




# Visual Arts Lesson Plan

## Title: Writing on the Wall, a look into Values and Identity

Author: Sarah Novak

Age Group: 8th grade

Document the embedded Universal Constructs using the table below. Consider indicating and tracking when a concept or skill is Introduced (I), Reinforced (R), or Mastered (M) and assessed.

<b>Iowa Core Universal Constructs</b> <a href="https://iowacore.gov/content/universal-constructs-essential-21st-century-success-0">https://iowacore.gov/content/universal-constructs-essential-21st-century-success-0</a> 		CRITICAL THINKING	COMPLEX COMMUNICATION	CREATIVITY	COLLABORATION	FLEXIBILITY & ADAPTABILITY	PRODUCTIVITY & ACCOUNTABILITY
<b>Artistic Process</b> 	<b>National Core Arts Standards — NAEA, 2014</b> <a href="http://www.nationalartsstandards.org/">http://www.nationalartsstandards.org/</a> <b>Iowa Department of Education — Nov. 2017</b> <a href="https://educateiowa.gov/pk-12/instruction/fine-arts">https://educateiowa.gov/pk-12/instruction/fine-arts</a> 						
<b>CREATING:</b> Conceive and develop new artistic ideas and work.	Anchor Standard: Generate and conceptualize artistic ideas and work.	x	x	x			
	Anchor Standard: Organize and develop artistic ideas and work.		x				x
	Anchor Standard: Refine and complete artistic work.						x
<b>PRESENTING:</b> Interpret and share artistic work.	Anchor Standard: Analyze, interpret, and select artistic artwork for presentation.				x		
	Anchor Standard: Develop and refine artistic techniques and work for presentation.			x			x
	Anchor Standard: Convey meaning through the presentation of artistic work.	x					
<b>RESPONDING:</b> Understand and evaluate how the arts convey meaning.	Anchor Standard: Perceive and analyze artistic work.	x					
	Anchor Standard: Interpret intent and meaning in artistic work.		x				
	Anchor Standard: Apply criteria to artistic work.						x
<b>CONNECTING:</b> Relate artistic ideas & work with personal meaning and external context.	Anchor Standard: Relate artistic ideas and work with societal, cultural and historical context to deepen meaning.	x	x	x	x		
	Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.		x				

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**District, Building, or Department Goals or Objectives:** Make an original piece of art with personal meaning, including personal values in the form of graffiti on a wall to project to an audience.

**Description:** Understand the meaning of Social Issues, and look at how artists use their voice. Students will draw a shadow representing how they see themselves currently or how they envision themselves in the future. The shadow may be symbolic (an object) or can be represented using the human form. The Social Issue will be included on the wall in order to share their viewpoint.

**Teacher Preparation:** create a slide show with visual representation, videos, and relevant content to present the information.

**Materials and Resources Needed:** [Google Slide](#) show presented to class. Students will collaborate to brainstorm personal social issues, and generate a list.

Pencil, paper,

### Vocabulary:

Social issue

Value shaded with pencils

### Plan:

*Day 1: present slide show and draw a "shadow" representing a silhouette of their personal view of themselves.*

*Day 2: demonstrate blending/shading using pencil and tortillions*

*Day 4-5: continue drawing on the "wall" with artistic intent*

### Assessment:

**Creating:** Conceptualize artistic work by adding "graffiti" on the wall

**Presenting:** artistic techniques- use values (shades and tint with pencil)

**Responding:** meaningful message conveying a social issue

**Connecting:** relate societal, cultural and historical context to deepen meaning within the "graffiti"

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### Follow Up Activities:

Small and large group discussion about social issues

### Resources and References:

For further information or questions about this lesson, contact: [Sarah Novak](#)