Unit :\_\_\_Technology, Pop Culture and Visual Culture\_\_\_\_\_\_\_Lesson:\_\_4

Grade Level:\_\_\_8th Grade\_\_\_\_\_

Enduring Idea: The artistic process is used all around us, including in day to day elements of pop culture, visual culture, and technology.

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| **OBJECTIVES** | **CRITICAL CONCEPTS** |
| **Visual Communication and Production**  **8.4 The student will synthesize prior knowledge and experience to create works of art.**  **8.8 The student will select elements of art and principles of design, including the following, to express meaning in art:**   1. **Color - contrasting relationships** 2. **Unity - harmony**   **Art History and Cultural Context**  **8.12 The student will describe how works of art are influenced by social, political, and economic factors.**  **Analysis, Evaluation and Critique**  **8.18 The student will critique personal works and works of others.**  **Aesthetics**  **8.19 The student will formulate a working definition of “art”.**  **8.20 The student will analyze purposes, values, and meanings in works of art.** | * **The artistic process is used in almost every aspect of life.** * **Memes, GIFs, websites, Vines, and other uses of technology can be considered forms of art.** * **Social, political and economic factors influence works of art and the ways in which they are viewed.** * **Not all artwork is for the sole purpose of aesthetic beauty.** * **Artwork with non-traditional purposes is still artwork.** |

**Visuals: All elements of this project are online. Cultural Exlemplar, Teacher Example.**

**Supplies, equipment and safety: Computer, tablet, Smart Phone**

# **TEACHING PROCEDURE AND ASSESSMENT**

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| **TIME** | **TEACHER PROCEDURE** | **STUDENT PROCEDURE** | **ASSESSMENT** |
| 5-7mins  10-15 mins            30-35 mins          10-15 mins | Introduction- vines and cultural exlemplar    Demonstration/ safety- how to create a looping video by computer program or smart phone application. .      Students will record their own videos to make their own looping video.              Ask final questions:  What are some roadblocks they came across while creating their video?  What was easy about creating the video? | Students will listen and ask any questions and enjoy the videos.  Students will watch and ask questions.  Students will create their looping video on their choice of technology and ask any questions they may have.  Students will be able to show their knowledge of the relationship between arts and technology. They will also be able to explaining the relationship they have with technology. | Formative  Formative  Formative  Formative |

**Final Product Rubrics:**

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**Differentiation: Describe a disability then explain the accommodation.**

Colorblindness: Containers of ink will be labeled with the colors so that it is easy for students with colorblindness to differentiate between the colors available (red, white, blue).

**Extenders: Create individual pieces on paper with the stamps.**