Figurative Language and Communication

UNIT FOUNDATION

By: Lisa, Caden, Warren

Sources:
List the source/s for inspiration and/or idea
for learning design.

Student Demographics
(Most of these will read, "assume some.")
Ages – 7th grade
Developmental/Physical **D**isability/Ability **-** Assume some
Religion - Assume diversity
Ethnicity- Assume diversity
Socio-economic status - Assume diversity
Sexual orientation - Assume diversity
Indigenous - Assume diversity
Nationality - Assume diversity
Gender - Assume diversity

Developmental Considerations
Children in 7th grade are very excited to do intense schoolwork and art projects. They are very emotional and have tons of energy, so this is a hard stage in life getting to know their bodies and emotions. They can grasp onto more complex issues and are increasingly able to plan and organize better. 7th graders like to work in groups and be in control of their choices.

Enduring Idea

Communication

Summary and Rationale

Communication is a foundational aspect in the way we interact with one another. Investigating the visual elements of communication will deepen our students' understanding of utilizing principles of visual language and figurative language in their own forms of communication with others. In addition, students will develop strategies to interpret visual communication seen on a variety of different platforms throughout our culture, such as advertisements.

Key Concepts

Communication is storytelling that requires a language to create meaning.
Communication is both verbal and visual, expressed through words, sounds, and images.
Communication is constantly changing.

Essential Questions

How do we visually communicate?
How does visual communication influence the way we interact with the message?
How does visual communication change?

Unit Outcomes

Identify 3 or more elements of art.
Identify 3 or more principles of design.
Identify 3 or more types of figurative language.
Create an example of using symbols to communicate.
Create an advertisement for a fictional product brand, sport team, band album cover, etc.

MT Art Standards

https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards-Revision
Write out the entire Anchor Standard and grade level benchmark.

Anchor Standard #1: Generate and Conceptualize Artistic Ideas and Work - design project steps and criteria to reach an identified goal and investigate personally relevant content for art making

Anchor Standard #3: Refine and complete artistic work. - improve the technical quality of media artworks by selecting expressive and stylistic elements to reflect an understanding of purpose, audience, and place

Art Standard #10- Synthesize and relate knowledge and personal experiences to make art. Use art to

express ideas and current interests.

MT Common Core / Content Standards

Analyze how media artworks expand meaning and knowledge, create cultural experiences, and influence local and global events.

MT Indian Education for All Essential Understandings

History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from American Indian perspectives frequently conflicts with the stories mainstream historians tell.

Artmaking Method Taught (Include the prompt.)

How would you describe a product to a customer? What elements of visual communication would you utilize?

Prompt: Generate your own phrase using figurative language (metaphor, simile, hyperbole, etc.) like "He was a bull, standing his ground." or "Her thoughts were a hurricane." Use this phrase as your basis for your drawing/artwork. You can be as representational or abstract as you would like.

Small ideation exercise on using symbols to communicate.
-   Students will rewrite the preamble of the US Constitution using emojis.

Project:
-   Students will create an artwork based upon their phrase using figurative language.

Vocabulary

Vocabulary sheet with elements of art, principles of design, and types of figurative language is attached and will be passed out.

Slideshow with notes

LESSON PLAN: DAY ONE

Focus for the Session:
Teach the students the basics of the elements of art and the principles of design and refresh what they have been learning in figurative language.

Pre-Class Preparation: Materials
Slideshow printed and mounted.
Printed sheets of the figurative language, elements and principles of art.

Pre-Class Preparation: Equipment
Students have chromebooks in the classroom.
We need to bring one of our computers with the slides on it.

Classroom Preparation
We will need to set up our computer so the slides can be shown on the big screen.

Lesson Learning Targets & Assessment
Students will learn about the elements and principles of art. They will be able to use and identify how communication can be related through art.

Type	Target	Assessment	Standard
pre-assessment of the different types of figurative language. pre-assessment of the different types of elements and principles of art.	Students will learn the different types of figurative language, elements, and principles of art. Students will understand how communication can be expressed through art.	They will write and translate a sentence using emojis.	Anchor Standard #3: Refine and complete artistic work. - improve the technical quality of media artworks by selecting expressive and stylistic elements to reflect an understanding of purpose, audience, and place

Schedule: DAY ONE

Time estimate and leader of activity.	What you will be doing.
20min	**Introduction, Hook, Overview- play emoji games (movie titles)**
2 mins	**Pre-Assessment**
20 mins	**Share Enduring Idea, Essential Question, and Prompt through the Slideshow (Run through the Interpretive Strategy you learned at MAM with one image.)**
2mins	**Clean-up**
2mins	**Assessment (formative?)**

LESSON PLAN: DAY TWO

Focus for the Session:
We will reintroduce the elements, principles, and figurative language examples and talk about their projects. We will also show our examples. The students will start their projects on the chromebooks.

Pre-Class Preparation: Materials
Slideshow mounted.
Printed sheets of the figurative language, elements and principles of art.

Pre-Class Preparation: Equipment
Students will have their chromebooks

Classroom Preparation
Handout printed examples of figurative language, elements and principles of art.

Lesson Learning Targets & Assessment
Students can identify a type of figurative language example for their project.
Students can identify 3 elements and principles of art and incorporate them into their project.

Type	Target	Assessment	Standard
Conceptual (knowing)Learning Target?	Student can write a sentence using a type of figurative language.	They will start their digital projects on the chromebooks.	**Art Standard #10-** Synthesize and relate knowledge and

Technical (doing) Learning Target? Or simply a pre-assessment? List 1-3 per lesson.			personal experiences to make art. Use art to express ideas and current interests.

Schedule: DAY TWO	
Time estimate and leader of activity.	*What you will be doing.*
20mins	**Review the elements, principles, and figurative language examples. Guide them in starting their project. Photoshop demo.**
20mins	**Students will design a figurative language phrase (ex: she is sharp as a tack)**
5mins	**Clean-up and save files to the UM Box**

LESSON PLAN: DAY THREE

Focus for the Session:
Students will continue working on their chromebooks doing the digital project

Pre-Class Preparation: Materials
Slideshow mounted.
Printed sheets of the figurative language, elements and principles of art.

Pre-Class Preparation: Equipment
Students will have their chromebooks

Classroom Preparation
Handout printed examples of figurative language, elements and principles of art.

Lesson Learning Targets & Assessment
Students can identify a type of figurative language example for their project.
Students can identify 3 elements and principles of art and incorporate them into their project.
Students can work digitally on chromebooks.

Type	Target	Assessment	Standard
Students will start their digital projects using the	Students can work on the digital artwork.	They have chosen a figurative language	Anchor Standard #1: Generate and Conceptualize

figurative language example and have incorporated elements and principles.		example and can start their project.	Artistic Ideas and Work - design project steps and criteria to reach an identified goal and investigate personally relevant content for art making

	Schedule: DAY THREE
Time estimate and leader of activity.	*What you will be doing.*
5mins	**Review what you did, plan for today.**
30min	**Studio Time? Guided Practice, Independent practice?**
5mins	**Clean-up and save files to the UM Box**
5min	Explain what we will be doing next time (game and share). Collect all of the files to print.

LESSON PLAN: DAY FOUR

Focus for the Session:
We will be playing a game which focuses on the review of the vocab learned. During this time the students will also start sharing their finished projects that we have printed and mounted.

Pre-Class Preparation: Materials
Game material and mounted artwork.

Pre-Class Preparation: Equipment

Classroom Preparation
Hang up finished artwork and get ready for the game.

Lesson Learning Targets & Assessment
Students can define half of the vocab words.
Some students can explain their artwork and the elements and principles used.

Type	Target	Assessment	Standard
Conceptual (knowing)Learning Target? Technical (doing) Learning Target? Or simply a pre-assessment? List 1-3 per lesson.	Students participate in the vocab game and share completed artwork showing examples of learning.	Students can answer questions to the vocab game.	Analyze how media artworks expand meaning and knowledge, create cultural experiences, and influence local and global events.

Schedule: DAY FOUR

Time estimate and leader of activity.	*What you will be doing.*
5mins	**Explanation of game**
30mins	**Game and art share**
5mins	**Summative Assessment**
5mins	**Closure (Qualify what you love that they did or learned.) and thanks!**