphic organizers to help them keep their ideas and new concepts organized.</p> <p>SN – Prior knowledge linking new information to previous understandings to complete Graphic Organizers. My SN students also need plenty of visuals in the layouts of graphic organizers to help them keep their ideas and new concepts organized.</p>			
OPENING (5 minutes)			MATERIALS/STRATEGIES
TIME	TEACHER	STUDENTS	
10 min.	<p>Teacher: <i>"Let's review a little of what we learned yesterday about the Cubist Movement. . ."</i></p> <p>Continued: <i>"Yesterday we learned a little about Pablo Picasso and we saw some of the works he contributed to the movement. Today we are going to dive into a very important work he achieved titled, Guernica."</i></p>	Students participate in discussion with random name calling, take notes in their creative journals, and	<p>Paper and pen/pencil for taking notes.</p> <p>Creative journal for taking notes.</p> <p>Projector and screen</p>

	<p>Teacher will display Picasso's Guernica full screen on the projector for with no title or any words. Student's must get as detailed of a view as possible. Teacher will let them absorb what is being presented for approximately 30 seconds before asking questions about the piece.</p>  <p>Teacher: <i>"What are your first thoughts of this work? What do you think it's about? How big do you think it is? What colors/color scheme do you think are really used in the composition?"</i></p>	ask questions.	
INTRODUCTION OF NEW MATERIAL			
<p>TIME</p> <p>20 min.</p>	<p>TEACHER</p> <p>Google Slides Presentation: The presentation will focus on the importance of Pablo Picasso's painting of Guernica created in 1937. Why it was created and the effect it had on Spanish culture as a reflection of the bombings of Guernica, Spain during World War II.</p> <p>Link to Google Slide Presentation https://docs.google.com/presentation/d/1iRRh9igMPufqgYXk79JrizUxfvx00uth4-keuQ9b9eY/edit?usp=sharing</p> <p>YouTube Video Students will then view YouTube video of "Picasso's Guernica, Explained to Passersby in a NYC Subway" The Big Picture with Jerry Saltz – 6:07 (timeframe). https://youtu.be/v88TNB9WvJE</p>	<p>STUDENTS</p> <p>Students participate in discussion with random name calling, take notes in creative journal, and ask questions.</p>	<p>Projector and screen for Google Slides Presentation and viewing of YouTube video.</p> <p>Paper and pen/pencil for taking notes.</p> <p>Creative journal for taking notes.</p>
GUIDED PRACTICE			

TIME	TEACHER	STUDENTS	
15 min.	<p>Teacher will hand out a graphic organizer on Guernica for the students to identify meaning, symbolism, history, and interpret the passionate nature of Picasso in the support of his home country of Spain.</p> <p>Link to Graphic Organizer https://drive.google.com/file/d/1KxN1SeNlxggXhty_wDsaHkTu_rEbnbFG/view?usp=sharing</p>	Students will complete graphic organizer using notes from presentation and video.	<p>Graphic organizer and pen/pencil</p> <p>Creative journals</p>
INDEPENDENT PRACTICE			
TIME	TEACHER	STUDENTS	
5 min.	<p>Teacher will ask probing questions to students to inspire future creative ideas for their musical passions for their Cubism Instrument art piece. Reflect on the YouTube video and how a passionate work created over 80 years still has resonance in today's world. How will you create a work that will have resonance in emotion for years to come?</p>	Students will take notes and ask questions.	Paper and pen/pencil for taking notes.
CLOSING			
TIME	TEACHER	STUDENTS	
Remain der of class	<p>Ask students to refresh their knowledge on color schemes in relation to the black and white Guernica to prepare themselves for the following class.</p>	Brush up on all color schemes within the color wheel.	<p>Student color wheels completed earlier in the year</p> <p>Color theory textbook to refresh color scheme knowledge</p>

Day 3: Lesson – Guernica in a Group

PEDAGOGICAL METHODS

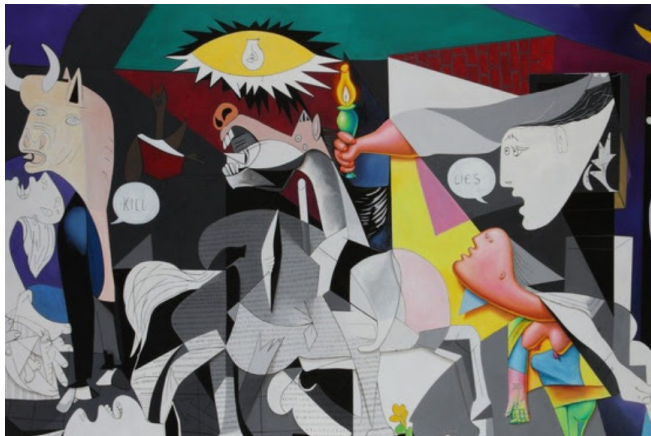
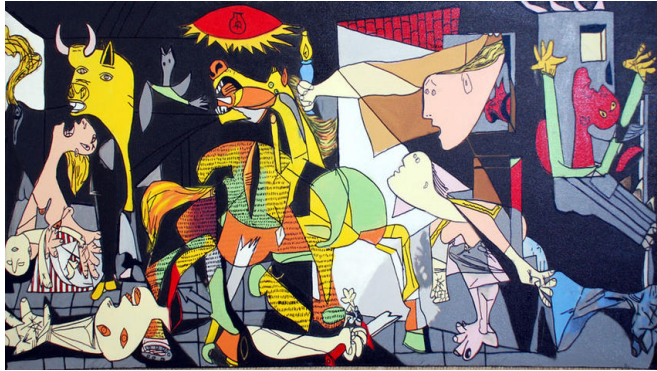
The metacognitive strategy for students to solve problems with a team will have the teacher create appropriate groups of team members who can learn from each other by successfully discussing approaches to finalize solutions to creative problems.

OBJECTIVE

Students will be able to collaborate creatively within the realm of color theory. Decisions on making the most impactful composition with color, individually and between each other.

ASSESSMENT			
<p>Was a purposeful color scheme represented in each students' section of the Guernica print outs? Was communication evident within the group to complete a cohesive final product? A quick and simple presentation to the class of the completed group composition will be conducted. A rubric will be used to grade the group project.</p> <p>Link to Rubric https://drive.google.com/file/d/1Baykcv-mVHz-pl15lv-9f7Jtf-mk4yB6/view?usp=sharing</p> <p>Class discussion after group assignment is completed: What do you think is a more effective art piece, the original large scale black and white version or a colored version with impactful color schemes? Why do you think Picasso chose to paint Guernica in black and white and why on such a large scale?</p>			
VISUAL ART STANDARDS			
<p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts Communicate and Express Through Original Works of Art</p> <p>2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.</p>			
DIFFERENTIATION			
<p>This lesson will be a hands-on color theory practice accomplished in groups of three. Color theory modeling, guided examples, and Google Slides of past student work to reference for students.</p> <p>ELL – Collaborative activities with peers guided by a more academically capable student as a contributing group member. Each student is delegated a role before lesson begins to ensure a contribution from each group member. Teacher will place ELL students with more advanced students in skill and vocabulary to help guide the ELL student in the group for a successful group Guernica project. My ELL students tend to feel more comfortable with their peers in group projects to help them focus.</p> <p>SN – Collaborative activities with peers guided by a more academically capable student as a contributing group member. Each student is delegated a role before lesson begins to ensure a contribution from each group member. Teacher will place SN students with more advanced students in skill and vocabulary to help guide the SN student in the group for a successful group Guernica project. My SN students tend to respond better to their peers in group projects rather than the teacher hovering over them with guidance in this case.</p>			
OPENING (5 minutes)			MATERIALS/STRATEGIES
TIME	TEACHER	STUDENTS	
5 min.	Quick refresh on Guernica from the previous lesson. Teacher will use random name calling for refresh with questions like: Who painted Guernica? What year was Guernica painted? Why was the painting created and what was it in response to? How large is the Guernica piece and where does it reside today? How does the bold political statement of Guernica relate to the statement of the cubist style? Is the cubist style appropriate for what the Guernica painting is about?	Students will use their notes and graphic organizers from the previous lesson to participate in refresh discussion and	Notes in creative journals and completed graphic organizers from the previous lesson to reference.

		answer questions	
INTRODUCTION OF NEW MATERIAL			
TIME 5 min.	<p>TEACHER</p> <p>Guernica by Picasso is originally a 12x26 foot black and white masterpiece. Teacher will print out 11x17 inch sheets of Guernica in black and white for the students to take their knowledge about the original piece and apply a purposeful color scheme to it.</p> <p>Teacher: <i>“With this single printout of Guernica, you will be working together to create a colored in version of the masterpiece. You will need to take your knowledge of color schemes and the history of Guernica and apply them to the Guernica print out for a new impactful version in color. In your groups of three, you will each choose a different color scheme to represent.”</i></p> <p>Continued: <i>“Before I divide you into your groups, let’s review all the different color schemes so you can start thinking about which one you will choose to use for an effective interpretation. I will need examples of each color scheme in the color wheel.”</i></p>	<p>STUDENTS</p> <p>Students will begin gathering their thoughts and ideas of how they want to execute their chosen color scheme.</p>	<p>11”x 17” black and white print out of Guernica</p>
GUIDED PRACTICE			
TIME 5 min.	<p>TEACHER</p> <p>Teacher will divide students into groups of three, partnering ELL and SN students with higher performing students for guidance in their collaborative effort.</p> <p>Teacher: <i>“Now that you are divided into your groups, you must know the only way your completed colored version of Guernica will be possible, is if there is communication going on before you begin and during the execution of your section. Communicate what color scheme you will each be using, where the sections should be separated for the most effective composition, how you will seamlessly transition from one section to the next using color for a cohesive composition? Communication is key!”</i></p> <p>Teacher will show completed group projects on Guernica in color from past students.</p>	<p>STUDENTS</p> <p>Students will locate their groups and begin communicating how they want to execute their composition.</p>	<p>Past student work to show the different color scheme sections and to show how they divided and then reassembled those sections.</p>



Past student work will be shown only once during a Google Slides presentation as to not have any plagiarism and force original creative choices between the group members.

INDEPENDENT PRACTICE

TIME

40 min.

TEACHER

Teacher will ensure each group has the appropriate materials to complete the project.

STUDENTS

Students will use colored

Colored pencils and markers.

	<p>The teacher will walk around the room to monitor through proximity as the groups work.</p> <p>Teacher: <i>“Remember, I am here if you have any questions on the clarification of directions or need some guidance with the materials, but most importantly you need to communicate with the members of your group on how to go about completing the composition. You all need to be on the same page so your group members will be the ones most useful in the creative direction and creative choices.”</i></p>	pencils and markers to color in their black and white print outs.	Scissors for cutting the print out into three sections.
CLOSING – After the second session			
<p>TIME</p> <p>5 min.</p>	<p>TEACHER</p> <p>After they complete their sections, they will be guided on how to reassemble the composition onto a black matte board to reveal a cohesive interpretation of Guernica in color.</p> <p>Teacher will have a group that has completed all their sections come up to the front of the class to be a part of the reassembling demonstration of the colored Guernica. Teacher will guide group step by step while the rest of the group follow along. After this simple demonstration is completed, all students will have knowledge how to mount works onto black matte board for future projects, especially the completed Cubism Instrument piece.</p>	<p>STUDENTS</p> <p>Students will work together as they follow along with the demo group on how to reassemble the colored Guernica.</p>	<p>Spray mount adhesive and black matte board to reassemble composition.</p>

Day 4: Lesson – Introduction to Oil Pastels

PEDAGOGICAL METHODS

The metacognitive strategy of explicit teacher modeling will be used in this lesson. The teacher will help students understand how to achieve expected techniques with oil pastels through live examples to provide memorable strategies when executing the final assignment on their own.

OBJECTIVE

Students will be able to demonstrate techniques in blending and texture with the oil pastel medium in preparation for their final product in this unit.

ASSESSMENT

Was the student's execution of their eye anatomically accurate in line with the demonstration? Were there successful blending techniques achieved in color transitions and highlights transitioning into shadows? Were the practices on their own with the worksheets completed representing each color scheme? A simple rubric will assess the execution of their first attempts with oil pastels.

Link to Rubric

<https://drive.google.com/file/d/1xlnZ8w7Y2B8R4fJTPfvgU9efeBy3DQ66/view?usp=sharing>

VISUAL ART STANDARDS

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Communicate and Express Through Original Works of Art

2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.

DIFFERENTIATION

This lesson will be hands-on guided learning with the introduction to new materials. Students may utilize YouTube, art websites, and art books to further their knowledge in methods and techniques used with oil pastels.

ELL – Modified directions with consistent feedback and explicit modeling. Teacher will constantly be walking around the room to check in with ELL students and guide them in the appropriate direction with new techniques and materials.


SN – Monitoring each student for on the spot assistance and feedback with explicit modeling. Teacher will constantly be walking around the room to check in with SN students and guide them in the appropriate direction with new techniques and materials.


OPENING (5 minutes)

MATERIALS/STRATEGIES

TIME	TEACHER	STUDENTS	
10 min.	<p>Students will present their group project of the colored in Guernica from the day before as a review of what was learned.</p> <p>Entire group will come up to the front of the class to present their work. They will each take turns offering 3 topics to briefly speak to.</p> <ol style="list-style-type: none"> 1. The color scheme they chose to execute in their section and why. 2. A challenge from the experience working in a group on a single composition. 3. Do they feel the composition as a whole was successful when seeing it all put together? Does it flow from one section to the next? Is there a definite mood when the different color schemes are seen side by side? 	<p>Students will present work and ask questions to the other groups who present.</p>	<p>Completed group project of the colored in Guernica mounted on black matte board.</p>

INTRODUCTION OF NEW MATERIAL

TIME	TEACHER	STUDENTS	
5 min.	<p>Teacher will show a brief slide presentation of various works accomplished in oil pastels. Students</p> <p>Link to Google Slide Presentation https://docs.google.com/presentation/d/1R6vjX195R6QsoYuhVGPN2dMK34FcJRGmNe-RJfmrm8g/edit?usp=sharing</p>	Students will take note of what can be achieved in the medium of oil pastels.	Projector and screen for Google Slides Presentation.
GUIDED PRACTICE			
TIME	TEACHER	STUDENTS	
15 min.	<p>Guided live demonstrations will be conducted in the medium of oil pastels by the teacher. First demonstration will be on how to create an anatomically accurate human eye utilizing blending and texture techniques with oil pastels.</p> 	Students will follow the step by step modeling to draw a human eye with oil pastels.	<p>Elmo projector for live demonstration with oil pastels.</p> <p>Oil pastels and multiple sheets of practice paper for each student.</p>
INDEPENDENT PRACTICE			
TIME	TEACHER	STUDENTS	
25 min.	<p>Teacher will walk around the room to monitor through proximity as the students work on their additional eye created on their own.</p> <p>Teacher will instruct the students that they must use unnatural colors to get them to start thinking outside the box for their upcoming Cubism Instrument piece.</p> <p>Teacher: “At any point that you feel stuck with a creative block or you just want to see how your peers are getting along with their ideas of unique color use, please get up and walk around to see what they are working on to spark some inspiration.”</p>	Students will continue their oil pastel practice on their own from the modeling already demonstrated.	<p>Elmo projector for students to reference as they create their second eye on their own</p> <p>Oil pastels and multiple sheets of practice paper for each student</p>

			
CLOSING – After the second session			
TIME	TEACHER	STUDENTS	
5 min.	<p>Practice worksheets will be sent home in preparation for the final Cubism Instrument art piece. These worksheets must demonstrate color transitions and highlights transitioning into shadows. Worksheets will also include sections for each color scheme to be represented.</p> <p><i>Link to Oil Pastel Practice Worksheet</i> https://drive.google.com/file/d/1tLqlu_drmVGhNN1XO68O-SOeXpBc5ncO/view?usp=sharing</p> <p>Oil pastels and practice worksheets will be sent home to be worked on outside the classroom. This is essential for students to be prepared before the next class when blending techniques should be very familiar to each student for their mastery of oil pastels.</p>	Students will continue to practice blending techniques with oil pastels on their own.	Oil pastels and practice worksheets.

Day 5: Lesson – Mastery of Oil Pastels

PEDAGOGICAL METHODS

The metacognitive strategy of fostering self-reflection will be used in this lesson. The teacher will emphasize the importance of personal reflection during and after learning experiences to have the learners create their own original art piece.

OBJECTIVE

Students will be able to identify various artists works and styles by replicating them with oil pastels to enhance and influence their own style of the movement for their Cubism Instrument piece.

ASSESSMENT

Was the student's execution of each artist style distinct from one to the next? In partner critique, can the students successfully identify each artist being portrayed? A simple rubric will assess their execution of the showcased artists and their distinct styles within the cubist movement.

Link to Rubric

<https://drive.google.com/file/d/1KyXE2tkei3mdRjSvWp5f5ejDHfaYdQoJ/view?usp=sharing>

VISUAL ART STANDARDS

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Visual Literacy

5.2 Compare and contrast works of art, probing beyond the obvious and identifying psycho-logical content found in the symbols and images.

DIFFERENTIATION

This lesson will be hands-on guided learning and modeling with oil pastels. Google Slides presentation of Picasso, Lhote, and Gleizes works will be available to all students in Google Classroom to reference.

ELL – Modified directions with consistent feedback and explicit modeling. Teacher will constantly be walking around the room to check in with ELL students and guide them in the appropriate direction for the mastery of oil pastel techniques to be used for their final Cubism Instrument.

SN – Monitoring each student for on the spot assistance and feedback with explicit modeling. Teacher will constantly be walking around the room to check in with SN students and guide them in the appropriate direction for the mastery of oil pastel techniques to be used for their final Cubism Instrument.

OPENING (5 minutes)

MATERIALS/STRATEGIES

TIME	TEACHER	STUDENTS	
5 min.	Teacher will have students place their oil pastel practice of human eye on their desk and conduct a gallery walk around the room for observing their peer's completed work.	Students will conduct a gallery walk and gather inspiration from peer's work.	Oil pastel practice of human eye worksheet

INTRODUCTION OF NEW MATERIAL

TIME	TEACHER	STUDENTS	
5 min.	Teacher will show a brief slide presentation of three cubism artists that the students will be portraying in style, technique, and content.	Students will take note of the differences in each	Projector and screen for Google Slides Presentation.

	Link to Google Slide Presentation Not yet completed	artists' style and how they can be interpreted in oil pastels	
GUIDED PRACTICE			
TIME	TEACHER	STUDENTS	
25 min.	<p>Guided live demonstrations will be conducted in the medium of oil pastels by the teacher. This demonstration will teach three different styles unique to three notable artists of the cubist movement.</p> <p>The three artists include Pablo Picasso, Andre Lhote, and Albert Gleizes to give a distinct variety to composition layout and textures to practice.</p> <div data-bbox="235 753 529 1163" data-label="Image"> </div> <div data-bbox="548 753 870 1163" data-label="Image"> </div> <div data-bbox="220 1163 550 1591" data-label="Image"> </div>	<p>Students will follow the step by step modeling of each artist in oil pastels.</p>	<p>Elmo projector for live demonstration with oil pastels</p> <p>Oil pastels and three practice sheets for each student</p>
INDEPENDENT PRACTICE			
TIME	TEACHER	STUDENTS	
15 min.	<p>Teacher will pass out three separate practice worksheets to the students to continue their practice of the different styles of the artists. The three artists represented must be in the likes of Pablo Picasso, Andre Lhote, and Albert Gleizes in style, texture, and content.</p> <p>Teacher will instruct students partner up for a brief peer review</p>	<p>Students will continue their oil pastel practice on their own from the</p>	<p>Elmo projector for students to reference as they continue their practice</p> <p>Oil pastels and three additional practice sheets for each student</p>

	<p>of their completed replication of each artists' style to offer any suggestions. What is working and what is not working in each style replication?</p> <p>Link to Cubist Artist Style Worksheet https://drive.google.com/file/d/1x6PWfrG7Wj8fVApuT7PxfyZAPEvqvKH-/view?usp=sharing</p>	modeling already demonstrated.	
CLOSING – After the second session			
TIME	TEACHER	STUDENTS	
5 min.	<p>Students will be asked to continue on their practice worksheets in preparation for the final Cubism Instrument art piece. Worksheets will help hone the students own style using oil pastels from the practices done today in class.</p> <p>This continued practice is to inspire future creative ideas on how they might want to execute their Cubism Instrument piece and get a feel of how shapes, line, and depth work in the cubism realm.</p> <p>Link to Oil Pastel Practice Worksheet https://drive.google.com/file/d/1tLqlu_drmVGhNN1XO68O-SOeXpBc5ncO/view?usp=sharing</p>	Students will continue to practice blending techniques with oil pastels on their own	Oil pastels and practice worksheets

Day 6: Lesson – Thumbnail Sketches for Cubism Instrument

PEDAGOGICAL METHODS

The metacognitive strategy of fostering self-reflection will be used in this lesson. The teacher will emphasize the importance of personal reflection during and after learning experiences by analyzing past student works of the project to inspire their own original Cubism Instrument beginning with thumbnail sketches.

OBJECTIVE

Students will understand the process of creating complex compositions by utilizing the method of multiple thumbnail sketch ideas. Full understanding of the Principles of Design and the Art Elements appear evident in their compositions.

ASSESSMENT

Was each thumbnail box in the template filled in with a complete composition idea? Was each thumbnail concept distinct and unique from the next? Were the Principles of Design and the Art Elements evident in each thumbnail? A simple rubric will assess their execution of the thumbnail compositions.

Link to Rubric

<https://drive.google.com/file/d/17FtiJMYk9XjUGQ0wKFfggZ7WI8xRUUa-/view?usp=sharing>

VISUAL ART STANDARDS

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Skills, Processes, Materials, and Tools

2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

DIFFERENTIATION

This lesson will be hands-on guided learning and modeling with rulers, measurements, shading with graphite, and abstract thought processes in creativity. Google Slides presentation of past student works will *NOT* be available to students, as to ensure no plagiarism and to keep the cubist masters' notable works at the forefront of their foundation.

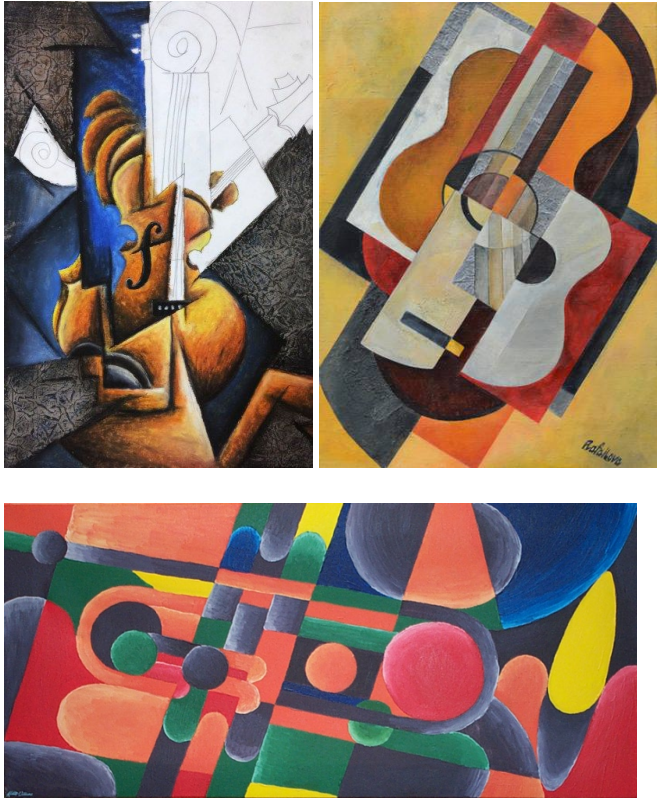
ELL – Visual components to guide their inspiration with consistent teacher feedback. One-on-one time will be spent with ELL's to ensure they are designing their layouts in the right direction. Ideas of how they can execute their layouts will be guided if needed.

SN – Multi-sensory Approach to help students find inspiration for their original artwork through internet image searches. Possibly peer tutoring with teacher feedback if/when needed. One-on-one time will be spent with SN students to ensure they are designing their layouts in the right direction. Ideas of how they can execute their layouts will be guided if needed.

OPENING (5 minutes)

MATERIALS/STRATEGIES

TIME	TEACHER	STUDENT S	
10 min.	<p>Google Slides presentation on past students' work of their Cubism Instrument done in oil pastels.</p> <p>Teacher will explain the criteria for the Cubism Instrument project and how to begin with the process of thumbnail sketches in black and white before getting to colored roughs and the final composition.</p>	<p>Students will take notes in creative journal and then floor is open for any</p>	<p>Projector and screen for Google Slides Presentation of past student works</p> <p>Paper and pen/pencil for taking notes and</p>

		questions .	sketching ideas in creative journal.
INTRODUCTION OF NEW MATERIAL			
TIME 5 min	<p>TEACHER</p> <p>Teacher will ask students to conjure up a music genre they are most passionate about and decide on one instrument that is used in the creation of that music. The teacher will express how very personal and unique this piece will be to each student, just like the personal connection Picasso had to Guernica and the passion he instilled in the concept of the masterpiece in 1937.</p> <p>Each student will be choosing an instrument that inspires the music they are most passionate about. For example, if a student chooses rock music, they might want an electric guitar or drums as their concept. If it is hip-hop, they might execute a turn table, a microphone, or headphones in the cubist style.</p>	<p>STUDENT S</p> <p>Students will select an instrument that inspires the music genre they are passionate about the most.</p>	<p>Pen/pencil and paper to begin brainstorming ideas of which instrument to possibly portray.</p> <p>Creative journals</p>
GUIDED PRACTICE			
TIME 15 min.	<p>TEACHER</p> <p>A guided live demonstration on how to begin creating an original cubist piece with a musical instrument as a concept will be conducted.</p> <p>Demonstration will model how to utilize a straight-edged ruler to create sections and divisions in the page to create an effective cubism composition.</p>	<p>STUDENT S</p> <p>Students will follow step by step modeling of how to draw</p>	<p>Elmo projector for live demonstration on how to begin cubism layout with rulers</p> <p>Practice paper, pencils, and rulers</p>

	YouTube Video Demonstration will be similar to this YouTube video demonstration, “Learn to Paint Easy Modern Cubism Abstract Art – Pastel Colors” https://youtu.be/fqBl7MpPWV0	cubism layouts.	
INDEPENDENT PRACTICE			
TIME	TEACHER	STUDENT S	
25 min.	<p>Teacher will reinforce the importance of thumbnail sketches as a vehicle to get the wheels turning on creative choices that will eventually become a 15”x 25” original art piece in oil pastels. No color is required/recommended for thumbnail phase of composition development.</p> <p>Each thumbnail box is 2.5”x 3.5” in size, making 6 thumbnail boxes total in the print out.</p> <p>Link to Thumbnail Template https://drive.google.com/file/d/1SkmDkmlCJDKbte4lVFjQFC73e9t81SSH/view?usp=sharing </p>	<p>Students will make thumbnail sketches on a thumbnail template print out provide.</p>	<p>Multiple printouts of thumbnail templates for each student.</p> <p>Pen/pencil for sketching thumbnail ideas. No color is required/recommended for thumbnail phase of composition development.</p>
CLOSING – After the second session			
TIME	TEACHER	STUDENT S	
5 min.	<p>The teacher will instruct students to complete their thumbnails by the next class.</p>	<p>Students will be required to complete at least 6 distinct composition ideas for their Cubism Instrument piece before the next class.</p>	<p>Multiple printouts of thumbnail templates for each student.</p> <p>Pen/pencil for sketching thumbnail ideas. No color is required/recommended for thumbnail phase of composition development.</p>



Day 7: Lesson – Roughs for Cubism Instrument

PEDAGOGICAL METHODS

The metacognitive strategy of providing access to mentors will be used in this lesson. The teacher will interact with the students individually to observe proficient use of their skill to help them hone and solidify their ideas for the Cubism Instrument. The teacher's advanced knowledge will help guide student's layout and color scheme of choice.

OBJECTIVE

Students will understand the process of creating complex compositions by using color theory and art history to create full color roughs from thumbnail ideas. Full understanding of the Principles of Design, the Art Elements, and color theory appear evident in their compositions.

ASSESSMENT

Assessment of students' thumbnails for further development into full color roughs will be selected by the teacher and the student together. Were the two full color roughs distinct from each other in color scheme, mood, feel, and layout? Were the Principles of Design and the Art Elements evident in each rough? A simple rubric will assess their execution of their full color roughs.

Link to Rubric

<https://drive.google.com/file/d/1C9DbFzYmznJ-leSICNC5qFq6AUiYlBqx/view?usp=sharing>

VISUAL ART STANDARDS

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Skills, Processes, Materials, and Tools

2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

DIFFERENTIATION

This lesson will be collaborative effort between student and teacher to develop the best possible final outcome of artwork in this unit. Google Slides presentation of past student works will *NOT* be available to students, as to ensure no plagiarism and to utilize the Principles of Design and the Art Elements as foundation for the roughs.

ELL – Explicit Modeling along with consistent feedback to help students get to the next step/phase of completing the assignment. Teacher will help ELL's decide on color schemes to execute and refresh the definition of said color schemes if needed.

SN – Explicit Modeling along with consistent feedback to help students get to the next step/phase of completing the assignment. Teacher will help SN students decide on color schemes to execute and refresh the definition of said color schemes if needed.

OPENING (5 minutes)

MATERIALS/STRATEGIES

TIME 10 min.	TEACHER YouTube Video At this point, the teacher will show class the YouTube video “Learn to Paint Easy Modern Cubism Abstract Art – Pastel Colors” https://youtu.be/fqBI7MpPWV0 - 5:37 (timeframe) for students to gain additional knowledge of how effective color can be used in their own composition.	STUDENTS Students will view video, take notes, and sketch ideas	Projector and screen for YouTube video viewing Paper and pen/pencil for taking notes and sketching ideas.
INTRODUCTION OF NEW MATERIAL			
TIME N/A (Continuous)	TEACHER No new materials will be presented in this area because students will be refining thumbnails for approval before moving on to new material. Students may walk around the room to view their peers’ thumbnails to help enhance their own layouts before approval and moving onto their full color roughs.	STUDENTS Students will continue refining thumbnail sketches with the help of peers	Pencil, thumbnail template sheets, and rulers
GUIDED PRACTICE			
TIME Brief meetings with teacher while the rest of the students refine/finish their thumbnails for approval	TEACHER Teacher will meet with each student to decide on the two best thumbnails to develop into full color roughs. Peer critiques and gallery walks are unnecessary at this point until full color roughs are complete.	STUDENTS Students will take notes on suggestions and the direction they want their final piece to end up in	Pencil, thumbnail template sheets, and rulers
INDEPENDENT PRACTICE			
TIME Class time will be used for executing colored roughs	TEACHER The two thumbnails approved by the teacher will be turned into full color roughs 5”x 8” in size. Each rough must be completely unique from each other in layout, color scheme, mood, and feel.	STUDENTS Students will begin executing their full color roughs from	Multiple printouts of the rough templates for each student Color pencils and markers to execute full color roughs to achieve a full sense look and

	<p>Roughs will be done in color pencils and markers for a quick execution before the final piece in oil pastels.</p> <p><i>Link to Roughs Template</i> https://drive.google.com/file/d/1Z58tWKUfQcsiffpPfj1Ak-R6d3TbCwdC/view?usp=sharing</p>	the two thumbnails decided upon by themselves and the teacher	feel with color schemes chosen
CLOSING – After the second session			
TIME	TEACHER	STUDENTS	
5 min.	Teacher will instruct students to complete roughs by the beginning of the next class in order to move on to final composition in oil pastels.	Continue executing their full color roughs	<p>Multiple printouts of the rough templates for each student</p> <p>Color pencils and markers to execute full color roughs to achieve a full sense look and feel with color schemes chosen</p>

Day 8: Lesson – Final Cubism Instrument

PEDAGOGICAL METHODS

The metacognitive strategy of fostering self-reflection will be used in this lesson. The teacher will emphasize the importance of personal reflection during and after learning experiences of the cubism art movement and learned techniques with oil pastels to complete their Cubism Instrument piece.

OBJECTIVE

Students will understand the process of creating complex compositions that display proficiency in communicating an idea, theme, and emotion.

ASSESSMENT

Assessment of students' final artwork of their Cubism Instrument will be done through a rigorous rubric that will meet the Visual Arts State Standards of communication and expression through original works of art. Purposeful color theory, principles of design, the art elements, and art history are evident in the final execution of students' Cubism Instrument art piece in oil pastel.

Link to Rubric

<https://drive.google.com/file/d/1OZfeT3oSiwCmt6mS8ko77Ee857itvppr/view?usp=sharing>

VISUAL ART STANDARDS**2.0 CREATIVE EXPRESSION****Creating, Performing, and Participating in the Visual Arts*****Communicate and Express Through Original Works of Art***

2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.

DIFFERENTIATION

This lesson will utilize all hand-on guided learning, demonstrations, modeling, new materials, history, peer evaluations, Principles of Design, the Art Elements, and teacher feedback to create a Cubism Instrument art piece in the medium of oil pastels.

ELL – One-on-one feedback and assessment for approval to move onto the final phase of the Cubism Instrument.

SN – One-on-one feedback and assessment for approval to move onto the final phase of the Cubism Instrument.

OPENING (5 minutes)**MATERIALS/STRATEGIES**

TIME	TEACHER	STUDENTS	
5 min.	<p>Teacher: <i>"Everyone's full color roughs are looking great. Before meeting with me for approval so you can move on to the final full-scale piece, I want everyone to have the opportunity to see each other's ideas with another gallery walk through. Everyone leave your full color roughs at your desk and get up to view your peers work for some last minute inspiration that might enhance your own work. And don't be shy to let your peers know what you admire about their work. Maybe some great ideas you wouldn't have thought on your own."</i></p> <p>After gallery walk, teacher will meet with each student and review their completed color rough for approval before giving them final materials for the Cubism Instrument.</p> <p>During one-on-one meeting, teacher will ask if there are any takeaways from the gallery walk that they might want to incorporate into their own work. Any inspirational ideas from a specific peer's work they admired.</p>	Students will stay at their desk with completed roughs for approval	Completed full color roughs for approval
INTRODUCTION OF NEW MATERIAL			
TIME	TEACHER	STUDENTS	

5 min.	Teacher will pass out one 15"x 25" piece of Bristol paper to each student. Students will choose one of the two completed and approved full color roughs for their final execution of the Cubism Instrument.	Students will receive materials	One 15"x 25" piece of Bristol paper to execute their final Cubism Instrument piece on Oil pastels Pencils, rulers, and artists tape
GUIDED PRACTICE			
TIME 10 min.	TEACHER Modelled demonstration of how to measure and mount completed Cubism Instrument art piece in oil pastel onto black matte board for their presentation.	STUDENTS Students will take notes and ask questions	Spray mount adhesive and black matte board Ruler and pencil
INDEPENDENT PRACTICE			
TIME Remainder of class time	TEACHER Students will choose one of the two completed and approved full color roughs for a final execution on a 15"x 25" piece of Bristol paper in the medium of oil pastels.	STUDENTS Students will begin final execution of Cubism Instrument	Oil pastels, pencils, rulers, and artists tape One 15"x 25" piece of Bristol paper
CLOSING – After the second session			
TIME 5 min.	TEACHER Teacher will instruct students to complete their Cubism Instrument and have it mounted by Friday to be presented to the class.	STUDENTS Complete Cubism Instrument and mount it on black matte board	Oil pastels, pencils, rulers, and artists tape One 15"x 25" piece of Bristol paper

Day 9: Lesson – Cubism Instrument Essay

PEDAGOGICAL METHODS

The metacognitive strategy of fostering self-reflection will be used in this lesson. The teacher will emphasize the importance of personal reflection during and after learning experiences of the cubism art movement, color theory, the principles of design, and the art elements for students to complete their written essay on their artistic process.

OBJECTIVE

Artist of Cubism Instrument is able to articulate their creative choices in written form utilizing learned techniques, methods, vocabulary, terminology, and art history.

ASSESSMENT

Articulation of students' final artwork of their Cubism Instrument will be done through a written essay. Assessment of their writings will be conducted through a rigorous rubric that hits the points of learned art history, principles of design, the art elements, color theory, techniques, vocabulary, terminology, methods, and processes.

VISUAL ART STANDARDS

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Derive Meaning

4.2 Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions.

DIFFERENTIATION

This lesson will review basic structure of how to write an essay with guided learning and modeling of artists' perspective on articulating personal work.

ELL – Graphic Organizers will be at the aid of students for a visual of how their written essay should be separated and organized from paragraph to paragraph with an intro, 3 body paragraphs, and a conclusion. Teacher will spend time with ELL's to help them outline their initial thoughts into the graphic organizer.

SN – Graphic Organizers will be at the aid of students for a visual of how their written essay should be separated and organized from paragraph to paragraph with an intro, 3 body paragraphs, and a conclusion. Teacher will spend time with SN students to help them outline their initial thoughts into the graphic organizer.

OPENING (5 minutes)

MATERIALS/STRATEGIES

TIME

TEACHER

STUDENTS

5 min.	After final art piece of Cubism Instrument in oil pastel is completed, each artist will explain the reasoning behind every creative choice they made in their work in written form. From the color scheme to the reason they chose a portrait or landscape presentation.	Students will take notes in their creative journals and ask questions.	Paper and pen/pencil for taking notes Creative journals
INTRODUCTION OF NEW MATERIAL			
TIME 5 min.	TEACHER Teacher will pass out graphic organizers and explain how it will help the students organize their thoughts and format their essay. <i>Link to Graphic Organizer</i> https://drive.google.com/file/d/1xsDVu-ULITxU6ug4Yr0hS0uF2pCLS1Bb/view?usp=sharing	STUDENTS Students will take notes and ask questions.	Graphic organizer Paper and pen/pencil for taking notes
GUIDED PRACTICE			
TIME 10 min.	TEACHER Teacher will walk through what is expected in the essay about the student's Cubism Instrument. Students must describe the process of their creation in written form. Why they made the choices they made, how they felt during the process, what or who (historical artist) inspired them, reasoning for color scheme in correlation with music genre and instrument choice, emotion of texture and line of composition in correlation with music genre and instrument chosen, etc. The written essay about their artwork must be at least 5 paragraphs long incorporating learned art history, principles of design, the art elements, and color theory to support their creative choices. They will be required to write their essay in APA format for a professional and scholarly organized piece of literature. Example of an essay paper in APA format will be projected on the classroom screen for the remaining duration of the of class time for students to reference.	STUDENTS Students will take notes, ask questions, and begin filling in their graphic organizer to help them get started on their essay	Students will add to their graphic organizer Projector and screen for APA format reference
INDEPENDENT PRACTICE			
TIME 10 min.	TEACHER Teacher will walk around the room to monitor through proximity as students complete filling in their graphic organizers for their essay.	STUDENTS Students are encouraged to ask questions to create the	Computer for typing essay Internet for citations, artist research, and submission of

		best presentation of their work possible	completed essay on Google Classroom
CLOSING			
TIME	TEACHER	STUDENTS	
20 min.	<p>Teacher will instruct students to complete their essay and begin bullet-pointing highlights from the essay to present in class the following day.</p> <p>After Cubism Instrument essay is completed, students will develop a 3 to 5-minute presentation to showcase their final artwork in front of the class.</p> <p>Content of their speech must include: Why they chose the instrument they did in their composition; what specific color scheme was chosen and why; how did the associated music genre of the instrument guide/influence the look and feel of the composition's energy; and what were some of the challenges and successes they faced in the process?</p> <p>Teacher will finally go over professional presentation skills that will need to be seen the following day (i.e. speaking clearly and loudly, eye contact with audience, face the audience and not away from them, standing up straight with good posture, enthusiasm and confidence about their own work).</p>	Students will utilize graphic organizer to write essay and develop the speech for their presentation.	<p>Computer for typing essay</p> <p>Internet for citations, artist research, and submission of completed essay on Google Classroom.</p>

Day 10: Lesson – Cubism Instrument Presentation	
PEDAGOGICAL METHODS	The metacognitive strategy of fostering self-reflection will be used in this lesson. The teacher will emphasize the importance of personal reflection during and after learning experiences of the cubism art movement, color theory, the principles of design, and the art elements for students to bullet point highlights from their written essay to share their artistic process in presentation form in front of the class.
OBJECTIVE	

Artist of Cubism Instrument is able to articulate their creative choices in front of their peers/classroom as a formal presentation. Proper usage of art related vocabulary and terminology is consistently used in their public speaking.

ASSESSMENT

Articulation of students' final artwork of their Cubism Instrument will be presented in front of the class. Assessment will be conducted through a simple rubric to ensure the students hit all four key points in their presentation, all the while consistently speaking with proper art related vocabulary and terminology. The four points are: Posture and eye contact, speaks clearly, enthusiasm and confident about their own work, and preparedness (i.e. correct vocabulary and terminology implemented in speech, comprehension of cubist movement in relation to their style and technique, flow of their presentation, work is cleanly mounted and ready for public viewing).

Link to Rubric

https://drive.google.com/file/d/17kH6JwDoSgg19vQ2xg9lw8JvLu_qpT-j/view?usp=sharing

VISUAL ART STANDARDS

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Derive Meaning

4.2 Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions.

DIFFERENTIATION

This lesson will review basic structure of how to present and articulate personal work in a public speaking format. Guided learning and modeling of appropriate public speaking behaviors will be taught.

ELL – Explicit Modeling and Modified Directions on what is expected in a professional presentation of work in front of a group of people. Teacher will guide ELL's through the presentation process as they speak to the class to ensure they hit all of the bullet points they need to speak to for full credit.

SN – Along with explicit modeling and modified direction, peer tutoring with an academically more capable student to help them enhance their written speech before presentation. Teacher will guide SN students through the presentation process as they speak to the class to ensure they hit all of the bullet points they need to speak to for full credit.

OPENING (5 minutes)

MATERIALS/STRATEGIES

TIME	TEACHER	STUDENTS	
5 min.	<p>Teacher will encourage students to partner up with each other to enhance their speech for their presentation.</p> <p>This will also be the time finalize any mounting on black matte board before the presentations begin.</p>	<p>Students will partner up with their peers to gain any last-minute guidance for a professional presentation.</p>	<p>Final Cubism Instrument art piece in oil pastel mounted on black matte board</p>

INTRODUCTION OF NEW MATERIAL			
TIME N/A	TEACHER No new materials will be presented at this point.	STUDENTS Students will be prepping for their presentations.	Final Cubism Instrument art piece in oil pastel mounted on black matte board
GUIDED PRACTICE			
TIME 5 min.	TEACHER Teacher will review professionalism in a presentation with all students.	STUDENTS Students will be aware of what the teacher will be looking for in each presentation.	N/A
INDEPENDENT PRACTICE			
TIME Remainder of class time	TEACHER Teacher will be critiquing original student art work of their Cubism Instrument and their professionalism of the presentation of their work. Teacher will guide students who struggle through their presentation with reminders and ask them questions to offer additional information in the event they forget a key bullet point.	STUDENTS Students will present their final Cubism Instrument in oil pastel to the class.	Final Cubism Instrument art piece in oil pastel mounted on black matte board Cheat sheet with key bullet points to share to the class if needed
CLOSING – After the second session			
TIME 5 min.	TEACHER After each student has presented, the teacher will give a brief verbal assessment of what was seen overall, as to not call out any specific presentation.	STUDENTS Students will consider the brief overall critique for future presentations in the class.	Paper and pen/pencil to take notes on teacher's critique for future reference of presentations

