

► Please note: You will be submitting one full lesson plan using this template.

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Project Title: Collecting Information/Documentation (Inspiration??)

Grade level: Middle School (11 years old)

Estimated # of students: Approximately 20-21 Students

Pennsylvania Visual Arts Standards:

9.1.5. A: Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.5. E: Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.

9.1.5. J: Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

9.1.5. K: Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

PROJECT HYPOTHESIS + SIGNIFICANCE

Artists are constantly collecting and processing information. The collection of source material is essential to the art making process because inspires the artist to react and create. Identifying and analyzing certain elements of interest within documentation can give the artwork conceptual or experiential backing and can help the artist attain a deeper understanding of their own being. During this week's lesson (Collecting Information/ Documentation) the students will be observing the collections at *The Great Insect Fair* and collecting their own documentation that will inform an artwork created the following week. Students will observe the characteristics of the bug collections and compare those characteristics to their own collected documentation. After collecting each image, the student must write one reason why they were attracted to a certain element of the bug collection. Students will also articulate how their collected documentation as a whole can inform the student of their own artistic interests. Assessment will be based upon verbal, visual, and written documentation collected by the students and supported by the instructors.

LESSON + LEARNER OUTCOMES

Students will experience the process of documentation, through the utilization of iPad technology, to inform an artwork created the following Saturday. Students will analyze their collection of documentation both individually and as a whole. These understandings will be documented through written and verbal articulations. Students will become more aware of the importance of collecting information for an artist's practice through their own documentation and art making practices. Through further prompting by the instructors, students will identify a medium or form of art making that would be best suited as a response to their collection of documentation.

- Students will have an increased understanding of the importance of collecting information to inform their artistic practice.

- Students, in groups of 2, will collect 15-20 images and provide written documentation accounting for what was collected and either present or emergent themes for at least ten of their images.
- Students will contemplate how their collection of images informs their personal interests and how these themes may be applied to art making practices.
- Students will identify a medium or form of art making which they would be interested pursuing as a reaction to their collected documentation.

MATERIALS NEEDED FOR LESSON

A. Art Educator Materials

What do you need for this project? Please be as specific as possible; think about and include dimensions, quantities, and possibilities to which you would be open as the unit/lesson progresses. Make careful and thoughtful decisions.

1. 2 iPads
2. 1 Digital Camera
3. Markers, Pens, or Pencils
4. Slide presentation with lesson samples, converted to be displayed on the iPad (PDF)
5. The previous lesson's sound collages to be played via iTunes on teacher's iPads
6. Speakers
7. Sketchbooks
8. Clear plastic 1 gallon bags

B. Learner Materials

Please see above description as well. Think carefully about how the materials you choose will affect and support learning pathways and outcomes.

1. 10 iPads (one for each pair of students)
2. Sketchbooks
3. Marker, Pen, or Pencil

C. Instructional Resources

Questions to consider: *How are you going to design and plan this project? What resources will you use - curriculum textbooks, other books, the Internet, your art educator research, your own ideas and experiences, student interests?*

1. **Slide presentation introducing the importance of collecting documentation and outlining the significance of this practice through personal experience.** The Instructors will show photographs of their own work displayed on the instructor's iPad.

PROJECT ORGANIZATION

PEDAGOGICAL APPROACHES: The instructors will begin to facilitate this lesson through a short slideshow converted into a PDF to be displayed on the instructors' iPads. Instructors will begin to question the students on the importance of collecting information to inform an art making practice. The instructors will also share their own ways they collect information and then show how it has influenced their work. Students, in pairs, will then photograph elements of The Great Insect Fair that is interesting to them and document through writing their intentions behind certain images. This will focus on collaboration and inquiry, as the students look for themes within and beyond the obvious of bugs, (i.e habitats, eating habits, exoskeleton construction, geographic interaction, etc.) A short discussion at the end will help the students analyze their collection of images and discover their specific interests within those collections while serving as a basis for assessment. Students will be asked to identify medium or art making practice that they would be interested in using to respond to their collection of images and relate the strengths of that choice as opposed to other media.

Instructors will make suggestions of potential media and will collect student responses to facilitate planning for the following Saturday

QUESTIONS: The instructors will begin the lesson by asking the students why collecting information or inspiration is important. We will also ask the students how collected information can inform the work of an artist. During image collection, the students are to ask themselves why they are interested in a certain subject or object at The Great Insect Fair and write down their responses in one concise sentence. During a discussion at the end of the lesson, the students will be asked to share their responses and examine their collected images as a whole. Students will be asked how their collected images as a whole inform themselves about their own interests. They will be asked to find commonalities between their images. Lastly they will be asked to think about what medium or art making practice they would prefer use to respond to the elements of their collections they discovered and why.

Initiating the Project (Provocation): Students will be engaged through the instructor’s presentation of examples of collection of documentation. They will also be engaged through the practice of documenting things they are interested in or intrigued by. The Great Insect Fair will be a stimulating environment that will encourage the students to not only document but also participate in the experience of the event.

Project Sequence: Below---this is the ‘meat and bones’ of your planning! We will spend a considerable amount of thought and time here! This is the part of this template that correlates to the wayfinding theory we have been sharing in class: Please note that while I have used a chart in this template to help you guide your planning, in reality, these pathways and the elements that comprise them should intersect with one another and support one another. You need not travel them in sequence.



Pathway 1			
Pedagogical Approach/Art Educator Actions	Learner Actions	Documentation + Assessment Strategies	Design of Environment
<p>9:00-9:20 Teachers will wait at the Bryce Jordan Center, outside gate A. Arrival of students will be delayed due to the change in location and the parents having to drop off multiple children. As more students arrive, The instructor will initiate the game of “I spy” and provide support so the game focuses on observation, a key element of the lesson, finishing off each “spy” with asking, “why did you chose that”.</p> <p>The teachers will monitor the progress of the game as well as monitor the arrival of the students.</p> <p>The teachers will provide a yellow, green, or orange bandana for the students to wear so identification of the</p>	<p>9:00-9:20 Students will arrive at the BJC, Gate A, and will sit down to join in a game of “I Spy”. Students will be respectful of one another and play fairly. Students will remain in sight of the teachers</p>	<p>9:00-9:20 Instructors will document on a sheet how many students have arrived and how many are missing. Keeping careful track of the number of students is important in this new environment while considering group dynamic and how they will break up into groups of 6-7 students with each adult. Each student will receive a yellow, orange, or green bandana and will be required to stay together with their color and stay near a teacher at all times.</p>	<p>9:00-9:20 Students will sit in a circle near Gate A at the Bryce Jordan Center. Design of the environment is limited to the new environment and the way teachers construct and instruct thinking about observation through “I spy”</p>

<p>students will be easier.</p> <p>9:21-9:45 The Instructors will begin to talk about what the students did last week in terms of the sound collages. First the instructors will present the final collage that includes all of the tracks the students created. The instructors will ask, “Can you recognize any of the tracks that you created” and “Do the sounds remind you of anything?” and “Did the sound collage make you interpret or understand sound differently?” Then the individual tracks will be played and the instructors will ask the students questions like, “How do the sounds work together to create a mood or feeling?” and “How would you present this work if you were having a show of sound art?”</p> <p>9:46- 10:00 Instructors will begin to introduce the Collecting Information/Documentation component of the lesson. The instructors will ask the students if they think collecting information is important for an artist. The instructors will then give a short overview of the importance of documentation to the artistic practice. This information will be outlined in a short PowerPoint presentation that will be displayed on the iPad. Examples of how the instructors collect information and then use that information to create art will be displayed via images on the iPad. For example, the instructors will show a snapshot of a Tumblr page and then show the artwork that has been influenced by those resources. Instructors will present the</p>	<p>9:21-9:45 Students will calmly sit in a half moon formation. Students will thoughtfully listen to each sound recording. Students will answer questions in a sophisticated manner. Students will offer ideas for the display and exhibition of their sound collages.</p> <p>9:46-10:00 Students will listen in a respectful manner as information is being presented. Students will sit in a half moon formation. Students will respond to posed questions in a thoughtful way. Students will understand the outlined rules about iPad use and misbehavior. Students will respect the materials including the iPads.</p>	<p>9:21-9:45 Teachers will document student responses on a word document on the iPad or in their sketchbooks. Responses to the questions will serve as assessment for student understanding. Student responses pertaining to the exhibition of the sound collages will also be taken into account for the final exhibition at the end of the semester.</p> <p>9:46- 10:00 Teachers will present information and pose questions. The verbal responses and understandings of students will serve as a form of assessment. Students are responsible for technology and the respect or misuse of the iPads will play a role in assessment.</p>	<p>9:21-9:25 Students will be instructed to sit on the sidewalk in a halfmoon formation near Gate A at the Bryce Jordan Center. The teachers will sit in a place where it is easy to see each student. The teachers will have a speaker and two iPads with them to play and pause the sound recordings on one and document significant responses from the students on the other.</p> <p>9:46- 10:00 Students will be sitting in a half circle formation. The teachers will have an iPad with a short PowerPoint presentation. The iPads will remain in the possession of the teachers until it is time for the class to enter the Insect Fair and begin their documentation.</p>
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<p>project of the day. They will be collecting information that will inform an artwork that will be created the following week. They must collect images using the iPad and ask themselves “why they wanted to document a particular subject, object, or event.” They will be required to record their responses in their sketchbooks. The students will also be informed that abuse of the iPad or misbehavior in the Insect Fair will require the instructors to remove the iPad from their possession. The instructors will group the students according to the color of their bandanas and then they will pair up within their color group. Teachers will facilitate pairings if there are uneven numbers of students within one or more groups.</p>			
<p>10:01-10:30 The instructors will begin the documentation activity inside the Insect Fair by having the students pick a theme for their collection of images such as color or texture. This will help the students begin to look and see in a more precise and sophisticated way. The instructors will require that the students look around for a minute and decide their theme before they begin to document. The instructors will engage in conversation while the students are documenting and ask them why they chose the theme that they did. Teachers will document the students documenting.</p>	<p>10:01- 10:30 They will create a collection of documentation or photographs that follow a certain theme such as color or texture. Students will respond to questions posed by the instructors. Students will treat the technology with care and share the time between group members evenly. Students will stay close to their partner and color group and will stay within sight of an instructor at all times.</p>	<p>10:01-10:30 Instructors will use the responses of the students and student understanding as a form of assessment. Instructors will collect photo documentation of students performing the activity. The documentation performed by the students will also serve as documentation.</p>	<p>10:01-10:30 The Insect Fair will be a variable environment that the students will engage with in a respectful and considerate manner. The environment may be crowded so students will be aware of their location in relation to the teachers and other people. Students will focus their energies on objects or events of interest for documentation. Students will search the environment for elements of a chosen theme</p>
<p>10:31-10:50 The instructors will bring the students together and ask them what they discovered during their documentation. Teachers</p>	<p>10:31-10:50 Students will listen carefully to teacher instructions. Students will respond to the</p>	<p>10:31-10:50 Instructors will use the responses of the students and student understanding as a</p>	<p>10:31-10:50 The Insect Fair will be a variable environment that the students will engage with in a</p>

<p>will ask the students to now document anything that interests them; it does not have a specific theme. Teachers will ask the students to write down in their sketchbooks one reason why they chose to document that particular subject or object. Teachers will ask to see the student's documentation and ask them why they chose to photograph certain things on an individual basis. Teachers will take images of students documenting and write down responses on a notebook or on an iPad</p>	<p>questions posed by the instructors. Students will document things that they find interesting and contemplate why they are interested. Students will document those contemplations through written word in their sketchbooks.</p>	<p>form of assessment. Instructors will collect photo documentation of students performing the activity. The documentation performed by the students will also serve as documentation.</p>	<p>respectful and considerate manner. The environment will provide inspiration and objects of interest for the students to document using the iPad. Students will search that environment for elements that they want to add to their photographic collections.</p>
<p>10:51-11:00</p>	<p>10:51-11:00</p>	<p>10:51-11:00</p>	<p>10:51-11:00</p>
<p>Teachers will gather the students and escort them outside the main event area. Teachers will ask the students what they experienced or discovered about their own interests. Teachers will ask the students how their collection of images informed them about their own interests. Students will be asked by teachers to find connections in their collection. Teachers will ask the students the importance of collecting interests and documentation for an artistic practice. Teachers will ask the students how they would respond in an artistic way to their experience of the insect fair. Teachers will offer suggestions for media. Teachers record these ideas on an iPad or notebook. Teachers will tell students that they will be responding to their experience at the bug fair through an art project of their choosing the following week. Teachers will dismiss the students.</p>	<p>Students will quickly follow the teachers to a quiet area outside the main event area. Students will respond to questions and offer insights. Students will offer suggestions for different media or ways of art making that they would be interested in using as a means of response. Students will hand in iPads, sketchbooks, and writing utensils. Students will go home.</p>	<p>Teachers will use the responses from the students as a form of assessment of their understanding. Teachers will document the responses pertaining to different media that interest the students and use those responses to inform the types of art centers that will be presented the following Saturday.</p>	<p>The students will sit in a cluster in a quieter area of the BJC, away from the main event area. The teachers will sit with the students for the discussion. The students will then be taken outside the BJC at Gate A to be dismissed.</p>

ENDING THE PROJECT

- A. **Closure of Project:** The students will be taken outside the main event area to have a final discussion about what they noticed and learned about collecting documentation. The students and teachers will also discuss how they would like to respond artistically to the data or documentation they collected.
- B. **Transition to next lesson:** The teachers will inform the students that they will be using their collection of documentation to inspire an artistic response the following week. The students will be asked to give suggestions as to what mediums they would be interested in using to create their artwork. The instructors will plan centers based on the suggestions of the students to allow them to use an artistic response of their choosing.

DOCUMENTATION AND ASSESSMENT OF STUDENT LEARNING

What will learners experience through this project? What specific knowledge, skills, and/or attitudes should students gain or develop through this lesson? These should be clear and measurable (i.e. tied directly to standards, the unit significance, documentation + assessment). How will you know if learners have met/experienced these outcomes? **Your project must include at least four measurable assessment outcomes in a bullet-point list.**

The collections made by the students will serve as documentation for this project. Photographs, quotes, and responses collected by the teachers will serve as documentation as well as a means to better assess the understandings of the students and the teachers' performance. Families will be informed of student learning through the display of their collections on the class blog, collectiondissection.com

- **Students will have a better understanding of the importance of collecting information and documentation as inspiration for an artistic practice.**
- **Students will notice connections between their personal interests and what they collect.**
- **Students will learn to notice and observe in a deeper, more meaningful way through photographic and written documentation.**
- **Students will continue to develop interpersonal skills as they work on collaborative production, documentation, and communication as part of the making process.**

REFERENCES TO MATERIALS CONSULTED (Please list in standard APA bibliographic style)