**Katelyn Reyes Lesson Plan**

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| **Title:** Car Design | | **Grade Level:** 6-7 |
| **The Big Idea (Overall Concept):** Visual Literacy Car Design using design thinking processes | | |
| **Description of Lesson (Brief Summary):**  Students will design a car based on an extreme prompt.  A prompt example is “a pizza delivery car that flies”, etc.  Designs must be visually understood without any verbal explanation.  Students will each receive an individual prompt that they cannot share with their peers. There will be a critique at the end of the project where students will guess one another’s prompts based on their designs. | | |
| **Time:** Approximately 1 week (Five 1 Hour long classes) | | |
| **Enduring Understandings:**  People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.  People gain insights into meanings of artworks by engaging in the process of art criticism.  Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time | **21st Century Skills:**  Leadership- Students are taking the lead position in their own design independently of one another  Critical thinking- Students will have to address the new demands inspired by the prompts that they have never encountered before and come up with creative solutions.    **Studio Habits:**  Develop craft- Students will learn about design thinking and how to use it  Envision- This will occur during the thumbnail sketches  Engage and persist- This happens when students are in the process of creating and overcome obstacles they might face  Reflect- Students will reflect upon their own work and others during the critique | |
| **Essential Questions:**  How do artists and designers create works of art or design that effectively communicate?  How do artists and designers learn from trial and error?  How can the viewer “read” a work of art as text? | **Technical Skills:**  Drawing to depict an idea thoroughly without explanation.  Relatively realistic rendering of objects. | |
| **National Core Art Standard’s:** http://www.nationalartsstandards.org/  Creating - VA:Cr2.3.7a  Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.  Presenting - VA:Pr5.1.7a Based on criteria, analyze and evaluate methods for preparing and presenting art.  Responding - VA:Re8.1.6a Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.  - VA:Re.7.1.8a Explain how a person’s aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.  Connecting - VA:Cn10.1.6a Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making. | | |
| **Instruction – daily plan:**  Day One:  Students will be given an overview of the lesson.  Students will receive their individual prompts (see below).  There will be a focus on understanding and getting inspired by their prompt (empathize part of design thinking).  Show and explain to students the importance of thumbnail sketches for the design thinking process.  Have students work on thumbnail sketches of their prompts (Defining challenges and objectives of prompt).  Days 2-4:  Have students show you their sketches for approval to work on a more refined sketch (ideation portion of design thinking) that conveys the prompt without verbal explanation (Visual Literacy portion).  During the more refined sketch (prototyping of design thinking) have them research items relevant to their prompt (vehicle types, animals, etc).  Have students make final copy of their refined sketch on medium weight paper with pencil and colored pencils (implementation of design thinking).  Day 5:  Hang student work up and have them present their work while other students guess on what their prompts are. Speak about what makes their implementation of prompt successful/unsuccessful during presentation “critique”.  Have students fill out an exit slip reflecting on what was successful/unsuccessful of their works visual literacy. | | |
| **Resources:** (Websites, Books, Music, etc…) <https://www.youtube.com/watch?v=W-eqjMc1Efs> | | |
| **Materials Needed:**  Sketchbook / sketch paper  Medium weight letter sized paper  Pencils  Colored Pencils  Prismacolor Markers | | |
| **Evaluations:**  **Formative**  Speak with students during their sketching phases for idea approval.  **Summative**  Students fill out Exit Slip (see below)  Rubric (see below) | | |

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| **EXIT SLIP**  NAME: |
| What was successful and/or unsuccessful about visually understanding your design: |
| How did the design thinking process help you? |
| Ask one question about this project: |

**RUBRIC**

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| Learning Outcomes | No Evidence | Limited Evidence | Sufficient Evidence | Strong Evidence |
| Creating - VA:Cr2.3.7a  Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.  - Shows process of creating a car from prompt using design thinking methods. |  |  |  |  |
| Responding - VA:Re8.1.6a Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.  - Illustrated the characteristics of prompts clearly. |  |  |  |  |
| Demonstrate quality craftsmanship through planning (thumbnail sketches) care for and use of materials (not pressing too hard with pencil, layout of subject on paper, and proper use of color with colored pencils). |  |  |  |  |
| Exit Slip further demonstrates their understanding of visual literacy.  - Describes what was successful / unsuccessful in their work. |  |  |  |  |

1. A flying pizza delivery car
2. A ballerina car eating ice cream
3. A taxi cab climbing a tree
4. A police car jumping over turtles
5. A police car being chased by mice
6. A car playing soccer with rabbits
7. A car landing on the moon
8. A car playing video games
9. A car being chased by hotdogs
10. A Volkswagen rabbit (type of car) in love with a real rabbit
11. A taxi cab sinking in quicksand
12. A car skateboarding and singing
13. A half car, half dog, watching tv
14. A superhero car saving a city from a monster
15. A car skiing and talking on a cell phone
16. A scared cop car lost in the woods
17. A half car, half unicorn, playing tennis
18. A snorkeling double decker bus
19. A food truck serving dog food to dogs, a “dog food” truck
20. A burning car running from a fire truck
21. A cop car camping on the moon
22. A school bus jumping through hoops
23. A car painting a picture
24. A car singing in a play
25. A car feeding ducks
26. A car skydiving

27. A car hiding from ghosts

28. A car taking a selfie

29. A car fishing from a cloud

30. A car water-skiing

31. A car diving

32. A car winning a race

34. A car hunting

36. A car being chased by a shark

37. A car sliding down a rainbow

38. A car meeting the president

39. A fire breathing fire truck

41. Cars getting married

43. Half car half cat stuck in a tree

44. A school bus eating an apple

45. A race car with a mermaid tail swimming

47. A car hiking up a hill

48. A police car robbing a bank

49. A bus painting