

## Basic Information

<b>Designer(s)</b>	Karen Keller
<b>Title</b>	Positives and Negatives of New Bedford Diptychs
<b>Summary</b>	Students brainstorm and identify various positive and negative aspects of the social, cultural, economic, and educational traits of the community of New Bedford. Students illustrate a high contrast diptych representation of one positive and one negative trait visible in the community of New Bedford. Students focus on what parts of the New Bedford community they like and enjoy, and which parts they want to see changed. Students are challenged to use complementary colors, color association, and contrast to express this dichotomy.
<b>Grade/Level</b>	Grades 5-8
<b>Time Frame</b>	Four to Six 45-minute classes
<b>Subject(s)</b>	Visual Art
<b>Modifications</b>	<ul style="list-style-type: none"> <li>• Students can use markers, colored pencils, or crayons</li> <li>• Students can make a triptych on three elements of their community</li> <li>• Students can make their artwork about any community they are a part of, with teacher's approval</li> </ul>

<b>Standards</b>	<p><i>Massachusetts Curriculum Frameworks</i></p> <ul style="list-style-type: none"> <li>• <b>2.6</b> For space and composition, explore composition by creating artwork with a center of interest, repetition, and/or balance</li> <li>• <b>2.7</b> For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors.</li> <li>• <b>4.5</b> Demonstrate the ability to describe preliminary concepts verbally; to visualize concepts in clear schematic layouts; and to organize and complete projects.</li> </ul> <p><i>CCO Visual Arts 5-8</i></p> <ul style="list-style-type: none"> <li>• <b>27</b> Visual Arts Students demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change.</li> <li>• <b>25</b> Visual Arts Students demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts,</li> </ul>
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	<p>critique, self-assessment, refinement, and exhibit preparation.</p> <p>National Core Arts Standards</p> <ul style="list-style-type: none"> <li>● <b>VA:Cn10.1.6a</b> Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.</li> <li>● <b>VA:Re8.1.7a</b> Interpret art by analyzing artmaking approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.</li> </ul>
<b>Overarching Goal</b>	Through this lesson, students will recognize and express their views on aspects of their community, both positive and negative. Through visual expressive painting and color theory, the students will use diptychs to elaborate on the complexities of their contrasting opinions on social, educational, economic, or cultural aspects of their community.
<b>Understandings and Lesson Objectives</b>	<ul style="list-style-type: none"> <li>● Students will create diptych artworks with a center of interest, repetition, and balance (2.6) <ul style="list-style-type: none"> <li>○ I can balance shapes of the composition on each panel of the diptych.</li> <li>○ I can use repetition of shapes in the composition to create emphasis.</li> </ul> </li> <li>● Students will use hues, values, intermediate shades, tints, tones, and complementary color in paintings that employ relative properties of color to express their attitudes toward certain aspects of New Bedford (2.7) <ul style="list-style-type: none"> <li>○ I can use a variety of colors in my artwork.</li> <li>○ I can use complementary color pairs in my artwork.</li> <li>○ I can create multiple values of colors in my artwork.</li> </ul> </li> <li>● Students will visualize concepts in clear schematic layouts (sketches) and to organize and complete a quality artwork on positive and negative aspects of New Bedford (4.5) <ul style="list-style-type: none"> <li>○ I can brainstorm multiple ideas for positive in my community as displayed through two or more thumbnail sketches for each aspect</li> <li>○ I can brainstorm multiple ideas for negatives in my community</li> </ul> </li> <li>● Students will create art which use media to identify ideas and mood. (VA:Re8.1.7a) <ul style="list-style-type: none"> <li>○ I can explain how my color choices show positive and negative moods toward New Bedford and relate this to the Picasso pieces we saw in class during critique.</li> <li>○ I can explain how values in my diptych show positive and negative moods toward New Bedford and relate this back to the Picasso we saw in class.</li> </ul> </li> </ul>

<b>Essential Questions</b>	What is community? What are some aspects (positive and negative) of the New Bedford community?
<b>Unit (Guiding) Questions</b>	What are social aspects? What are economic aspects? What are educational aspects? What are cultural aspects? What aspects of your community do you like? What aspects of your community do you want to see improved? How do we visually communicate aspects of community? What is mood in art? What is a diptych?
<b>Knowledge and Skills</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>● Identify both positive and negative aspects of the community of New Bedford</li> <li>● Define culture</li> <li>● Provide examples of these aspects</li> <li>● Define social, economic, educational and cultural activity in a community</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>● Discuss social, economic, educational, and cultural aspects of New Bedford</li> <li>● Collaborate in group discussion with peers</li> <li>● Compare and contrast aspects of positive and negative community traits in New Bedford</li> <li>● Analyze the relationship between community traits in New Bedford</li> <li>● Explain their thoughts and opinions and give evidence and/or reasoning</li> <li>● Color theory</li> </ul> <p>Knowledge and skills building upon:</p> <ul style="list-style-type: none"> <li>● Color theory and color association</li> <li>● Critical thinking</li> <li>● Design skills</li> <li>● Artistic vocabulary</li> <li>● Drafting and brainstorming</li> </ul>

### Performance Tasks And Assessment

<b>Performance Task/</b>	This lesson gives students the an opportunity to practice critical thinking and engagement with their community. The students will understand the concepts of balance, contrast, and symmetry in their diptych explorations and in the world around them as artists and active citizens.
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<b>Activity</b>	For this art assignment, students illustrate a high contrast balanced diptych representation of one positive and one negative trait visible in the community of New Bedford. For one half of the diptych, students focus on what parts of the New Bedford community which they like, while the other half focuses on which parts they want to see changed. Students are challenged to use complementary colors, color association, contrast, and balance to express this dichotomy.										
<b>Motivation</b>	<ul style="list-style-type: none"> <li>● Teacher will facilitate a discussion on topics of New Bedford, Community, and Identity</li> <li>● Teacher Uses Visual Thinking Strategies (VTS) to lead a powerpoint presentation on: <ul style="list-style-type: none"> <li>○ The color wheel</li> <li>○ Emotional expression through color (mood)</li> <li>○ Picasso Blue Period painting "The Old Guitarist" VTS: <ul style="list-style-type: none"> <li>■ What emotion does this image show?</li> <li>■ What visual elements convey this mood?</li> </ul> </li> <li>○ Picasso Rose Period painting "Family of Acrobats with Monkey" VTS <ul style="list-style-type: none"> <li>■ What emotion does this image show?</li> <li>■ What visual elements convey this mood?</li> </ul> </li> <li>○ Examples of teachers own artwork related to mood to engage students into teachers artistic practice beyond the classroom</li> <li>○ Diptychs <ul style="list-style-type: none"> <li>■ Andy Warhol and Ivor Abrahams examples</li> </ul> </li> <li>○ Symmetry and balance</li> <li>○ The Yin-Yang symbol VTS <ul style="list-style-type: none"> <li>■ How is this balanced?</li> <li>■ What makes this visually pleasing/not pleasing in your opinion?</li> </ul> </li> </ul> </li> <li>● During presentation, books on color and mood are passed around for students to skim and pass along.</li> </ul>										
<b>Assessment/Rubrics</b>	<table border="1"> <thead> <tr> <th>Objective</th><th>Master</th><th>Skilled</th><th>Apprentice</th><th>Beginner</th></tr> </thead> <tbody> <tr> <td><b>Students will create diptych artworks with a focal point repetition, and</b></td><td>- composition has three or more shapes balanced on each panel of the diptych</td><td>- composition has two shapes balanced on each panel of the diptych</td><td>- composition has two shapes balanced on each panel of the diptych</td><td>-No shapes of the composition are visually balanced at all -no elements of</td></tr> </tbody> </table>	Objective	Master	Skilled	Apprentice	Beginner	<b>Students will create diptych artworks with a focal point repetition, and</b>	- composition has three or more shapes balanced on each panel of the diptych	- composition has two shapes balanced on each panel of the diptych	- composition has two shapes balanced on each panel of the diptych	-No shapes of the composition are visually balanced at all -no elements of
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	<b>balance (2.6)</b>	<p>diptych</p> <p>-three or more shapes in the composition are repeated for emphasis</p>	<p>-Two shapes in the composition are repeated for emphasis</p>	<p>-one shape in the composition is repeated for emphasis</p>	<p>the composition are repeated for emphasis</p>
	<b>Students will use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic color that employ relative properties of color. (2.7)</b>	<p>-Artwork includes five or more distinct hues</p> <p>-Artwork shows multiple uses of complementary color pairs</p> <p>-Artwork uses multiple values of the same color for multiple colors</p>	<p>-Artwork includes four distinct hues</p> <p>-Artwork shows two examples of complementary color pairs</p> <p>-Artwork uses at least 3 values of the same color.</p>	<p>-Artwork includes three distinct hues</p> <p>-Artwork shows one pair of complementary colors</p> <p>-Artwork uses at least 2 values of the same color</p>	<p>-Artwork shows only one or two distinct hues</p> <p>-Artwork does not clearly show any use of complementary colors</p> <p>-Artwork does not show variation in value for any colors.</p>
	<b>Students will visualize concepts in clear schematic layouts (sketches) and to organize and complete a</b>	<ul style="list-style-type: none"> <li>- Brainstormed multiple ideas for positive aspects</li> <li>- Brainstormed multiple ideas for negative aspects</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstormed two ideas for positive aspects</li> <li>- Brainstormed two negative aspects</li> <li>- Two complete</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstormed one idea for a positive aspect</li> <li>- Brainstormed one idea for a negative aspect</li> </ul>	<ul style="list-style-type: none"> <li>-No brainstorming for positive aspects</li> <li>-No brainstorming for negative aspects</li> <li>-No thumbnail</li> </ul>

<b>quality artwork on positive and negative aspects of New Bedford (4.5)</b>	-Three or more thumbnail sketches for each aspect in preparation for the final work	thumbnail sketches for each aspect in preparation for the final work	-One completed thumbnail sketch for each aspect in preparation for the final work	sketch work done in preparation for the final work.
<b>Students will interpret and create art which use media to identify ideas and mood. (VA:Re8.1.7a)</b>	-Explains during critique how their color choices in the diptych show positive and negative moods toward New Bedford and relates this back to the Picasso pieces shown earlier -Explains during critique how their values in the diptych show positive and negative moods toward New Bedford and	-Explains during critique how their color choices in the diptych show positive and negative moods toward New Bedford -Explains during critique how their values in the diptych show positive and negative moods toward New Bedford	-Explains during critique how color choices in the diptych show either positive or negative moods toward New Bedford -Explains during critique how their values in the diptych show either positive or negative moods toward New Bedford	-Does not explain color choices in relation to mood. -Does not explain value choices in relation to mood

	relates this back to the Picasso pieces shown earlier			
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Formative Assessments:

1. Verbal check ins with individual students as they work
2. Questions of understanding and VTS during instruction

Learning Experiences And Resources

<b>Routines</b>	<ul style="list-style-type: none"> <li>• Teacher will greet class</li> <li>• Students will take their seats.</li> <li>• The teacher will write the daily objectives on the board and go over those objectives with students</li> <li>• Teacher has rules and expectations decided upon with the class on large posters in the room.</li> <li>• Each table has one different colored supply caddy equipped with pencils, erasers, and markers for students to use when told to.</li> <li>• The teacher will begin each lesson with an anticipatory set by using a presentation or a short demonstration with Visual Thinking Strategies and Socratic Discussion to get students started.</li> <li>• The teacher will create an atmosphere that encourages students to ask questions by checking for understanding, posing thought provoking questions, and engaging individual students to contribute to the discussion.</li> <li>• A few student helpers are occasionally assigned to pass out or collect supplies.</li> <li>• Students will have a designated place for materials and process work.</li> <li>• The teacher will keep momentum by assessing how each table is working and sticking to the routines.</li> <li>• The teacher will also give warnings to misbehaving students and point to the list of respectful behavior</li> <li>• The teacher will use verbal warnings in intervals for transitions such as clean up, push in their chairs before they leave class.</li> <li>• Students write their names on the backs of their artworks before they are collected at the end of each class session.</li> <li>• Students are dismissed in groups based on their caddy color (ie. “blue table may line up”), and students silently line up</li> <li>• Students will have a verbal quiz while they stand in line about</li> </ul>
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	<p>different artists they may know and should look up before next class.</p>
Instructional Approaches	<ul style="list-style-type: none"> <li>● <b>Expressionist:</b> The teacher will instruct students on how to use properties of color to express personal emotional views on their community.</li> <li>● <b>Visual Thinking Strategies:</b> The teacher will instruct the class to think and respond to each artistic image presented during the anticipatory set.</li> <li>● <b>Art History:</b> The images the teacher will present to the students during the Visual Thinking Strategies anticipatory set presentation include historical artworks important to the progress of art history and contemporary practice. The teacher will elaborate on the important historical contexts of these works and instruct students to use their analytical knowledge of the historical works to enhance their own creative process in the assignment.</li> <li>● <b>Theme Based:</b> The teacher will instruct students to continually reflect on the big idea of community, which is the main focus of the overall curriculum.</li> <li>● <b>Social Justice:</b> The teacher instructs students to identify something in the community that they feel needs to be improved, and encourages them to think of solutions that would benefit society.</li> </ul>
Sequence of Activities	<p><b>Class 1:</b></p> <ul style="list-style-type: none"> <li>● Classroom set up: classroom is clean and organized. caddies with essential supplies at each table, chairs and name tags are at each spot, and information about class behavior, art standards, and the instructions for the lesson are on the board</li> <li>● The students file into class and take their assigned seats with their name tags. (2 minutes)</li> <li>● The teacher greets students and begins the anticipatory set (25 minutes). <ul style="list-style-type: none"> <li>○ Teacher will review with students in a discussion the topics of New Bedford, Community, and Identity</li> <li>○ Teacher Uses VTS to lead a powerpoint presentation on: <ul style="list-style-type: none"> <li>■ The color wheel</li> <li>■ Emotional expression through color (mood)</li> <li>■ Picasso Blue Period painting “The Old Guitarist” VTS: <ul style="list-style-type: none"> <li>● What emotion does this image show?</li> <li>● What visual elements convey this mood?</li> </ul> </li> <li>■ Picasso Rose Period painting “Family of Acrobats with Monkey” VTS <ul style="list-style-type: none"> <li>● What emotion does this image show?</li> </ul> </li> </ul> </li> </ul> </li> </ul>

- What visual elements convey this mood?
- Examples of teachers own artwork related to mood to engage students into teachers artistic practice beyond the classroom
- Diptychs
  - Andy Warhol and Ivor Abrahams examples
- Symmetry and balance
- The Yin-Yang symbol VTS
  - How is this balanced?
  - What makes this visually pleasing/not pleasing in your opinion?
- During presentation, books on color and mood are passed around for students to skim and pass along.
- Teacher will then introduce the performance task:  
Students will create diptych paintings showing one aspect of New Bedford that makes them happy and one aspect that they think needs improvement
- Students are instructed to show how they feel about each side through color contrast and mood.
- Teacher will hand out newsprint paper for students to write down ideas of different aspects of their community they like and dislike.
- Teacher will give ideas of different aspects of a community to think about, including social, economical, environmental and educational aspects.
- Students begin brainstorming with:
  - A list of potential negative and positive aspects of their community and
  - thumbnail sketches of how they will represent those ideas (15 minutes)
- Teacher gives students five minute warning and asks students to write their names on their brainstorming sheets
- Students clean materials by putting them into the caddies
- Teacher collects brainstorming sheets
- Teacher calls tables by caddy color depending on which group of students are the most well behaved.
- Students line up at the door and participate in a verbal artists quiz until it is time to leave. (5 minutes)

### **Class 2:**

- Classroom set up: classroom is clean and organized. Caddies with essential supplies at each table, chairs and name tags are at each spot, and information about class behavior, art standards, and the instructions for the lesson are on the board. Precut 9x12 mixed media paper and rulers are at the front table.
- The students file into class and take their assigned seats with their name tags. (2 minutes)
- The teacher greets students and begins to review the information

from last class (2 minutes).

- Teacher will remind students that they are creating diptych paintings showing one aspect of New Bedford that makes them happy and one aspect that they think needs improvement using color and balance to convey the moods of each contrasting half
- Teacher will hand out brainstorming papers from last class to each student while calling roll.
- Teacher assigns one student to hand out 9x12 pieces of mixed media paper and another to hand out rulers to each student.
- Teacher instructs students to pick an idea from their brainstorming sheet for a positive trait and negative trait of New Bedford.
- Teacher will then ask students to fold their 9x12 sheet into two 9x6 halves, (hamburger fold) and to then draw a pencil line with the ruler down the fold. (5 minutes)
- Teacher will instruct students to begin sketching their ideas onto their divided papers, one side positive and one side negative. If students need to sketch on another sheet and then onto the final paper, they may do so. (25 minutes)
- Teacher gives students five minute warning and asks students to write their names on the backs of their works in progress.
- Students clean materials by putting them into the caddies
- Teacher collects brainstorming sheets and works-in-progress.
- Teacher calls tables by caddy color depending on which group of students are the most well behaved.
- Students line up at the door and participate in a verbal artists quiz until it is time to leave. (5 minutes)

### **Class 3:**

- Classroom set up: classroom is clean and organized. Caddies with essential supplies at each table, chairs and name tags are at each spot, and information about class behavior, art standards, and the instructions for the lesson are on the board. Precut 9x12 mixed media paper, rulers, paper towels, cups of water, brushes, and palettes loaded with each color are at the front table.
- The students file into class and take their assigned seats with their name tags. (2 minutes)
- The teacher greets students and begins to review the information from last class (5 minutes).
  - Teacher will remind students that they are creating diptych paintings showing one aspect of New Bedford that makes them happy and one aspect that they think needs improvement using color and balance to convey the moods of each contrasting half
- Teacher will hand out all papers from last class to each student

while calling roll.

- Teacher will instruct students to finish sketching their ideas onto their divided papers (10-15 minutes)
- Teacher tells students that when they are done with the sketches, they can raise their hands and the teacher will give them a palette with paints, a cup of water, paper towels and a brush to begin painting (10-15)
- Teacher gives students five minute warning and asks students who are painting to spill their water cups and stack them by the sink, rinse their brushes in the sink, and bring them back to their seat.
- Students clean dry materials by putting them into the caddies
- Teacher collects brainstorming sheets and works-in-progress.
- Teacher calls tables by caddy color depending on which group of students are the most well behaved.
- Students line up at the door and participate in a verbal artists quiz until it is time to leave. (5 minutes)
- Teacher will cover palettes in plastic wrap to preserve for next class.

#### **Class 4:**

- Classroom set up: classroom is clean and organized. Caddies with essential supplies at each table, chairs and name tags are at each spot, and information about class behavior, art standards, and the instructions for the lesson are on the board. Precut 9x12 mixed media paper, rulers, paper towels, cups of water, brushes, and palettes loaded with each color are at the front table.
- The students file into class and take their assigned seats with their name tags. (2 minutes)
- The teacher greets students and begins to review the information from last class (2 minutes).
  - Teacher will remind students that they are finishing their diptych paintings today, showing one aspect of New Bedford that makes them happy and one aspect that they think needs improvement using color and balance to convey the moods of each contrasting half
- Teacher will hand out all papers from last class to each student while calling roll.
- Teacher will assign one student to pass out palettes, another to pass out water cups and a third to pass out brushes and paper towels (5 minutes)
- Teacher will instruct students to finish their diptychs with contrasting colors and multiple values to convey mood. (30 minutes)
- Teacher gives students five minute warning and asks students who are painting to spill their water cups and throw them out,

rinse their brushes in the sink, and bring them back to their seat.

- Students clean dry materials by putting them into the caddies
- Teacher collects works-in-progress.
- Teacher calls tables by caddy color depending on which group of students are the most well behaved.
- Students line up at the door and participate in a verbal artists quiz until it is time to leave. (5 minutes)

#### **Class 5:**

- Classroom set up: classroom is clean and organized. Caddies with essential supplies at each table, chairs and name tags are at each spot, and information about class behavior, art standards, and the instructions for the lesson are on the board, as well as the critique prompt questions
- The students file into class and take their assigned seats with their name tags. (2 minutes)
- The teacher greets students and begins to review the information from last class (2 minutes).
  - Teacher will remind students that they finished their diptych paintings, showing one aspect of New Bedford that makes them happy and one aspect that they think needs improvement using color and balance to convey the moods of each contrasting half
- Teacher will hand out final works to each student while calling roll.
- Teacher will go around the room and ask the student the following critique prompt questions (20 minutes):
  - What was your positive aspect of New Bedford?
  - How did you show your feelings about it through color? Value?
  - What was your negative aspect of New Bedford?
  - How did you show your feelings about it through color? Value?
- Teacher will encourage other students to remain quiet and respectful during the presenting student's responses, and to contribute comments and questions after the student is finished presenting their work.
- Teacher will collect the work of all students and introduce the next lesson (20)
- Teacher gives students five minute warning
- Students clean dry materials by putting them into the caddies
- Teacher collects works-in-progress.
- Teacher calls tables by caddy color depending on which group of students are the most well behaved (quiet, sitting still, attentive etc.)
- Students line up at the door and participate in a verbal artists quiz until it is time to leave. (5 minutes)

**Differentiated  
Instruction  
and  
Adaptations**

**Students with Limited Mobility and/or Fine Motor Needs**

- Students can tear various materials (paper, magazines, etc.) and/or use adaptive scissors for cutting.
- Modified drawing materials should be made available with soft grips (rubberized pencil grips, sponges, play-doh, etc.)
- Provide writing and drawing materials in various sizes and handle widths.
- Materials can be adapted and/or supplemented for all student's abilities (Ex: such as using a sponge to apply paint or glue)
- Hand-over-hand techniques and methods can be used when needed.
- Inclusion of a language or visual communication aid board (paper or iPad)
- Make classroom accessible for wheelchair users by having 32 inches minimum width for all traffic areas
- Have work area and/or table(s) adjusted to a height for wheelchair users
- Students with limited mobility should be seated as close to exit/door as possible for ease and speed of entry and exiting
- Provide a surge strip for charging any assistive or medical technology

**English Language Learners**

- Have written agenda and directions available (on board, printed, etc)
- Provide visuals (images, photos, etc.) to accompany new terms and vocabulary on the board/walls/handouts
- Give ELLs time to prepare to answer questions by asking the entire class the question and moving from student to student for answers
- Include wait time when asking questions to allow ELLs to formulate their responses
- Restate ELLs responses/answers to subtly correct any language mistakes without embarrassing them by pointing out mistakes
- Ask ELLs to explain answers and concepts with their own choice of words as a check for understanding
- Pair students with Native speakers
- Have the class read sections of text together (out loud)
- Create a handout of key terms, vocabulary, and concepts in various native languages and English for ELLs.
- Rubric provided in English and ELL native languages.

**Students that are Hard of Hearing or Deaf:**

- Students should sit as close as possible to the teacher, facing them at all times
- Close all doors and windows so that ambient noise is at a minimum
- Classroom noise should be as quiet as possible to prevent

- headaches and auditory issues with hearing aid users
- All video content should include closed-captioning
- The volume for all video and audio content should be high enough to be heard from all corners of the classroom and adjusted for student's needs
- Students need to sit where video is clearly visible like in front of classroom
- Instruction and essential information should be provided in written form as well as repeated orally

#### **Students with Limited Visibility or Blindness:**

- Video content will be explained orally
- When needed and applicable, 2D assignments can be modified into 3D assignments (like drawing a portrait into sculpting a portrait)
- Large print versions of handouts and printed content should be made available for students with low and partial vision
- Video content and demonstrations should be explained and summarized (either by teacher or paraprofessional/aide)
- Materials and tools should be placed in the same locations every class and when provided for these students, placed on the same locations on their tables/workplaces
- Furniture and objects around the room should be stationary and remain in the same locations throughout the school year

#### **Students from At-Risk Backgrounds:**

- Provide allergy-safe snacks in the classroom if students are hungry
- Supply classroom with first aid kit, various clothes (jacket, sweater, pants, t-shirt, etc.), as well as basic sanitary and hygiene supplies for emergency student use
- Give extra encouragement and have patience and empathy
- Allow students immediate access to school resources such as nurses, counselors, therapists, principal, etc.
- Be available for private conversation with individual students
- As needed, check in with parents/guardians regarding student needs, behaviors, performance, etc.
- At teacher's discretion, make allowances for extra time (in class and out of class, eating in class, and other accommodations to meet student needs

#### **Students with ADHD/ADD:**

- Provide fidget spinners/devices and stress balls (if non-distracting to other students) to keep students focused during lecture portions of lessons
- Seat students close to the front of the classroom and away from distractions (windows, doors, hallways, etc.)
- Redirect students, as needed, to keep them on-task
- Allow students to take brief breaks and walk around classroom

when needed

- Provide diagrams and pictures to students
- Provide students with a handout of all essential information for the day's lesson
- Provide alternative testing arrangements (different room, different time, etc.) when needed

#### **Students with Autism or on the Autism Spectrum:**

- Class routines should be established in the first days of school and strictly followed.
- When there will be a change in routines (such as a guest speaker, a field trip, etc.) students should be informed in advance of that class/date.
- Noise cancelling headphones should be provided if students become noise-sensitive.
- Allow students to take breaks when they feel overwhelmed and/or frustrated.
- If there is a sudden change in the classroom, such as changing seating plans, make it a positive experience to reduce the possibility of outbursts now and in the future.
- Provide students more opportunities to collaborate with others and work in groups to encourage social development.

#### **Multiple Intelligences:**

- **Visual learners**
  - Provide visuals such as diagrams, charts, and graphs to help students understand information.
  - Demonstrate what you want students to do, don't rely simply on written or oral directions.
  - Recommend students use different colors to organize sections in notes.
  - Pair images with text in handouts, worksheets, quizzes, and tests.
  - Make class PowerPoints available to download on class website/google classroom
- **Auditory learners**
  - Use varying pitch, tone, and lengths of sentences when explaining information to keep students interested
  - Using class discussion focusing on listening and speaking
  - Encourage discussion and reading out loud
- **Tactile & Kinesthetic**
  - Allow students to take breaks during class and move around classroom
  - Encourage students to write down their own notes and ideas
  - Encourage students to draw and sketch to accompany their notes to help them remember content
  - Incorporate interactive technology in the classroom such as iPads, laptops, smart boards, etc.

- Provide a variety of tactile learning experiences, such as using new types of materials and touching artwork, in the classroom to keep students engaged

**Advanced Learners and Early Finishers:**

- Students should work on additional details to further develop their artwork.
- Students can read art periodicals and/or books
- Art related games will be made available for early finishers (Art card games, art board games, art flashcards, art apps)
- Students should prepare to display the final artwork
- Students can assist the teacher or help other students

**Best Practices for All Learners:**

- Have the class agenda and directions written on board
- Have notes and PowerPoints presentations emailed to students or available on google classroom/class website
- Closed-captioning provided on all video content
- Provide visual examples often
- Break up lessons to allow students to move around, see what other students are doing
- Be able to explain information in a variety of ways to support all learning styles, such as providing demonstrations, videos, books, magazines, imagery, and oral discussion.
- Teacher should be sensitive to issues and emotions of students
- Teacher should always be enthusiastic and encouraging
- Students should never be isolated from the class unless they want/choose to move in order to focus on their work
- Check in with students during class
- Have high expectations for all learners
- Give students positive attention and feedback often to support their good choices and efforts
- Students will be made aware that the classroom will be allergen and scent-free, avoiding the potential for allergic reactions or sensitivities to allergens and scents. The classroom is a nut-free zone. No air-fresheners, scented gels, or aerosol sprays will be allowed in the room.

<b>Resources</b>	<p>De la Bedoyere, C. (2006). <i>A Brief History of Art</i> (The World's Greatest Art). London, UK: Flame Tree Publishing.</p> <p>Dowden, B., &amp; Fieser, J. (1995). Yinyang (Yin-Yang). Retrieved from <a href="https://www.iep.utm.edu/yinyang/">https://www.iep.utm.edu/yinyang/</a></p> <p>Eiseman, L. (2017). <i>The complete color harmony: Pantone edition:</i></p>
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*Expert color information for professional color results.* Beverly, MA:Rockport.  
Lasseter, J. (2017). *Color of Pixar*. Chronicle Books LLC.

Pablo Picasso and his paintings. (2009). Retrieved from  
<https://www.pablopicasso.org/>

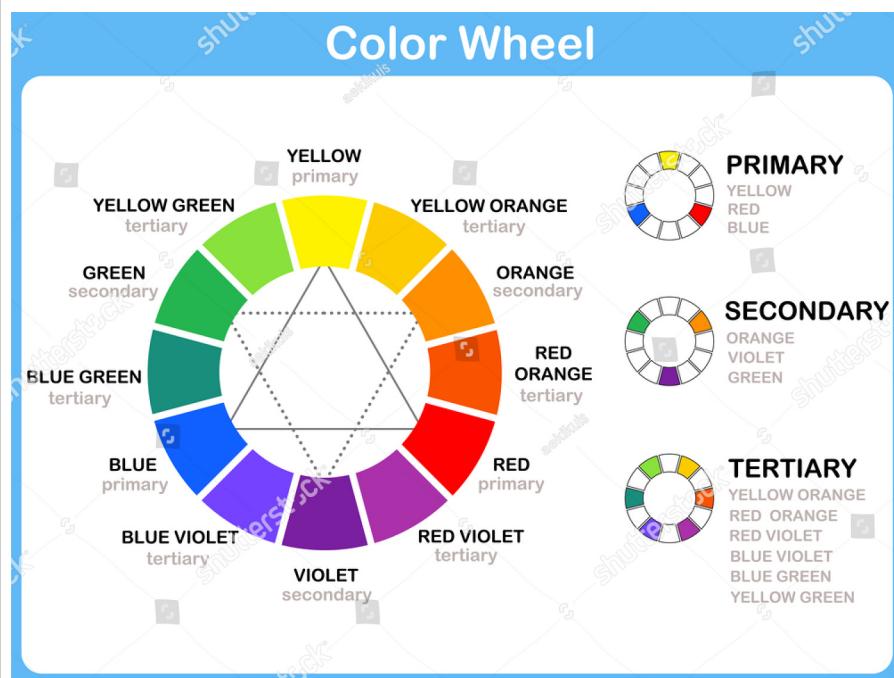
Tate. (2018). Diptych – Art Term. Retrieved from  
<https://www.tate.org.uk/art/art-terms/d/diptych>

The Solomon R. Guggenheim Foundation. (2018).  
Pablo Picasso. Retrieved from  
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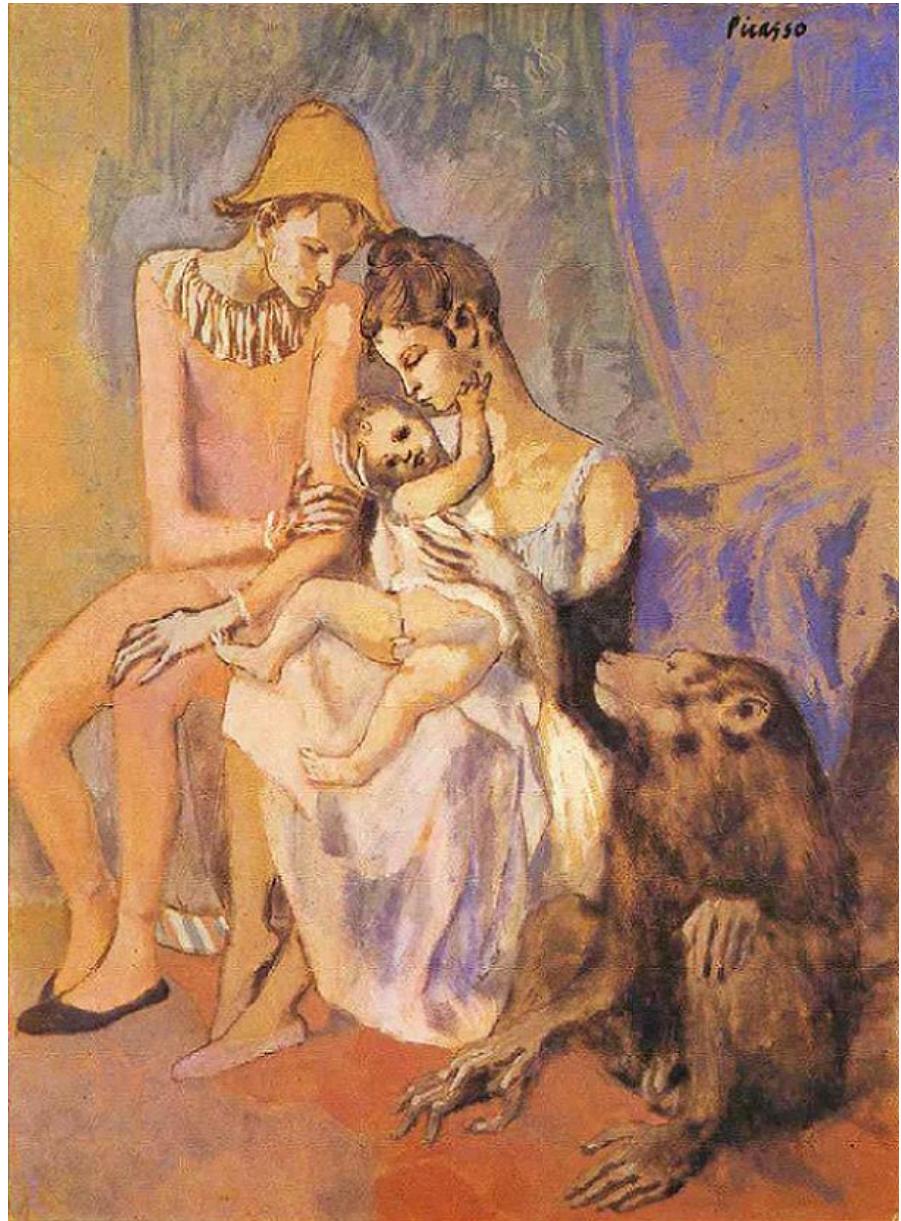
Wong, W. (1997). *Principles of form and design*. New York, NY: Van Nostrand Reinhold.

<b>Materials</b>	<ul style="list-style-type: none"><li>• Blickrylic 6-Pack of Pints Basic Color Set (x2)</li><li>• Royal and Langnickel Big Kids Choice 72-Piece Soft Grip Class Paintbrush Packs Round and Shader</li><li>• Utrecht Studio Series Acrylic Gesso gallon</li><li>• Strathmore 400 Series Mixed Media Roll 44" x 8yd</li><li>• Plastic cups (30)</li><li>• Paper towels (1 roll)</li><li>• Old T-shirts as smocks</li><li>• Plastic Paint Trays (2 packs of ten)</li><li>• Westcott C-Thru Flexible Inch/Metric Rulers (25)</li><li>• Great Value Roll of plastic wrap</li><li>• Creative Studio Graphite Sketch Pencils and Erasers (25)</li><li>• Newsprint 8.5x11 (25 pieces)</li></ul>
<b>Key Words / Vocabulary</b>	<ul style="list-style-type: none"><li>• <b>Contrast:</b> how distinctly different two visual elements are from one another in color and/or value</li><li>• <b>Complimentary Colors:</b> colors on the opposite ends of the color wheel.</li><li>• <b>Value/tone:</b> the varying light and dark shades of color in an artwork</li><li>• <b>Balance:</b> compositional weight distributed evenly across a visual artwork</li><li>• <b>Diptych:</b> a work of 2D art made up of two panels of the same shape. Each work could be successful as its own independent artwork, but both work better together.</li><li>• <b>Mood:</b> the emotional attitude expressed in a work of art</li></ul>
<b>Appendices</b>	<a href="https://www.pablopicasso.org/">https://www.pablopicasso.org/</a> <a href="https://www.guggenheim.org/artwork/artist/pablo-picasso">https://www.guggenheim.org/artwork/artist/pablo-picasso</a> <a href="https://www.iep.utm.edu/yinyang/">https://www.iep.utm.edu/yinyang/</a>

<https://docs.google.com/presentation/d/1IUs818EvPA2SrwlEM9EUEM7MD7IT19lmBq2HWFIUUMA/edit?usp=sharing>











**Exemplar**