

Secondary Unit/Lesson Plan Template—Spring 2024 edition

**I. Central Learning Focus for Unit (i.e., Goal Statement – What Students will know, learn, or understand) Important understandings and concepts that you want students to develop over the course of this multi-lesson unit of study. (Example: 3<sup>rd</sup> grade unit of study on line to communicate the idea of motion) Central Focus should incorporate at least one or more of the following components: Interpreting Art, Creating Art, Relating Art to Context)**

Students will learn, understand, and apply the concepts of pattern and variety to create a landscape image of a city.

**II. Essential Questions for Unit – (Central Focus or goal written in the form of a question)**

How do objects, places, and design shape lives and communities?

**III. Standards Addressed for Unit (National Standards included here):**

VA:Cr2.3.7a Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

VA:Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

VA:Re8.1.7a Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

**IV. Learning Objective(s) for Unit (What students will learn by the end of the multi-lesson unit of study – behavioral objective that is observable and assessable)**

1. Students will learn, understand, and apply the concepts of pattern and variety to create a landscape image of a city.
2. Students will be able to employ geometric shapes to create building structures of a city.
3. Students will be able to create a compositional landscape image of a city skyline.
4. Students will demonstrate a variety of lines to create patterns within the building structures.
5. Students will demonstrate understanding and application of analogous colors.

**V. Prior Learning – What Students already know, what they can do, and what they are still learning to do during this unit of study.**

- Color
- Line
- Contrast
- Composition

**VI. Academic Language/Language Function Objective(s) – “Language of the Discipline” used to engage Students in learning. Sample Key Language Functions include Analyze, Compare/contrast, Critique, Describe, Interpret, Question (Refer to Academic Language in edTPA guidelines)**

Function Objective: Students will utilize geometric shapes to create a city skyline with patterns on the buildings, and explore the compositional space of foreground, middle ground, and background, with the use of analogous colors.

Vocabulary Development Objective: Students will connect and apply the use of composition, shape, and color in the form of three sketches. Within the final work, the students will have created a foreground with analogous colors for water, a middle ground with their cityscape, and a background of the sky.

Discourse OR Syntax Objective: Students will analyze their work as well as their peers to make sure they are using the components of analogous colors, geometric shapes, and patterns.

**VII. Assessments for the Unit (note any relevant differentiation)**

**Evaluative Criteria (note any relevant differentiation)**

Lesson one: Sketches and responding session	<p>Students will engage and discuss during the responding session, and create 2-3 sketches of 1-2 different cityscapes, including a foreground, and a middle ground with the geometric-shaped building and background.</p> <p>Differentiation: Students will be required to create 1-2 sketches.</p>
Lesson 2: Draw a composition for a cityscape	<p>Students will complete a Students' composition for a cityscape that includes the foreground, middle ground, and background.</p>
Lesson 3: Variety of Geometric Shapes for Buildings	<p>Students can identify and define variety. Students will show their understanding of creating variety using overlapping geometric shapes to create a city skyline.</p> <p>Differentiation: Students will be required to have at least 10 of the buildings.</p>
Lesson 4: Variety Line patterns & variety for buildings	<p>Students will draw a pattern using line variety on each building.</p> <p>Differentiation: Students will be required to have at least 10 of the buildings and 5 of the patterns are required for their sketch.</p>
Lesson 5: Analogous colors	<p>Students will have the choice of watercolors or markers to create analogous color combinations in the foreground and background of their work.</p> <p>Differentiation: Students will be required to have at least one set of analogous colors.</p>

#### VIII. Key Vocabulary – Art terms and/or key phrases used during instruction and taught to students.

- City Landscape: A city skyline/cityscape is an image of a city that appears to be on one line.
- Color: analogous colors are next to each other on the color wheel.
- Variety is a principle of art that allows artists to create works that can hold viewers' attention or draw them into the work. When variety is used well it creates interest and focal points within an artwork. When it is overused it can cause confusion and a sense of disorder.
- Pattern: the repeating of an object or symbol all over the work of art.
- Geometric Shapes can be defined as a figure or area closed by a boundary which is created by combining the specific amount of curves, points, and lines. Different geometric shapes are Triangle, Circle, Square, etc. They are considered mathematical and precise. ‘

#### Lesson 1: Learning Outcomes – Observable, assessable behaviors that you wish for students to accomplish at the end of Lesson 1.

Learning Objective 2. Students will be able to employ geometric shapes to create building structures of a city.

Learning Objective 3. Students will be able to create a compositional landscape image of a city skyline.

Students will engage and discuss during the responding session, and create 2-3 sketches of 1-2 different cityscapes, including a foreground, and a middle ground with the geometric-shaped building and background.

#### Lesson 1: Teacher Preparation –Lesson 1 Preparations that need to be completed before students enter the classroom.

- Have the projector and computer on and prepared, presenting the “DO NOW”
- Have the “DO NOW” printed for student use
- Have the presentation slides available and ready for use
- Have the learning targets, vocabulary words, and the class procedure written on the board.

**- have materials: pencils, erasers, and sketch paper available**

**Lesson 1: Lesson-Specific Materials**

Instructional Materials – Teacher materials needed during instruction.	Studio Materials (for Creating Art and/or Presenting Art)	Targeted Materials (any specific materials required for differentiation, accommodation, or modification)
<ul style="list-style-type: none"> <li>- Interactive board, new line - with the DO NOW up.</li> <li>- Past student examples.</li> <li>- Sketching materials. (sketch paper, pencils, erasers)</li> </ul>	<ul style="list-style-type: none"> <li>-Sketch paper</li> <li>-pencils</li> <li>-erasers</li> <li>-Chromebooks</li> </ul>	<ul style="list-style-type: none"> <li>-Larger and or smaller paper</li> <li>-Oral responses</li> </ul>

**XI. Lesson 1: Lesson Procedures/ Learning Tasks and Timeline**

Time s	Teacher Actions (include differentiation)	Student Actions	Formative Assessments Assessment Questions
	Initiation		
5 min	The teacher stands by the door welcoming students in and assesses them as they enter. The teacher directs students to begin the DO NOW and chooses a few students to pass out the materials for the DO NOW. The Teacher passes out tickets for the class's prize box, for the Friday Rafael, to the students who are working on the DO NOW. The teacher takes attendance.	The Students will answer the DO NOW questions on their sheets.	<ul style="list-style-type: none"> <li>-What is a pre-assessment, and why do teachers use them?</li> <li>-What is the image of the DO NOW? Do you recognize this city, how do you know it's a city?</li> <li>-What are the components that make up the city?</li> <li>-When else have you heard the terms foreground, middle ground, and background when talking about art?</li> </ul>
	Lesson Development – (Process and Procedures for conducting the lesson)	What students will do during various segments of the lesson	Questions used throughout respective sections of instruction to assess students' learning.
25 min	The teacher will ask the students to look up at the board and announce the new unit. The unit is creating a cityscape. The teacher will introduce the new vocabulary terms through a responding session activity. During the responding session the teacher will pass out a paper with questions for the responding session with sentence stems for the students to utilize in their groups. (see appendix for the presentation used for the introduction of the unit)	Students will follow along with the slides, ask questions, and respond in groups to the responding session questions, using sentence starters that the teacher provided.	<ul style="list-style-type: none"> <li>-What is a landscape?</li> <li>- What are the components of a landscape?</li> <li>-what were you thinking about the last time you made a landscape? How did you show space?</li> </ul>
15 min	<p>The teacher introduces the activity of creating concept sketches. The teacher uses examples to show how students have and have not effectively used foreground middle ground and background in their artworks.</p> <p>The teacher reviews that the students will complete 2-3 sketches of 1-2 different cities. The teacher reviews the terms of concept sketches, cityscape, geometric shapes, and variety. The teacher</p>	Students will pay attention and verbally comment on the teacher's examples.	<ul style="list-style-type: none"> <li>- Can you describe how the example used overlapping shapes?</li> <li>-What is variety, and how do these images exemplify variety?</li> <li>-What cities do you want to draw? Why is it significant to you?</li> </ul>

	<p>explains how these vocabulary words will be employed in the students' three concept sketches.</p> <p>The teacher instructs students to open their computers to Google Classroom, where they can choose from the images of cityscapes they can use as references, which are presented on the board.</p>		
	<p>The teacher with students' assistance passes out sketch paper, pencils, and erasers. The teacher instructs students to work on their concept sketches at a voice level of 0-2 at their tables. The teacher provides one-on-one instruction while walking around to monitor the classroom while students work independently on their sketches that will reinforce their understanding of a cityscape, with the usage of foreground middle ground background, and how to create variety with geometric shapes in the middle ground.</p>	<p>Select students to assist with passing out materials. Students work on their three concept sketches at their assigned seats.</p>	<p>-What would happen if you did not overlap your geometric shapes?</p> <p>-What are the benefits of sketching lightly?</p> <p>-Why would I recommend putting the middle ground of the cityscape in the middle of the picture?</p>
	<p>Clean up:</p> <p>-The teacher provides a time warning of 2 minutes before cleaning up.</p> <p>-the teacher selects students to be clean-up assistants and monitors students to ensure they are cleaning up properly.</p>	<p>Clean up:</p> <p>-Put away Chromebooks.</p> <p>-Collect pencils and erasers</p> <p>-Collect sketches</p>	<p>- Who can help me collect the materials?</p> <p>-Can I have a student leader collect the tickets?</p> <p>-Whose Chromebooks are away and ready for the next activity?</p>
	Closure		
	<p>The teacher directs the student's attention to the board and asks students to come up and point to where they see the foreground, middle ground, and background. The teacher asks the students to utilize their past knowledge of composition to explain how they identify the spatial relationships within the images.</p>	<p>Students observe and come up to the board and verbally explain their mode of thinking, in response to the teacher's questions.</p>	<p>- Can you point to the foreground? What is in this space? How do you know it is in the foreground? What is the definition of foreground?</p> <p>- How many sketches do you have to complete?</p>

**Lesson 2 Learning Outcomes - Observable, assessable behaviors that you wish for students to accomplish at the end of Lesson 2.**

**Students will complete the 1-2 small initial sketches and choose one to recreate on a larger piece of paper. All sketches must contain a cityscape that uses variety through the overlapping geometric shapes and the patterns on the buildings. Students will engage and respond to peers' final sketches through the gallery walk and discussions.**

**Lesson 2: Teacher Preparation – Lesson 2 Preparations that need to be completed before students enter the classroom.**

- Have the projector and computer on and prepared, presenting the “DO NOW.”
- Have the “DO NOW” printed for student use.
- Have the presentation slides available and ready for use.
- Have the learning targets, vocabulary words, and the class procedure written on the board.
- Have materials: pencils, erasers, rulers, and sketch paper available.

**Lesson 2: Lesson-Specific Materials**

Instructional Materials – Teacher materials needed during instruction.	Studio Materials (for Creating Art and/or Presenting Art)	Targeted Materials (any specific materials required for differentiation, accommodation, or modification)
		-Larger and or smaller paper

<ul style="list-style-type: none"> <li>- Interactive board, new line - with the DO NOW up.</li> <li>- Past student examples.</li> <li>- Sketching materials. (sketch paper, pencils, erasers)</li> </ul>	<ul style="list-style-type: none"> <li>-Sketch paper</li> <li>-Pencils</li> <li>-Erasers</li> <li>-rulers</li> <li>-Chromebooks</li> </ul>	-Oral responses
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## Lesson 2: Lesson Procedures/ Learning Tasks and Timeline

Time s	Teacher Actions (include differentiation)	Student Actions	Formative Assessments Assessment Questions
	Initiation		
5 min	The Teacher stands by the door welcoming students in and assesses them as they enter. The teacher directs students to begin the DO NOW and chooses a few students to pass out the materials for the DO NOW. The Teacher passes out tickets for the class's prize box, for the Friday Rafael, to the students who are working on the DO NOW. The teacher takes attendance while the students finish the DO NOW. The teacher reviews the learning targets on the board and the DO NOW, prompting students' responses.	Students will begin to answer the DO NOW question independently, and verbally respond to the teacher's prompting.	<ul style="list-style-type: none"> <li>- Yesterday we went over how to create a cityscape with the use of foreground, middleground, and background. What did you put in each space?</li> <li>-Your city is in your middleground, so how did you create variety with the geometric shapes?</li> <li>-What does it mean to have overlapping space, what is happening in the space?</li> <li>-Today we will be adding patterns to our cities, to create more variety. What are patterns? What patterns do you see in this room? How are you going to use your patterns to create variety?</li> </ul>
	Lesson Development – (Process and Procedures for conducting the lesson)	What students will do during various segments of the lesson	Questions used throughout respective sections of instruction to assess students' learning.
10 min	The teacher Instructs students on how to create simple and complex patterns, using the presentation, and asks students to recognize and discuss complex and simple patterns. The teacher shows an example of what the students are expected to complete in today's class.	Students will complete their DO NOW, pay attention to the presentation, and engage in an open discussion about patterns.	<ul style="list-style-type: none"> <li>-What are my expectations for when we are doing the DO NOWs?</li> <li>-What would be the result if you did all simple patterns? What about complex patterns? How much time would each take?</li> </ul>
30 min	<p>The teacher directs students to choose one of the sketches they intend to use for their final work. The teacher asks students to pass out the new larger paper and begin their sketch for their final work. The teacher will allow students to use their Chromebooks for their reference photos.</p> <p>The teacher walks around assisting students and hosting an appointment table while the students work.</p>	Students complete their sketches from the DO NOW and begin their final sketch on the new larger paper.	<ul style="list-style-type: none"> <li>- What would be the best sketch to choose?</li> <li>–Who is ready for an appointment?</li> <li>-How are you using the space to show that the cityscape is in the middle ground?</li> </ul>
5 min	<p>Clean up:</p> <ul style="list-style-type: none"> <li>-The teacher provides a time warning of 2 minutes before cleaning up.</li> </ul>	<p>Clean up:</p> <ul style="list-style-type: none"> <li>-Put away Chromebooks.</li> <li>-Collect pencils and erasers.</li> </ul>	<ul style="list-style-type: none"> <li>- Who can collect the pencils and erasers?</li> <li>- Can the student leader collect the tickets?</li> <li>-What did I ask you to do with your Chromebooks?</li> </ul>

	<p>-The teacher selects students to be clean up assistants and monitors students to ensure they are cleaning up properly.</p> <p>- The Teacher asks students to leave the sketches and final larger papers out on the tables.</p>		
	Closure		
10 min	<p>The teacher introduces the concept of a gallery show at each table, instructs students on how the school's non-negotiable rules apply while completing a gallery walk, and demonstrates for the students.</p> <p>The teacher leads students to complete their gallery activity. The teacher guides the students to discuss what they saw using the sentence prompts that the teacher printed and passed out to the tables, facilitating discussion.</p>	The students will listen to the teacher, complete the gallery walk, and respond using the sentence stems at their tables, as well as to the class.	<p>-What is a gallery?</p> <p>-How should I be walking around the room? What are the nonnegotiables that will not be happening during the gallery walk?</p> <p>-Who can demonstrate how to use a sentence prompt?</p>

**Lesson 3 Learning Outcomes - Observable, assessable behaviors that you wish for students to accomplish at the end of Lesson 3.**

**Students will be able to complete their larger pencil sketch, adding details to the water, city patterns, and sky. The students will be able to begin an outline of the geometric building shapes.**

**Lesson 3: Teacher Preparation – Lesson 3 Preparations that need to be completed before students enter the classroom.**

- Have the projector and computer on and prepared, presenting the “DO NOW.”
- Print the “DO NOW” for student use.
- Have the presentation slides available and ready for use.
- Have the learning targets, vocabulary words, and the class procedure written on the board.
- Have materials: pencils, erasers, rulers, black markers, and sketch paper available.

### **Lesson 3: Lesson-Specific Materials**

<p>Instructional Materials – Teacher materials needed during instruction.</p> <ul style="list-style-type: none"> <li>- Interactive board, new line - with the DO NOW up.</li> <li>- Past student examples.</li> <li>- Sketching materials. (sketch paper, pencils, erasers)</li> </ul>	<p>Studio Materials (for Creating Art and/or Presenting Art)</p> <ul style="list-style-type: none"> <li>-Sketch paper</li> <li>-Pencils</li> <li>-Erasers</li> <li>-rulers</li> <li>-Chromebooks</li> <li>- Black markers</li> </ul>	<p>Targeted Materials (any specific materials required for differentiation, accommodation, or modification)</p> <ul style="list-style-type: none"> <li>-Larger and or smaller paper</li> <li>-Oral responses</li> </ul>
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**Lesson 3: Lesson Procedures/ Learning Tasks and Timeline**

Time s	Teacher Actions (include differentiation)	Student Actions	Formative Assessments  Assessment Questions
	Initiation		
5 min	The teacher instructs students to begin the DO NOW, while the students work the teacher takes attendance. The teacher asks a student to pass out the DO NOW sheet and the other materials.	Students pass out materials and begin the DO NOW.	- Where did we place our cityscape?  -What does the word pattern mean?  -Who needs a Chromebook charger?
	Lesson Development – (Process and Procedures for conducting the lesson)	What students will do during various segments of the lesson	Questions used throughout respective sections of instruction to assess students' learning.
5 min	The teacher reviews the DO NOW, and the learning target. The teacher informs students how the use of line weight will impact their use of time and visual contrast.  The teacher recommends that students select 3 to 4 areas using thick heavy lines. While the other areas use lighter thin lines.	The students review the DO NOW with the teacher and respond to the question on line weight.	-What is line weight?  -What is contrast?  -What are patterns are you using in your artwork?
30 min	The teacher provides an example of what students will accomplish by the end of the period. The teacher asks students what they can observe from the example and how they plan to achieve this goal.  The teacher instructs students to pass out materials and begin working independently.  The teachers monitor student learning by walking around and observing how students can complete their Sharpie outlines of the cityscape.	The students work independently at their tables, outlining their cityscape, with a 0-2 voice level.	- When working independently, what are the classroom expectations?  -Who is willing to be a leader and assist me with passing out materials?  -How does this relate to real life? Does foreground, middleground and background really exist in other artists' works?  -Where have you seen patterns like this before?
5 min	Clean up:  -The teacher provides a time warning of 2 minutes before cleaning up.  -The teacher selects students to be clean up assistants and monitors students to ensure they are cleaning up properly.  - The Teacher asks students to leave the papers out on the tables.	Clean up:  -Put away Chromebooks.  -Collect pencils and erasers.	-Can I have another class leader help with cleaning up?  -is there any way you can help clean up while at ur seats?  -Who is ready for a pair-share activity?
	Closure		
5 min	The teacher instructs students to Pair- share their observations of their artwork with a tablemate using the sentence starters.	Students discuss their artwork with a peer using the sentence starters.	-What are sentence starters?  -who can read the first sentence starter for me?  -Why do you think that about your artwork?
<b>Lesson 4: Lesson-Specific Materials</b>			

<p>Instructional Materials – Teacher materials needed during instruction.</p> <ul style="list-style-type: none"> <li>- Interactive board, new line - with the DO NOW up.</li> <li>- Past student examples.</li> <li>- Sketching materials. (sketch paper, pencils, erasers)</li> </ul>	<p>Studio Materials (for Creating Art and/or Presenting Art)</p> <ul style="list-style-type: none"> <li>-Sketch paper</li> <li>-Pencils</li> <li>-Erasers</li> <li>-rulers</li> <li>-Chromebooks</li> <li>- Black markers</li> </ul>	<p>Targeted Materials (any specific materials required for differentiation, accommodation, or modification)</p> <ul style="list-style-type: none"> <li>-Larger and or smaller paper</li> <li>-Oral responses</li> </ul>
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#### Lesson 4: Lesson Procedures/ Learning Tasks and Timeline

Time s	Teacher Actions (include differentiation)	Student Actions	Formative Assessments Assessment Questions
	Initiation		
5 min	The teacher instructs students to begin the DO NOW, while the students work the teacher takes attendance. The teacher asks a student to pass out the DO NOW sheet and the other materials.	Students pass out materials and begin the DO NOW.	<ul style="list-style-type: none"> <li>- When have you talked about contrast in the past?</li> <li>-Which pattern took you more time to recreate, why did it take more time?</li> <li>-What voice levels do we have for turns and talks?</li> </ul>
	Lesson Development – (Process and Procedures for conducting the lesson)	What students will do during various segments of the lesson	Questions used throughout respective sections of instruction to assess students' learning.
5 min	<p>The teacher reviews the DO NOW, and the learning target. The teacher informs students how the use of line weight will impact their use of time and visual contrast.</p> <p>The teacher recommends that students select 3 to 4 areas using thick heavy lines. While the other areas use lighter thin lines.</p>	The students review the DO NOW with the teacher and respond	<ul style="list-style-type: none"> <li>- How does the DO NOW relate to the project?</li> <li>-How many areas of high contrast did I recommend?</li> <li>-What principle are we trying to create through our use of many different patterns and geometric shapes?</li> </ul>
25min	<p>The teacher provides an example of what students will accomplish by the end of the period. The teacher asks students what they can observe from the example and how they plan to achieve this goal.</p> <p>The teacher instructs students to pass out materials and begin working independently.</p> <p>The teachers monitor student learning by walking around and observing how students can complete their Sharpie outlines of the cityscape.</p>	The students work independently at their tables, outlining their cityscape, with a 0-2 voice level.	<ul style="list-style-type: none"> <li>-What principle are we trying to create through our use of many different patterns and geometric shapes?</li> <li>-What does an artwork that successfully uses the principle of variety look like?</li> <li>- How should the rulers be used to help you make straight lines for that pattern?</li> </ul>
5 min	<p>Clean up:</p> <p>-The teacher provides a time warning of 2 minutes before cleaning up.</p>	<p>Clean up:</p> <p>-Put away Chromebooks.</p>	<ul style="list-style-type: none"> <li>-Where are we putting our Chromebooks?</li> <li>-How do we respond kindly to a peer collecting the artwork?</li> </ul>



	-The teacher selects students to be clean up assistants and monitors students to ensure they are cleaning up properly.  - The Teacher asks students to leave the papers out on the tables.	-Collect pencils and erasers.	-Can I trust you to collect the materials without talking?
	Closure		
10 min	The Teacher reviews analogous colors and what wax resist is. The teacher plays a video on how to create a wax resist. The teacher passes out the exit slip and materials.	Students discuss their artwork with a peer using the sentence starters.	-what other projects have we used analogous colors in?  -what are analogous colors?  -What is wax resist, have you heard the term before?

#### Lesson 5: Lesson-Specific Materials

Instructional Materials – Teacher materials needed during instruction.  - Interactive board, new line - with the DO NOW up. - Past student examples. - Sketching materials. (sketch paper, pencils, erasers)	Studio Materials (for Creating Art and/or Presenting Art)  -Sketch paper  -Pencils  -Erasers  -rulers  -Chromebooks  - Black markers	Targeted Materials (any specific materials required for differentiation, accommodation, or modification)  -Larger and or smaller paper  -Oral responses
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#### Lesson 5: Lesson Procedures/ Learning Tasks and Timeline

Time s	Teacher Actions (include differentiation)	Student Actions	Formative Assessments Assessment Questions
	Initiation		
5 min	The teacher instructs students to begin the DO NOW, while the students work the teacher takes attendance. The teacher asks a student to pass out the DO NOW sheet and the other materials.	Students pass out materials and begin the DO NOW.	- What do you do when you first enter the room?  -Who can be a larder to assist with passing out the DO NOW?  -How are you feeling today?
	Lesson Development – (Process and Procedures for conducting the lesson)	What students will do during various segments of the lesson	Questions used throughout respective sections of instruction to assess students' learning.
10 min	The teacher reviews the DO NOW, and the learning target. The teacher asks students what they can observe from the example and how they plan to achieve this goal.  The teacher does whole group instruction on how to use watercolor on their wax resist practice sheet from yesterday.	students review the DO NOW with the teacher and respond	- How does the example use wax resist, how could you do it better?  -what is wax resist?  - What type of colors are we using?

25 min	<p>The teacher instructs students to pass out materials and begin working independently.</p> <p>The teachers monitor student learning by walking around and observing how students can complete their Sharpie outlines of the cityscape.</p>	<p>The students work independently at their tables, outlining their cityscape, with a 0-2 voice level.</p>	<p>-What set of analogous colors did you use?</p> <p>- how are you using the wax resist to create an artwork that uses variety?</p> <p>-What is your first step in painting?</p>
5 min	<p>Clean up:</p> <ul style="list-style-type: none"> <li>-The teacher provides a time warning of 2 minutes before cleaning up.</li> <li>-The teacher selects students to be clean up assistants and monitors students to ensure they are cleaning up properly.</li> <li>- The Teacher asks students to leave the papers out on the tables.</li> </ul>	<p>Clean up:</p> <ul style="list-style-type: none"> <li>-Put away Chromebooks.</li> <li>-Collect pencils and erasers.</li> </ul>	<p>-Who can I trust to help clean up the water cups?</p> <p>- why is it important to keep the art room tidy?</p> <p>-Can you remind your table to keep their artwork out?</p>
	Closure		
5 min	<p>The teacher passes out the post-assessment/ exit ticket and a pencil for students to complete.</p> <p>The teacher reviews the assessment with the class.</p>	<p>Students discuss their artwork with a peer using the sentence starters.</p>	<p>-what are geometric shapes?</p> <p>- where is your middle ground?</p> <p>- Can you define analogous colors?</p>

#### Resources:

Cite Sources: Provide citations for the sources that you did not create (e.g., published texts, websites, materials from other educators).

Breitung, M. (n.d.). *Blog - Cityscape Photography in Chicago. Michael Breitung Photography.*

Jens Fersterra /// *Architecture and Landscape Photography.* (n.d.). <https://spreephoto.de/work>

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One Art Center. (2018, April 27). *How to Draw City Skyline Easy* (Cityscape Drawing with Pencil and Marker) [Video]. YouTube.

<https://www.youtube.com/watch?v=4g2eVsfn4fc> Shape. (n.d.).

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#### References: Lesson 2

*How to Make a Pattern: Learn How to Draw Patterns Step by Step* — Art is Fun. (n.d.). Art Is Fun.

<https://www.art-is-fun.com/how-to-make-a-pattern>

Matthysen, M. (2023, November 27). *Easy patterns to draw – 35 pattern ideas for drawing. Art in Context.*

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#### References: Lesson 3

Lopes, R. (2023, April 29). *a view of a large city with tall buildings*. Unsplash.

<https://unsplash.com/photos/a-view-of-a-large-city-with-tall-buildings-A53KkmODQIw>

#### References: Lesson 4

*Catanzaro Paintings for sale* - Fine Art America. (n.d.). Fine Art America. <https://fineartamerica.com/art/paintings/catanzaro>

*Color Theory Basics: The Color Wheel*. (n.d.). DecoArt Acrylic Paint and Art Supplies.

<https://shop.decoart.com/blog/color-theory-basics-the-color-wheel/>

Jennifer Gaillard Carrillo. (2021, March 5). *Watercolor Resist with Crayons* [Video]. YouTube.

<https://www.youtube.com/watch?v=u4AfLDMKBs8>

PriyA Art Studio. (2020, August 3). *How to paint City Skyline Sunset painting/ City Lights painting/ Easy Sunset Acrylic painting* [Video].

YouTube. [https://www.youtube.com/watch?v=D\\_kOZtcUSEE](https://www.youtube.com/watch?v=D_kOZtcUSEE)

*re:Bloom*. (n.d.). <https://www.re-bloom.org/resources/color-theory>

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**Research:**

Cite research that supports your instructional decisions:

Tawnya Jacocks host teacher.