## Sayre High School
### Lesson Plan

**Teacher’s Name:** Woods  
**Week of:**

<table>
<thead>
<tr>
<th>Monday</th>
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<tbody>
<tr>
<td><strong>Class/Course Title</strong></td>
<td>Art 1</td>
<td></td>
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<tr>
<td><strong>Topic of Lesson</strong></td>
<td>Gallery Owner</td>
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</table>
| **Objectives**          | SWBAT:  
*Create a slideshow in iPhoto of images downloaded from various sites online. Organize a group of images based on a theme of their choosing* |       |
| **Resources/Materials/Supplies** | Laptops, iPhoto Software, Internet Connection  
*“Gallery Owner” worksheet, Textbook* |       |
| **Instructional Strategies** | **Lecture, then group work, with me working one on one with each group, then group presentations** |       |
| **Standards**           | **9.1. Production**  
*A. Elements and Principles in each Art Form  
B. Demonstration of Dance, Music, Theatre and Visual Arts  
C. Vocabulary Within each Art Form  
D. Styles in Production, Performance and Exhibition  
E. Themes in Art Forms  
K. Technologies in the Humanities**  
**9.2. Historical and Cultural Contexts..........................**  
*C. Styles and Genre in the Arts  
D. Historical and Cultural Perspectives  
E. Historical and Cultural Impact on Works in the Arts  
F. Vocabulary for Historical and Cultural Context  
J. Historical differences of works in the arts** |       |
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<tr>
<th>K. Traditions within works in the arts</th>
<th>L. Common themes in works in the Arts</th>
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<tbody>
<tr>
<td>9.3. Critical Response..........................</td>
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<tr>
<td>A. Critical Processes</td>
<td>B. Criteria</td>
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<tr>
<td>C. Classifications</td>
<td>F. Comparisons</td>
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<tr>
<td>G. Critics in the Arts</td>
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<td>9.4. Aesthetic Response.............................</td>
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<td>B. Aesthetic Interpretation</td>
<td>D. Artistic Choices</td>
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**Daily Activities (Class Period Activity)**

*Do Now Elements of Art: Viewing artwork at board: Write 2-3 sentences about the colors you see in the work.*

*Aim To get students looking at images through out art history and make connections of works through time and styles.*

*Agenda As students come into class, I will have a slideshow example of the project they will be working on to get their attention. As the students finish up the Do-Now, I will ask the students to try and figure out what all the images that are being projected have in common. One student will be selected to write down the list of answers on the board to refer to. After about 4-5 answers, if the students do not have the answer I am looking for, I will suggest some ideas to get the theme, but the students might already get it just by looking. After the class has figured out the theme of my slide show, I will talk briefly about the differences between styles and art periods. From here I will separate the class into pairs and assign in each group a record keeper and a researcher. The group with work together to come up with a theme of their own choosing, which they will use the text book to come up with images that fit that theme. The researcher will start looking for those images online, and the record keeper will write down the following information about each image: Artist, Title, Year, Material.*
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| | Once the researcher has all the images to fulfill a total of at least 10 images, they will create the slideshow in iPhoto. Once finished, they will save their slideshow and send the file to my computer via flash drives. Once I get a number of slideshows, I will start projecting them for everyone to see.  
  • Exit Ticket: A series of questions that include:  
  • What is your favorite image from your collection?  
  • Since you are a gallery owner, what are you going to be selling your paintings for?  
  • In the Space below, create an advertising poster for your gallery show-including the dates the show will be up, when an opening reception will be, and the name and address of your gallery. |
<table>
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<tbody>
<tr>
<td>References to Textbooks and Curriculum Guides:</td>
<td>Discovering Art History</td>
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</tbody>
</table>

**Homework None**