| **Lesson Name Here** | Art to Evoke Emotion |
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| **Grades and Contents:** | 7-12 Art, Science or Computer Science |
| **Topic** | * Humanity’s Ecological Impact
* Art to Express Social Distress
* Photography’s Impact on Change
* Propaganda
* Computer Applications for Artistic Expression
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| **Enduring Understanding** | Art and Computer - created Art can be used to promote a specific type of propaganda |
| **Primary Standards/Indicators** | Science* HS-LS2-7 - Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

Computer Sciences* 3A-DA-11 - Create interactive data visualizations using software tools to help others better understand real-world phenomena.

Art * Creating
	+ Anchor Standard #2. Organize and develop artistic ideas and work.
* Performing/Presenting/Producing
	+ Anchor Standard #5. Develop and refine artistic techniques and work for presentation.
	+ Anchor Standard #6. Convey meaning through the presentation of artistic work.
* Responding
	+ Anchor Standard #7. Perceive and analyze artistic work.
* Connecting
	+ Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
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| **Secondary Standards/Indicators** | ELA* [CCSS.ELA-LITERACY.CCRA.SL.2](http://www.corestandards.org/ELA-Literacy/CCRA/SL/2/) -Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
* [CCSS.ELA-LITERACY.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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| **Objective** | 1. Students will regard propaganda as an art form by creating their own propaganda from the drone footage.
2. Students will use a web app or software application that allows for the creation of a propaganda poster.
3. Students will use artistic and scientific lenses in crafting their propaganda.
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| **Academic Language**Vocabulary | * Word Choice
* Tone
* Serif/ Sans Serif
* Point of View
* Negative/Positive Space
* Color Mood
* Contrast
* Placement
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| **Assessment Plan** | * Pre-Assessment-
	+ [Short survey: Which image conveys an idea best?](https://forms.gle/fWX12AsUQkkPQChs8)
	+ Post-Assessment- Completed Poster Gallery Walk
* Criteria for Mastery- Artistically explain the story of a Emotional Poster
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| **Materials** | * [Pre-assessment short survey](https://forms.gle/fWX12AsUQkkPQChs8)
* [Is this Water Safe Google Slideshow Presentation](https://docs.google.com/presentation/d/1j10JicJzby3ASJi1I_PsGNP1nZPt353E8hUV4aTNh2s/edit?usp=sharing) (starts on slide 52!)
* [Stem Center Lesson 3 Website for Tiffany Silverman Video](http://www.citadelstemcenter.org/lesson-3-inspiring-change.html) (Telling the Verbal and Visual Story VIDEO)
* [Google Drawing Basics Link](https://www.youtube.com/watch?v=eSU0JbxWpoc) (no guided notes provided)
* [Telling the Verbal and Visual Story Guided Notes](https://drive.google.com/file/d/1OvUGNeJVB8du--L3MVXZkSuUaDaQ0c85/view?usp=sharing)
* [Folder of 100 Waterway Drone Photos for Usage on Poster](https://drive.google.com/drive/folders/1rD1OsZxDtFaSuomMMO1utFhu-6gjj7sF?usp=sharing)
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| **Teacher Preparation** | 1. Review [Is this Water Safe Google Slideshow Presentation](https://docs.google.com/presentation/d/1j10JicJzby3ASJi1I_PsGNP1nZPt353E8hUV4aTNh2s/edit?usp=sharing) (starts on slide 52!)
2. Review Tiffany Silverman Video and guided notes from the stem center website [Stem Center Lesson 3 Website for Tiffany Silverman Video](http://www.citadelstemcenter.org/lesson-3-inspiring-change.html) (Telling the Verbal and Visual Story VIDEO)
3. Be familiar with Google draw OR an online poster creator like canva.
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| **Lesson Sequence** | * **Hook**
1. Further development of the plotline in lessons 1 and 2 of the story about a vacation to a campsite that has garbage. The parents decide to stay at this camp, but they inquire that you make a poster to put on the camp’s bulletin board about cleaning up trash.

(Slides 52-55)* **Brainstorm**
	+ To get in the mindset of being artistic and convincing, students will take a Google Survey with a peer noticing what images, taken for the company JetBlue, are trying to say about the company itself.
	+ Go over the survey results and listen to 4 to 6 answers in between the 5 slides for this activity.

(Slides 56-61)* **Prototype**
	+ Students will remind themselves of what makes a good photo using guided questions from the Google Slides presentation.
	+ Students will take [guided notes](https://drive.google.com/file/d/1OvUGNeJVB8du--L3MVXZkSuUaDaQ0c85/view?usp=sharing) on how photos can tell a story and how graphic design plays an important piece of marketing.

(Slides 62 to 67 & [Stem Center Lesson 3 Website for Tiffany Silverman Video](http://www.citadelstemcenter.org/lesson-3-inspiring-change.html))* **Share**
	+ Students will use Google Draw or another online poster creation app to create an artistic poster using one of the [photos](https://drive.google.com/drive/folders/1rD1OsZxDtFaSuomMMO1utFhu-6gjj7sF?usp=sharing) taken from the drone footage from the parents' discoveries about the vacation campsite.
	+ They will employ the “Telling a Visual Story” ideas from Tiffany Silverman’s Video.
* **Synthesize**
	+ Students will share their posters with the class and vote for the best one but explain their reasoning using the language from their guided notes about artistic elements of graphic design
	+ After presenting, students will reflect on the project via prompts
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| **Student Learning Accommodations** | * **ELs**- Google Draw can translate items in their own language, and images should be used to tell the story.
* **Grade Level adaptations**-
	+ The google draw basic video should not be used for students who already know how to use it.
	+ The younger middle school students could work together to make a poster and explain it to the class without the voting factor to ease the pressure.
* **Advanced students**-
	+ The google draw basic video should not be used for students who already know how to use it.
	+ The competition could be incentivized by telling the students that it could be featured on the morning announcements or sent to a campsite itself.
* **Additional supports**- As needed.
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| **Discussion Guides*** Hook
* Synthesis-
 | Hook: What strong ideas would you want the world to know about the Ecological Impact of humanity?Prototype: 1. What is the importance of the artistic element of color, or value and light in an image for meaning? Compare the images to help you.
2. What is the importance of the artistic element of Lines or shape in an image for meaning?
3. What is the importance of the artistic element of perspective and space in an image for meaning?

Share: During this section teachers should around and ask these kinds of questions1. Why did you choose this color?
2. What is the significance behind this image and the message you are trying to send?
3. What techniques are you using from our notes?

Synthesize:1. What was the goal for this poster ecologically?
2. What kinds of change can occur because of human awareness?
3. Who or what will benefit from the emotional poster?
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| **More to Explore (Resources)** | Canva.com |