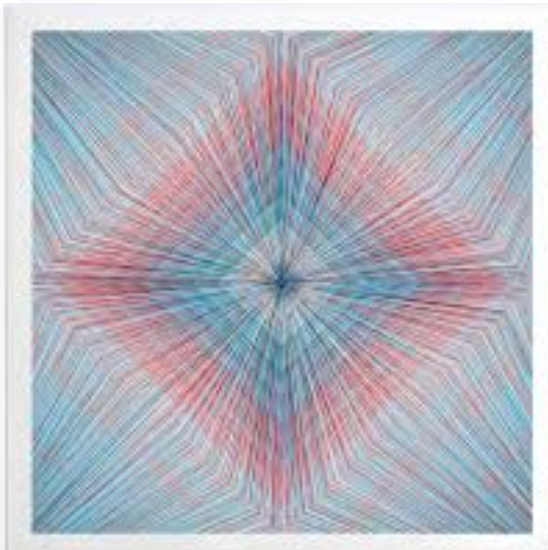
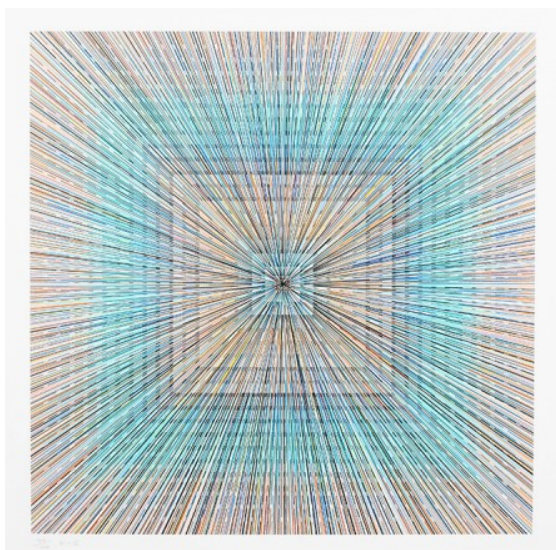


Grade 7		Line/Angle Drawings	
National Core Visual Arts Standards		Creating: VA:Cr1.2.7 - Develop criteria to guide making a work of art or design to meet an identified goal. VA:Cr2.3.7 - Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. VA:Cr3.1.7 - Reflect on and explain important information about personal artwork in an artist statement or another format.	
Lesson Assignment (Criteria for Success) Artist/Big Idea		Students will create line drawings inspired by contemporary artist duo Kai and Sunny and Op artist Bridgett Riley. They will use a protractor and to draw pairs of supplementary angles to create their radial design with their chosen color scheme and optional shapes. Students also will rulers to measure the distance of each line from the center and may use a compass as well.	
Document Evidence of Mastery (Skills/Techniques)		<ul style="list-style-type: none"> • SWBAT develop criteria and specific goals to guide my artmaking. • SWBAT apply visual organization strategies to design and produce work. • SWBAT reflect on and explain important information about my personal artwork. 	
Learning Target(s)		<ul style="list-style-type: none"> • I can develop goals for my artmaking to better my final product. • I can organize my ideas throughout the planning and artmaking process. • I can reflect on and discuss my work within my artist statement. 	
Vocabulary		Radial symmetry, line, angle, protractor	
Materials		Paper, protractor, ruler, compass, colored pencils	
Date		Description	Essential Questions
	DAY 1 - Activating Strategy (Pre-Assessment)	Teacher will introduce students to contemporary artists Kai and Sunny, as well as other artists throughout history that explore line/balance. Students will discuss the concepts of radial symmetry and how we will use math to assist us in this artmaking process. Students will complete appropriate section of Progress Rubric.	<i>What can we learn from our responses to art?</i> <i>How does knowing and using visual art vocabularies help us understand and interpret works of art?</i>
	DAY 2-3 - (Integration)	Students will learn how to use a protractor through teacher demonstration, group activity, and independent practice. (This information may be reviewed or front-loaded)	<i>How do artists determine what resources and criteria are needed to formulate artistic investigations?</i> <i>Can I generate and conceptualize artistic ideas and work?</i>
	DAY 4 - (Teacher Intervention, Scaffolding)	Students will set up planning page in their artist journals to create a list of supplementary angles and the color that pairs with the angles. Students will also receive template and will be instructed on how to use the quadrants to help organize their work. Students will complete appropriate section of Progress Rubric.	<i>What outcome do I envision for this artwork?</i> <i>How can I use LINE and COLOR to create a radial design?</i> <i>Why do artists follow or break from established traditions?</i>
	DAY 4-5 - (Independent Practice, Scaffolding)	Teacher will demonstrate how to create additional shapes/design elements within the lines by using a compass or ruler. Students will begin measuring angles and building the table in their journals. Students should consider the color scheme within their artwork as they generate their design. Students will likely use 2-5 'quadrant sheets' to develop these skills until they feel confident enough to begin their final piece.	<i>How do artists work?</i> <i>How do artists and designers determine whether a particular direction in their work is effective?</i> <i>What are the necessary steps to completing this piece successfully?</i> <i>How can I translate my thumbnail sketch/plan with provided materials?</i>
	DAY 6 - Collaborative Pairs, Formative Assessment	Students will perform a TAG Critique midway through the artmaking process to discuss their growth between each attempt. Students will complete appropriate section of Progress Rubric.	<i>What role does persistence play in revising, refining, and developing work?</i> <i>How do artists grow and become accomplished in art forms?</i>

			<i>How does collaboratively reflecting on our work help us experience it more completely?</i>
	DAY 7-8 - Independent Practice Teacher Input	Teacher will demonstrate shading techniques to enhance the line drawings. Students will practice in sketchbook and continue working to complete their piece.	<i>How do artists and designers care for and maintain materials, tools, and equipment?</i> <i>What responsibilities come with the freedom to create?</i>
	DAY 9 Artist Statement (Written Summarizer)	Students will complete an Artist Statement form describing their artwork, process and materials, big ideas, goals, reflections and Studio Habits.	<i>Why is reflecting on our work essential to the art-making process?</i> <i>How does collaboratively reflecting on a work help us experience it more completely?</i>
	DAY 10 – Digital Documentation, Critique/Comment	Students will complete appropriate section of Progress Rubric. Students will use SeeSaw to digitally document their personal artwork and Artist Statements. Students will use relevant vocabulary while commenting and liking what is posted within an interactive critique.	<i>How does one determine criteria to evaluate a work of art?</i> <i>How can I articulate my opinions while utilizing appropriate vocabulary?</i>



Student work examples:



NAME: _____ CLASS: _____

[illegible]

NOTES/SKETCHES:

NAME: _____

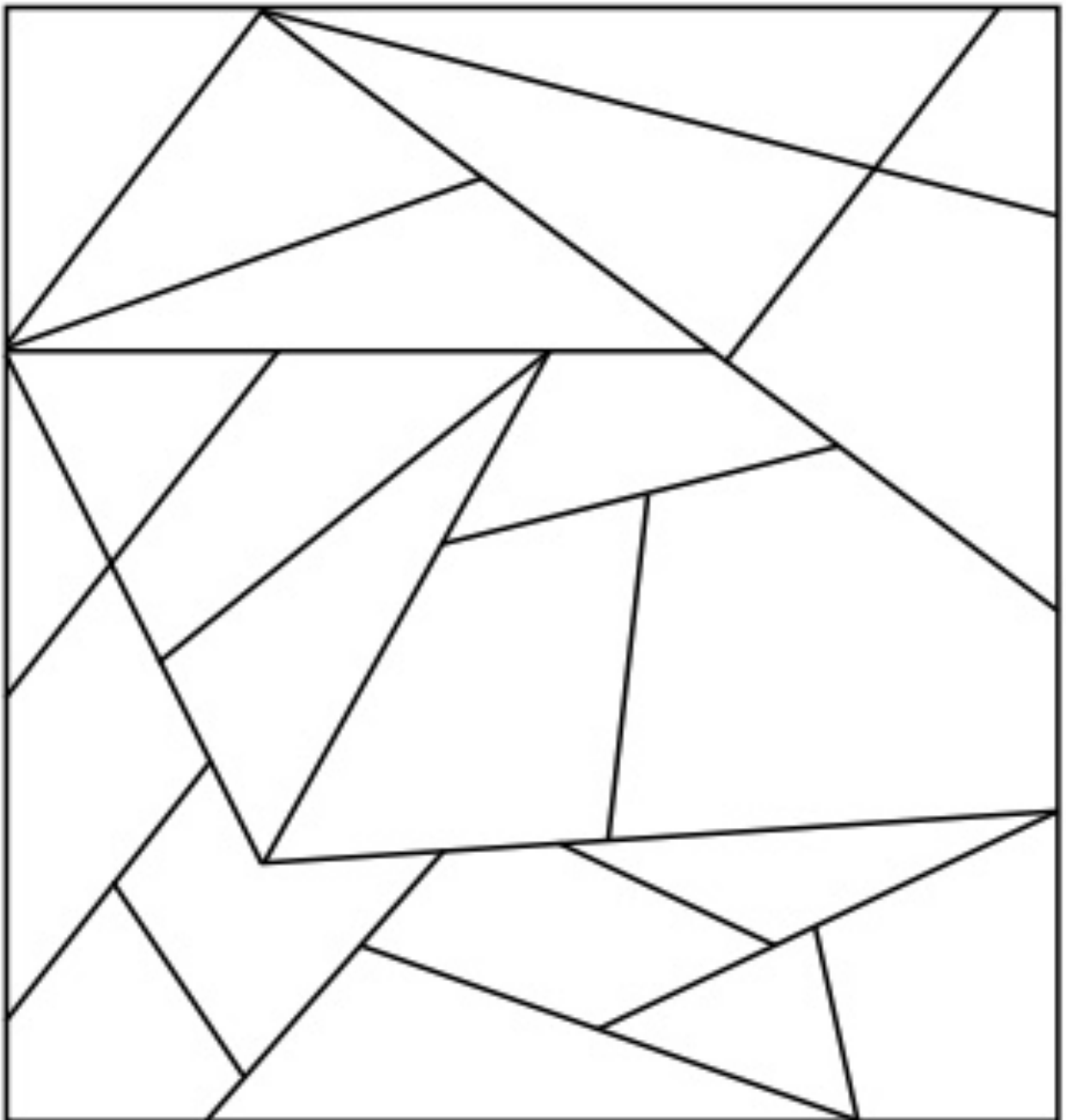
CLASS: _____

ANGLES

Sort &

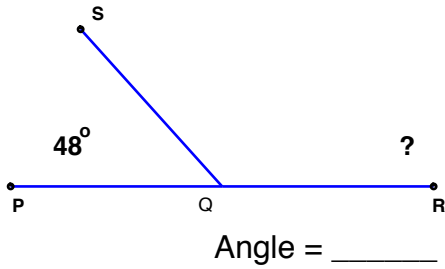
Measure

Measure the angles below using a protractor then colour:
acute angles = red, obtuse angles = blue, right angles = yellow
BE SURE TO LABEL THE DEGREES MEASURED AT EACH ANGLE!

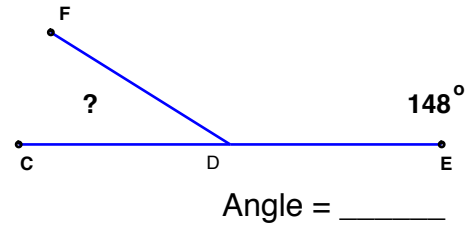


Find the missing angle measurement in each set of supplementary angles.

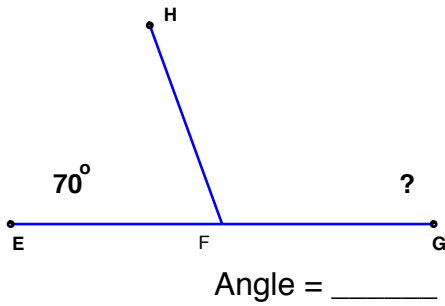
1)



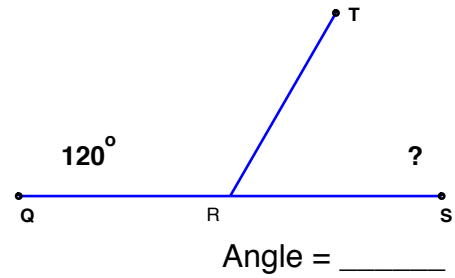
2)



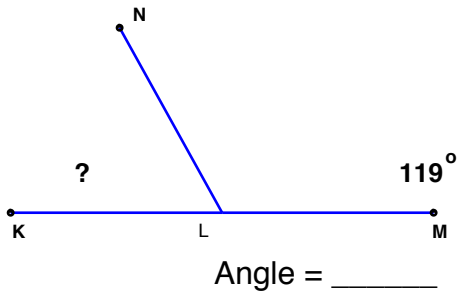
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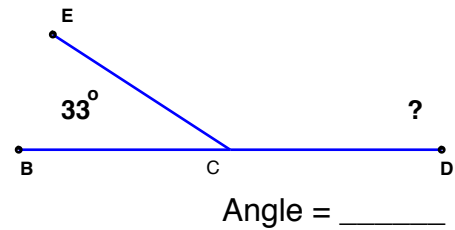
4)



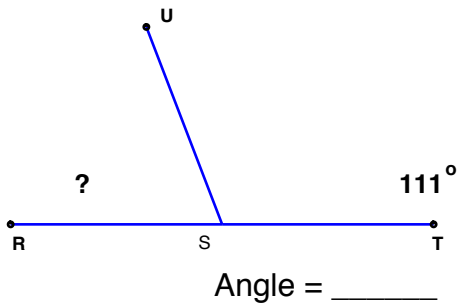
5)



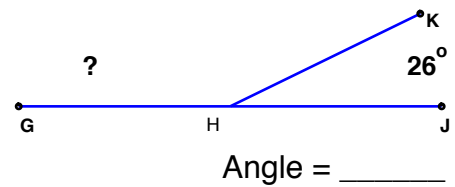
6)



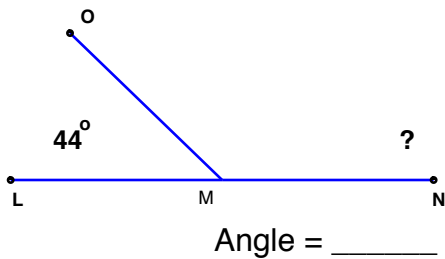
7)



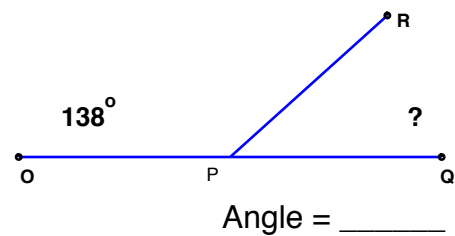
8)



9)



10)



NAME: _____

Project Rubric – Showing Growth Through the SHOM

UNDERSTAND ART WORLDS			ENVISION – STRETCH & EXPLORE		
<i>What did I already know about this topic/artist?</i>		/2	<i>How many in-depth ideas did I formulate during the planning process and how will they help me?</i>		/3
<i>Can I make connections to past experiences and other artwork?</i>		/2	<i>I practiced and explored several processes and ideas such as...</i>		/3
<i>What do I want to explore/find out/learn?</i>		/2	<i>What will I push myself to try that is new or tricky?</i>		/2

REFLECT – TAG CRITIQUE		
<i>Tell - What is going well so far? What is working? What stands out?</i>	<i>Ask – Did I solve the problem? Am I trying to develop specific skills through my art making? Can I see evidence of this?</i>	<i>Give & Get – What is a suggestion a peer may have? How can I specifically improve my work?</i>
/2	/2	/2

DEVELOP CRAFT		
I applied and improved on new techniques/methods.		/5
I chose and used materials carefully, intentionally, and to the best of my ability.		/5
EXPRESS		
My work clearly conveys an idea, mood, or place to viewers.		/5
My work effectively displays elements and principles that I can identify and discuss.		/5
ENGAGE & PERSIST		
I challenged myself and overcame obstacles throughout my art making process.		/5
I developed a focus within my work and maintained a self-directed and purposeful work ethic.		/5

TOTAL SCORE: _____ /50

Name: _____ Date: _____ Class: _____

Artist Statement

<p>DESCRIBE your artwork. Discuss elements and principles that stand out in your piece.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>	/10
<p>How did you CREATE your art? Explain the steps involved in the creation of your artwork.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>	/10
<p>What is the BIG IDEA behind your artwork?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>	/10
<p>What were your personal GOALS for the assignment?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>	/10
<p>What are your THOUGHTS overall? What was successful and what can still be improved?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>	/5
<p>Which STUDIO HABIT OF MIND has developed most? How?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>	/5
Total:		/50