Modified Detailed Lesson Plan for ETEC 512

Modified Detailed Lesson Plan for "Art Through Time"

The course "Art Through Time" is a second-year college course offered as part of a broader program of study: a three-year visual arts program, leading to a certificate in Visual Arts. The course is designed as an introduction to art history, which means an exploration of major art periods will take place.

This course is meant to generate an awareness of how people have been represented through art over the ages, focusing on how politics and religion have influenced the evolution of art. The course proceeds in a chronological manner, exploring the evolution of art from Neolithic time right up to contemporary art, averaging one class per theme. The course lessons reflect the fact most learners will have some knowledge of art, and as second-year students many will have opted to focus on either painting, sculpting, design or illustrating.

General Outline for Session 3 for the course: Art Through Time

Lesson Title: Introduction to Egyptian Art

Readings for Session 3:

Gardner, H. (1954) *Gardener's art through the ages* (7th ed.). Harcourt Brace Jovanovich, Inc. New York, 1980 Revised by De la Croix, H.*,* Tansey R.*,* (1980)

Read Chapter 3 - p. 64 to page 87

Time for session 3: 3hours study time and 3 hours class-time

Resources: Gardner, H. (1954) *Gardener's art through the ages* (7th ed.). Harcourt Brace Jovanovich, Inc. New York, 1980 Revised by De la Croix, H.*,* Tansey R.*,* (1980)

WebQuest to Egyptian Art

Session 3 Learning Outcomes

Upon completion of this session, learners will be able to:

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- Gain a better appreciation of the evolution of art from the Paleolithic to the Neolithic period through critiquing of previous art projects.

- Understand how the end of the Neolithic period led to independent city-states in the Ancient Near East, and how these periods in turn led to the Egyptian Dynasties.

- Based on the reading and completion of WebQuest, gain knowledge and note differences in relation to how art represented experiences from the early Egyptian Dynastic Period, the Old kingdom, the First Intermediate Period and the Middle Kingdom in relation to religious and cultural practices of the times.

- Through discussion over a blog in WebQuest, explore how politics, religion and culture have influenced Egyptian art.

- In partners, create representation of what Egyptian life could have been like using hieroglyphics of choice.

- Critique and comment on each other's work over VoiceThread

Lesson Plan

Subject: Art Through Time	Level: Second Year Art College Course	
Developed by: Marie-France Hétu	Review Date: November 2012	

Overall expectations: By the end of the lesson learners should:
- Tie in learning through critique of art projects in relation to Paleolithic, Mesolithic and the beginning of the Neolithic period and reading on Egyptian Art, and completion of WebQuest
- Tie in the evolution of art with the end of the Neolithic period, the beginning of city states and how art continued to evolve within the Egyptian era
- Gain knowledge and note differences of how art represented experiences from the early Egyptian Dynastic Period, the Old kingdom, the First Intermediate Period and the Middle Kingdom in relation to religious and cultural practices of the times
- Be familiarized with how writing and figurative art represented experiences through schematization, stylization, conventionalization, generalization and formalization
- Demonstrate understanding through discussion via the WebQuest and partaking in an art project with peers, as well as presenting and critiquing each other's projects through VoiceThread.

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Session Learning Outcomes	Learning Domain			
	Cognitive	**Affective**	**Psychomotor**	
Gain a better appreciation of the evolution of art during the Neolithic period through evaluating and comparing art projects.	Level 3: Compare and evaluate learning Demonstrate independent thought and critical thinking	Level 1: Awareness and willingness to hear information		
Basing themselves on the reading and WebQuest, identify the various art forms of the Egyptian era.	Level 1: Awareness and willingness to hear information	Level 3: Is sensitive to how politics and religion have influenced art in relation to culture		
Through reading, and then completion of a WebQuest and integrated blog discussion, explore how politics, religion and culture have influenced Egyptian art.	Level 2: Explore learning Level 3: Compare and evaluate learning by participating in WebQuest	Level 2: Participating actively in blogs and assignments through WebQuest Level 4: Recognizes and shares learning with peers through discussion in Weblog and by partnering up for creative project		
Using Papyrus, in peers create representation of what Egyptian life could have been like using hieroglyphics of choice, previously discussed within WebQuest.	Level 2: Application of knowledge through expression Level 3: Bring together parts of knowledge to form a whole through creation and peer exchange	Level 2: Active participation on the part of the learner with peer via art projects Level 3: Gain a better appreciation of art in relation to Egyptian Era	Level 2: Demonstrate readiness to actualize projects. Level 3: By way of demonstrations learn complex skills through trial and error Level 6: Use and share skills with peers to adapt knowledge	
Post team's final work on VoiceThread and comment on each other's work expressing what political, religious or cultural message an Egyptian community would have portrayed through this work of art.	Level 2: Demonstrate building of knowledge by commenting on peer's art work	Level 2: Participates actively by posting on VoiceThread and responding to each other's posts		
Prior Knowledge required: Reading of Chapter 3 in: Gardner, H. (1954) *Gardener's art through the ages* (7th ed.). Harcourt Brace Jovanovich, Inc.				

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New York, 1980 Revised by De la Croix, H., Tansey R., (1980) Completion of WebQuest

Assessment Tasks: Discussion: participation assessment Art project: participation/scaffolding assessment	Assessment Tools/Instrument: Peer assessment of art project: critique voiced by peers Formative assessment of participation during online discussion
	Formative/scaffolding assessment/coaching during artistic project and knowledge building and sharing with partners Observation and note taking by facilitator/instructor – reviewing of blogs on WebQuest and commenting for guidance purposes. Also commenting on VoiceThread to provide feedback on works of art

Teaching/Learning Strategies and Planning Notes:

Reading of Chapter and participating in WebQuest on Egyptian Art (3 hours preparation - study)

In class-session (3 hours - see critique session for more details): 15-minute demonstration by instructor and presentation of proposed art project – preparation and initial sketches(15 minutes) – actualization of project: 2 hours – clean-up: 10 minutes. Taking a picture of finished work and posting on VoiceThread: 15 min.

MATERIALS: simile papyrus sheets of various sizes, gouache, brushes, necessary mixing and water containers, pencils, rulers, fine permanent felt tip pens: black, gold, silver

Step by Step Instructions:
Critique session:
- Post final work on VoiceThread – respond to each other's work through voice or video comment over the next week(homework).

Introductory Activity: Web Quest
- WebQuest shows how Neolithic period led to city-states, various dynasties and kingdoms prior to the Egyptian era. Describe the main points and changes in societies and accompanying art that correlates art with the culture and beliefs of the times
- Next 10 various Egyptian dynasties are explored and various activities lead learners to discover how art reflected the cultural and spiritual beliefs of the times. Present art as story-telling, historical recording system. Activities and searches show how writing and figurative art represented experiences through schematization, stylization, conventionalization, generalization and formalization.

Developmental –:
Discussion period (asynchronous over week 3): Questions in the WebQuest blog:
1. Do you think Egyptian artisans portrayed people as they saw them?
2. To what degree would you say Egyptian artisans recorded what they saw, what they meant or what had been instilled by their culture?
Learners respond to each other within the blog. This will form the basis of their understanding and also provide them with research for their art project.
3.Through blog, find an art project partner. Share initial ideas for the in-class art project

Activity:

- Instructor outlines art project, presents art supplies and demonstrates various artistic steps to achieve artwork of choice that depicts Egyptian society as teams see it.
- Allow 10-15 minutes to research images (based on WebQuest), get organized and set up.
- Create art project in teams
- 10 minutes for clean up
- Photograph art projects and upload a photograph of final project using provided class equipment. Everyone will be expected to critique and evaluate peer's final projects over the coming week.

Concluding:
- Instructor supervises comments on VoiceThread, offers guidance
- Remind learners of reading and WebQuest for next week
- Remind them of responding to each other's post and to start thinking about a period of interest for research/presentation assignment due from week 6
- Mention/remind students of means they can communicate with you between class times

Evaluation:
Observation/note taking on creativity of art projects from previous week
Observation/note taking to evaluate online participation in WebQuest discussion blog
Observation/scaffolding coaching with participants during making of art projects – note taking for team participation, effort and creativity at this stage.

Homework: Responding to each others' post on VoiceThread = Reading for next lesson: Etruscan/Greek and Roman Art and participating in
WebQuest

Modifications/Adaptations: Ask participants to provide text-based transcriptions of responses to final art works on hand should anyone request this option for special needs and also lower table available for wheel chair access. Provide print-out of WebQuest and times computer labs are open and other locations where computers can be accessed if students cannot access WebQuest and VoiceThread from home.

Resources				
Movie:	**Texts:** Reading selected pages from ch. 4 from Gardner's for next week	**CD-ROMS:**	**Internet:**	**Other:** WebQuest on Egyptian Art

Review

Critique Among Peers through VoiceThread.

Last session was an introduction to the Palaeolithic, Mesolithic and Neolithic periods. Last week's assigned art project provided an opportunity to explore these periods and artistically express understanding.

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Rationale.

      This review is intended to give learners the occasion to critique each other's art projects, and in so doing allow learners to gain a better appreciation of the evolution of art during these periods through evaluating and comparing art projects.

Teaching Strategy.

      Learner-centred: The instructor will act as a facilitator and guide throughout the online discussion/critiquing period, placing the learners front and centre. Through observation, learners will be evaluated on the peer collaboration and completion of their projects, as well as their ongoing participation during the critiquing period.

Evaluation.

      At the end of the review learners should be able to tie in learning through critique of art projects in relation to Palaeolithic, Mesolithic and Neolithic periods. Compare and evaluate learning, by demonstrating independent thought and critical thinking, while demonstrating a willingness to receive and share information and achieve collaborative work.

Overview

    This lesson should help learners understand how art evolved from the Neolithic period to the Protoliterate period of independent city-states in the Ancient Near East, and how these periods are linked to the Egyptian Dynasties. Learners should have the opportunity to explore and discuss how art was represented during the four Egyptian dynasties in relation to religious and cultural practices of the times and express their learning through an artistic project.

Rationale.

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Learners should gain knowledge of how art evolved at that period, and specifically note the differences in how art represented experiences within the four Egyptian dynasties. Online discussion among peers and actualisation of learning through an art project with a peer should help learners make meaning of the learning and relate learning to their artistic practice.

Teaching Strategy.

Instructional design will support the acquisition of knowledge through varied cognitive mental skills, as instructor delivers content. Teaching strategies will also support the affective learning domain, fostering growth in feeling, emotion and attitude toward learning through discussion and critiquing opportunities among peers. The lesson will also provide adequate opportunities to represent the acquired artistic manual and physical skills through artistic realizations, supported by scaffolding coaching techniques.

Evaluation.

At the end of the course, learners should be able to gain knowledge and note differences in relation to how art represented experiences within the four Egyptian Dynasties. Through discussion, learners should be able to explore how politics, religion and culture have influenced Egyptian art. Have the opportunity to make meaning of learning through the creation of an art project representing their understanding while sharing their knowledge with a peer.

Presentation of Content.

The students will be provided with the WebQuest link and given basic instructions on how to navigate the site, as well as a clear outline:

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- The first part of the WebQuest will describe and show the relationship between the evolution of art as Neolithic man changed from hunter to farmer to townsman.

- The WebQuest will outline the progress of representational art in relation to political and cultural beliefs in the ancient Near East from the early dynastic period of the Sumerians right to the Assyrian Empire.

- The latter part of the WebQuest will present activities that guide learners in their quest to discover each Egyptian Dynasty and explore the evolution of art supported by cultural and political beliefs.

- Various activities will guide learners in their quest to discover various forms of art depicting Egyptian life through painting and relief.

Rationale.

The presentation should provide learners with a stimulating way to tie in the previous era with the Egyptian Dynasties. This presentation should furnish learners with engaging activities that allow learners to search, find and explore sufficient information to be able to differentiate the dynasties and become familiarized with various forms of hieroglyphic art used to represent experiences during the four Egyptian dynasties.

Teaching Strategy.

A teacher-centred approach will be used when introducing the WebQuest. After which time, a learner-centered approach will be adopted as learners embark on their WebQuest learning journey and the teacher takes on the role of a facilitator.

Evaluation.

Following the WebQuest learners should be able to distinguish the main artistic characteristics that set apart each Egyptian Dynasty. Learners should be able to form an

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understanding and be sensitive to how politics and religion influenced art in relation to its

particular era.

Activities

First Activity: Reading of chapter, Participating in WebQuest

Learners need to read the assigned chapter first, then they can move on to the

WebQuest. Participation in the WebQuest will be asynchronous over a one-week period.

First learners will complete the research and discovery activities. Then, as part of the

Webquest learners will be asked to participate in a group discussion, considering the

following questions:

1) Do you think Egyptian artisans portrayed people and events as they saw them?

2) To what degree would you say Egyptian artisans recorded what they saw, what they

meant or what had been instilled by their culture and political influence?

Learners will then need to find a partner and discuss initial ideas for In-Class Art Project.

Second Activity: In-Class Art project.

Learners will be given the opportunity to apply their learning to artistic practice.

Rationale.

The first activity will provide learners with the opportunity to actively participate in

the research and discovery of related information, as well as participate in an online

discussion, which should allow learners to share and verify their learning through

discussion among peers.

The second activity will allow learners to adapt knowledge with their peers to

creatively express understanding and appreciation of learning through the actualization of

an art project.

Teaching Strategy.

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During the 1st activity the instructor will explain how to navigate the WebQuest, provide clear guidelines and monitor the WebQuest throughout the week and act as a guide and facilitator to help discussion progress and stay on task when necessary. Evaluation of participation through monitoring will be done.

During the second activity the instructor will provide a clear explanation of the project and materials to be used as well as do a demonstration. A preparation period will be allotted and the instructor will practice a scaffold formative approach during the creative process, allowing learners to be evaluated on a continuing basis while offering positive feedback. More guidance will be offered in the beginning and then the learner will be allowed to move toward greater independence from the instructor, relying exclusively on their partner. (Fenwick et al., 2009).

Evaluation.

At the end of the online discussion period in the WebQuest, learners should have been able to explore learning, and compare and evaluate their learning with their peers.

By the end of the art project period, learners should have actively participated in the project, demonstrating their readiness to learn complex skills, work collaboratively and adapt knowledge to artistic practice.

Summary

The lesson required learners to read a chapter and participate in an asynchronous WebQuest in the previous week. The WebQuest started with a review of last week's lesson, providing the opportunity to link both lessons through historical content sequencing. The online discovery activities promoted reflection of learned material while providing a starting point for the delivery of new content. The WebQuest provided an interesting and motivating way to deliver content and build on knowledge and it was followed by activities

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that allowed the learner to assimilate content, hone reflection skills, and associate learning

to own artistic practice; namely an online discussion forum with peers, participation in a

collaborative art project, as well as a critiquing session of art-work in relation to studied

artistic period.

Rationale.

The various aspects of this lesson provided learner-centered activities that integrated

various levels of cognitive, affective and psychomotor learning, while providing

interesting, challenging and meaningful assignments that promoted both creativity and

reflection.

Teaching Strategy.

The teaching strategies adopted were mainly learner-centred, the instructor taking

on the role of facilitator, guide and coach while providing the necessary environment for

fostering transformational learning during the different phases of this lesson.

Evaluation.

By end of lesson, the learner should feel that much was learned about the Egyptian

Era, and that there were many opportunities to creatively express understanding and

appreciation of content, and collaboratively share this experience with peers. The learner

should also feel confident in differentiating the Egyptian dynasties and art forms and have

gained a better appreciation of the evolution of art through time thus far.

Forward Linkages.

Learners will be reminded that they need to respond and critique each other's art

projects through VoiceThread. Learners will also be reminded of the reading and

WebQuest for next session in preparation for the Greek/Roman art period lesson. Learners

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will also be reminded to think of an art period of choice for research/presentation

assignment due starting week 6.

Rationale.

It is important for learners to relate their present learning and project with next

week's lesson and make sure the learner takes responsibility for his/her learning.

Teaching Strategy.

The instructor will act as guide and facilitator to online discussions and critiques in

VoiceThread. The instructor will also provide learners with the possibility of

communicating between courses via F2F appointments or e-mail should learners have

further questions.

Evaluation.

By the end of course, learners should feel they have had an interesting, worthwhile

class and look forward to the next session, thus feel motivated to complete projects and

readings in time for next session.