

Department of Arts Administration, Education and Policy

UNIT PLAN OVERVIEW

(Revised 2023)

Teacher Candidate	Holly Romano
School	Hastings Middle School

UNIT TITLE	Who do you admire?
Length of Class Period	40 minutes
Approximate Number of Students in Each class	25
Grade Level or Course Title	7th
Beginning Date for this <i>Unit</i>	April 8
Ending Date for this <i>Unit</i>	April 19

ENDURING UNDERSTANDINGS (FROM ODE 2022 STANDARDS)

Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.

- **7.1CR** Explore influences on style and choice of subject matter.
- **7.3 CR** Practice visual fluency through the application of elements of art and principles of design

Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts.

- **7.1 PE** Demonstrate persistence and artisanship during the artmaking process.

Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.

- **7.3 RE** Interpret art by analyzing the characteristics of its context and media.

Connecting: Artists understand and communicate the value of creative expressions in internal and external contexts.

- **7.3 CO** Explore how personal experiences influence style and choice of subject matter.

CRITICAL ISSUE / BIG IDEA

A). Anticipatory Set (what do the students already know and how will you capture the students' interest in the concepts you are presenting)

B). Rationale (why is this unit of study relevant?) All portions of the unit should demonstrate research-based practices to support art teaching & learning.

- A) The 7th grade students have recently finished up a unit about popular culture in art where they discussed and used knowledge about fair use of copyright materials. This will support the use of found imagery in their artwork of their chosen subject.

The students are also familiar with the element of space and using foreground, middle ground, and background in an artwork to show dimension.

Students also know about the idea of a hero, idol, or someone they look up to. This unit will support them thinking about why they admire someone, and what makes someone worthy of admiration.

- B) The intention of this unit is to give middle school students not only skills for digital illustration, but to also give them positive role models to look up to. “Identity formation is a dynamic process and key developmental task that begins in adolescence. During this time, children look to adults as role models and mentors. These adults can have a significant impact on adolescents’ decisions of appropriate or inappropriate behaviors” (Atif H, et al, 2022). As middle school students start becoming more independent and form their own ideas about themselves and deepen their personalities, conversations around role models and what makes someone admirable are appropriate.

Central Focus (creating, presenting, interpreting, responding, and/or relating art to context)

- Students will create personal artwork utilizing the building blocks of art, the Elements of Art.
- Students will respond to the work created by their classmates and respond with positive feedback.

Essential Questions (provocative, engaging, critical)

- Who do you admire? And why?
- What makes someone admirable?

Possible Integration

This unit could be connected to Language Arts where students are learning and writing about historical and/or current figures of importance. Students could do a research project in Language Arts on a person they admire, then could make their artwork in the Art classroom.

DESCRIPTION OF THE ESSENTIAL EDUCATIONAL CONTENT OF THIS UNIT

Lesson One	
Title	Who do you admire?
Lesson Description	

	<p>Students will have a class discussion about what it means to admire someone and who is worthy of admiration. Through a Mentimeter word cloud, the class will discuss what are qualities of a person who is admirable. Then, they will research and write about a person they admire, supported by a worksheet provided by the teacher. The person can be famous or someone in their life. The teacher will discuss where to find appropriate, accurate information online.</p>
Approximately how long will this lesson take?	2 classes
Lesson Two	
Title	Symbolic Portraits
Lesson Description	<p>Now that students have selected a person they admire, and have done research about them, they will create a symbolic portrait of their person using digital illustration.</p> <p>First, the students will learn about Sketches Pro app, a drawing app made available by the district. Connecting the iPad to the smart screen, the teacher will demonstrate basic skills like how to open a new document, how to import a photo, how to create layers, and how to use the drawing tools.</p> <p>The, the teacher will talk about how to research and choose imagery for their portraits — requiring a high-quality headshot and a foreground symbol and a background symbol to represent aspects of the person they admire. Students will then work on sketches to finalize compositions before creating their digital illustrations.</p> <p>The teacher will demonstrate how to notice value shifts on faces and how to show texture and dimension in hair. Then the teacher will support students as they create their artwork.</p>
Approximately how long will this lesson take?	½ class
Lesson Three	
Title	Time to illustrate
Lesson Description	<p>The teacher will print each student’s digital illustration portraits and pass them out so the class can do a gallery walk around the room and view/read each</p>

	other's work. Students will be required to select 3 to reflect on, supported by a worksheet provided by the teacher. They can also leave positive comments next to the work using Post-it notes.
Approximately how long will this lesson take?	9 classes

Explain how technology has been used in this unit

- Students will use Mentimeter.com as a reflection tool during class discussion
- Students will use their iPads to research a person they admire
- Students will use Sketches Pro digital drawing app

LESSON PLAN 1

Teacher Candidate	Holly Romano
School	Hastings Middle School

LESSON NUMBER	1
Lesson Title	Who do you admire?
Length of Class Period	40 minutes
Approximate Number of Students in Each class	25
Grade Level or Course title	7th
Beginning Date for this Lesson	April 8th
Ending Date for this Lesson	April 9th

CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

Connecting: Artists understand and communicate the value of creative expressions in internal and external contexts.

- **7.3 CO** Explore how personal experiences influence style and choice of subject matter.

Performance-based Assessment Objectives

- Students will use personal experience and individual choice to select a person they admire.

Performance-based Assessment Strategies

(attach assessment documents if applicable)

- Using a worksheet, students will research and write about a person they admire, reflecting on why they chose that person and what makes them admirable.

Academic Language

Vocabulary (define each)

- **Admiration** – respect and warm approval. Something or someone regarded as impressive or worthy of respect.

Additional Language Demands (*specific communication task*)

- Written research on worksheet
- Written ideas on Mentimeter activity

Accommodations for Special Populations

- Students can type or use dictation to complete worksheet
- Large fonts used on slides
- Teacher will use a large visual timer for timed activities

Art/Visual Culture Examples (list all artists, artwork or media used)

- Studio Habits of Mind poster and overview

Preparations

Materials/Resources for Teacher

- [Google Slides](#)

Materials for Students

- Sketchbooks
- iPads
- Worksheets

Safety Procedures

Teacher reminds students that we are in a supportive space as a community of artists. That means we use good intentions when speaking, we are respectful of other's perspectives, and we give supportive feedback.

LEARNING ACTIVITY

Getting the Classroom Environment Ready

- Google slides ready on smart board

- Mentimeter site ready
- Worksheets distributed in colored table folders
- Extra charge cords available for students' iPads

Procedures for the Teaching/Learning Structure *(indicate approximate time for each step)*

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: "Good morning/afternoon seventh graders! Our next project is called "Who do you admire?" You will be creating symbolic portraits of a person you admire using digital illustration on your iPads.

Class discussion: 20 min

First, I want to talk about what it means to admire someone. The definition of admire is to regard a person with respect and warm approval. We all get to choose who we admire — whether it's someone in our day-to-day lives, or someone on tv. Commonly, we admire someone who has what we want, who has achieved something we hope for, or who has come through some form of adversity in their lives.

This makes me wonder a few things: Does the person we admire need to be a hero? Do they need to be famous?"

Teacher supports class discussion.

Teacher: "Now let's talk about what qualities a person has who is admirable. Go ahead and scan the QR code and type up to 3 qualities you think would be admirable in someone." Students type answers, then teacher discusses the responses with the class.

"Thinking about everything we have discussed, I want you all to think about a person you admire that you think you would like to draw for your project. In your table folders there are worksheets for you to fill out about your person. Go ahead and take them out and let's go through them." Students take worksheets out of folders and the teacher talks through the worksheet.

"If you do not know your person in real life, then you will need to do some online research about them." The teacher discusses proper websites to use to gather information (ex. Encyclopedia.com, Wikipedia.com, or personal website by that person).

Students work on worksheets for the rest of class.

Clean-up Procedures (Room, Materials & Work Storage)

Cleanup: 2 minutes

Teacher: "It's time to wrap-up. Put your worksheets in your table folders and put your sketchbooks back in the cabinet."

Closure, Review & Anticipation (what's next?)

Teacher: "Next class we will talk about symbolic portraits and what imagery you might use for your own person's portrait."

Supplemental Activity

Teacher reflection focused on the lesson *after* it has been taught

- Did the students seem engaged in the content?
- Did the students struggle to pick a person for their research?

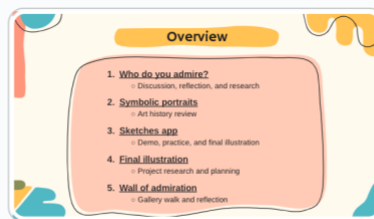
Lesson 1 Teaching & Learning materials

Include attachments of any resources, slide shows, teacher samples, and/or assessments related to this lesson.

Slides:



1



2



3



4



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6



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8

Worksheet:

Who do you admire?: Bio

Name: _____

Person you admire: _____

How do you know them? _____

Where were/are they from? _____

When did/do they live? _____

Does/did this person have accomplishments?

Did/has this person overcome any challenges?

What 3 characteristics do you admire most in them?

How can you be more like this person?

LESSON PLAN 2

Teacher Candidate	Holly Romano
School	Hastings Middle School

LESSON NUMBER	2
Lesson Title	Symbolic portraits
Length of Class Period	40 minutes
Approximate Number of Students in Each class	25
Grade Level or Course Title	7th
Beginning Date for this Lesson	April 10
Ending Date for this Lesson	April 10

CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.

- **7.1CR** Explore influences on style and choice of subject matter.

CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

Performance-based Assessment Objectives

- Students will observe and discuss historic artwork that uses personal experiences for subject matter.

Performance-based Assessment Strategies

(attach assessment documents if applicable)

- Students will review and discuss symbolic portrait artwork by Frida Kahlo, Grant Wood, and Giuseppe Arcimboldo and discuss how they used personal experiences to influence the subject matter they painted. Then they will reflect on their own subject for their artwork and write down 3-5 items that they can include in their portraits.

Academic Language

Vocabulary

- **Symbolic portrait** – a portrait that showcases the subject’s personality, interests, or history through visual representation or symbolism.

Additional Language Demands (*specific communication task*)

- Class discussion
- Written notes

Accommodations for Special Populations

- There will be a lot of visuals to illustrate what is discussed.
- Students can write comments in notebooks instead of speaking out loud.
- Teacher will reach out to ELL support for students with limited English. Translation support can be given for key words.
- Large fonts used on slides

Art/Visual Culture Examples

- Frida Kahlo “Self Portrait”
- Grant Wood “American Gothic”
- Giuseppe Arcimboldo “Vertumnus”

Preparations

Materials/Resources for Teacher

- [Google slides](#)

Materials for Students

- Post-it notes

Safety Procedures

Teacher reminds students that we are in a supportive space as a community of artists. That means we use good intentions when speaking, we are respectful of other’s perspectives, and we give supportive feedback.

LEARNING ACTIVITY

Getting the Classroom Environment Ready

- [Google slides](#) ready on Smart screen
- Post-it notes at each table

Procedures for the Teaching/Learning Structure (*indicate approximate time for each step*)

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: “Good morning/afternoon seventh graders! Yesterday we talked about what it means to admire someone and what qualities are admirable. Then, you all picked a person you admire and did some research and/or writing about them on the bio worksheets. Today, we are going to talk about symbolic portraits. You will be creating a symbolic portrait of the person you chose, so let’s talk about what that is, and look at some examples from other artists.

Symbolic Portrait lesson: 20 minutes

Teacher: “If we look at the Studio Habits of Mind, we will be focusing on ‘Understand Art Worlds’ by learning some art history and connect our project with other artists ideas.

So what is a symbolic portrait?” Teacher talks through slide 12.

Teacher facilitates class discussion of slides 13-16, showing work by Frida Kahlo, Grant Wood, and Giuseppe Arcimboldo using the “What do you see? What do you think it means?” method.

Teacher: “Thinking about what we saw and discussed today in the artwork we looked at, take out your bio worksheets you worked on yesterday. Look over what you wrote and think about 3-5 things you can add to your portrait that will support the person you are illustrating. Grab a Post-it note and put it on your worksheet, or write on the back of your papers, your ideas. I’ll give you a few minutes to write your notes down.”

Clean-up Procedures (Room, Materials & Work Storage)

Cleanup: 1 min

Teacher: “Okay, go ahead and put your worksheets back into your table folders. Let’s move on to the next part of the lesson.”

Closure, Review & Anticipation (what’s next?)

Let's talk about the digital software
(Immediately go to Lesson 3)

Supplemental Activity

Teacher reflection focused on the lesson *after* it has been taught

- Did the students engage in the symbolic portrait discussion.
- Did the students struggle to think of symbolism for their portraits?

Lesson 2 Teaching & Learning materials

Include attachments of any resources, slide shows, teacher samples, and/or assessments related to this lesson.

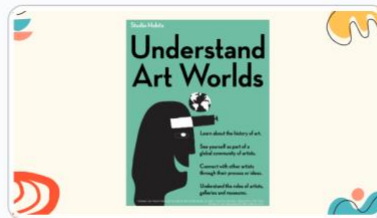
Slides:



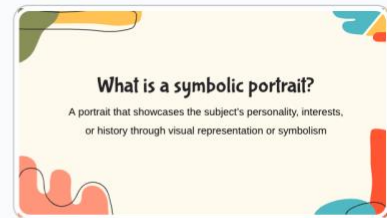
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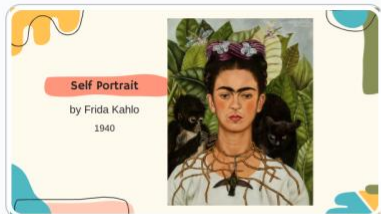
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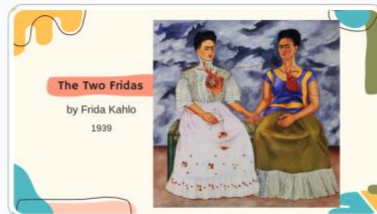
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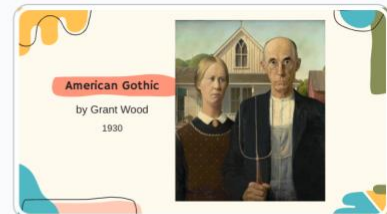
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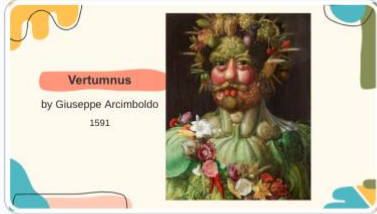
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LESSON PLAN 3

Teacher Candidate	Holly Romano
School	Hastings Elementary School

LESSON NUMBER	3
Lesson Title	Time to illustrate
Length of Class Period	40 minutes
Approximate Number of Students in Each class	25
Grade Level or Course Title	7th
Beginning Date for this Lesson	April 10
Ending Date for this Lesson	April 19

CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.

- **7.3 CR** Practice visual fluency through the application of elements of art and principles of design

CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts.

- **7.1 PE** Demonstrate persistence and artisanship during the artmaking process.

CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.

- **7.3 RE** Interpret art by analyzing the characteristics of its context and media.

CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

Performance-based Assessment Objectives

- Students will apply the elements of art and principals of design in their artwork.
- Students will demonstrate persistence and artisanship while using new art medium.
- Students will interpret the artwork of their peers by analyzing its visual characteristics.

Performance-based Assessment Strategies

(attach assessment documents if applicable)

- Students will apply the elements of value, form, and space and the principals of balance, emphasis, and unity in their portrait design to show visual fluency.
- Students will display persistence by completing their digital illustration project.
- Students will observe the work of their peers and interpret their artwork by analyzing its visual characteristics and connecting it to the subject's bio on a worksheet.

Academic Language

Vocabulary

- **Form** – 3-dimensional shapes expressing length, width, and depth. Balls, cylinders, boxes, and pyramids are forms
- **Value** – The lightness or darkness of a color.
- **Space** – The area between and around objects. Space can also refer to the feeling of depth.
- **Balance:** the visual weight should look equal across the design
- **Emphasis:** there should be an element that is the focus that gets the most attention
- **Unity:** the elements of design should look like they go together

Additional Language Demands (*specific communication task*)

- Students will write reflection responses on worksheets
- Class discussion about Sketches software

Accommodations for Special Populations

- Students can digitally collage within the software if motor skills are limited

Art/Visual Culture Examples

- Teacher example using Simone Biles

Preparations

Materials/Resources for Teacher

- [Google slides](#)

Materials for Students

- iPads
- Extra styluses for students who need them
- Reflection worksheets

Safety Procedures

Teacher reminds students that we are in a supportive space as a community of artists. That means we use good intentions when speaking, we are respectful of other's perspectives, and we give supportive feedback.

LEARNING ACTIVITY

Getting the Classroom Environment Ready

- Students have sketchbooks for concept designs
- Colored folders on tables with student's bio worksheets

Procedures for the Teaching/Learning Structure *(indicate approximate time for each step)*

Day 1

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: "You all have chosen a person that you admire and will be creating a portrait of. Today, we are going to use the studio habits of stretch and explore and develop craft by learning the software we will be using to create our portraits. I have stylus tools up here if anyone needs one."

Sketches exploration: 35 min

Teacher: "We will be using Tayasui Sketches Pro. If you don't have it downloaded already, it's available for you in the UA app kiosk. Go ahead and download it." Teacher walks around room to support students.

"Okay, we are going to go through some key tools and elements of it together so that you know how to use it." Teacher switches screen connection to UA provided iPad and displays the app on the screen. Teacher goes through the app with the students, covering how to being a new document and the basics of the drawing tools.

Teacher: “Take the next 15 minutes exploring the software. No need to create anything specific, just test out all the different tools to get familiar with them. Then we will discuss using form, value, and creating layers together. I’ll have a timer here on the screen.” Students spend 15 minutes familiarizing themselves with the app.

Teacher: “Okay, now that you have had some time to play, let’s talk about using value as a strategy to illustrate.” Teacher talks through slide 26.

“We are going to draw an apple together using value. First, you need to download the apple image from the Canvas classroom.” Teacher supports students downloading the image.

“Next, you need to duplicate the image in your photos and make one of them black and white. This will help you see the value variation.” Teacher supports students by connecting iPad to screen.

“Now let’s go into Sketches, so open the software and open a new document.”

“Now we are going to import our images.” Teacher shows students how to import image as students follow along.

“Our black and white image will help us see the value shifts, and the color image will help us with color choices. If you look on the black and white apple, it’s easier to see the highlights, midtones, and shadows.” Teacher circles these areas to show students. Then the teacher shades in these areas as students follow along.

Cleanup: 3 minutes

Teacher: “Okay, it’s time to wrap up for today. You all have learned a lot about this new software! Go ahead and put your sketchbooks back in the cabinet. Tomorrow we will begin working on our compositions. You will be finding imagery and sketching your compositions, then you will illustrate them on Sketches.”

Day 2

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: "Yesterday we explored the Sketches software app we will be using for our digital illustrations. You had time to understand how the software works and how you can draw in it. Today we are going to work on our compositions for our portraits."

Composition lesson: 35 minutes

Teacher: "We are going to use the studio habits of envision and express today as we work on our compositions. Take out your bio worksheets from your table folders so you can refamiliarize yourself with your subject and the imagery you were thinking of using for your symbolic portrait. Let's talk about what needs to be included in your compositions." Teacher talks through slides 32-33, reviewing what needs to be included in the compositions.

"Now let's talk about how to look for quality images for your reference photos." Teacher talks through slides 34-35.

"You will use these photos to support your sketches, and then eventually your illustrations. Use the rest of class to sketch your compositions." Teacher walks around to support students.

Cleanup: 3 minutes

Teacher: "Okay, it's time to wrap up for today. Put your worksheets and sketches in your table folders. Tomorrow you will continue to work on your compositions."

Day 3

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: "Yesterday you worked on composition sketches for your portraits. Today you will want to finish those up and maybe even begin on your digital illustrations in the Sketches app."

Composition lesson: 35 minutes

Teacher: "When you have a composition you like, you will show it to me for review and then if I think it's ready, you can move ahead on illustrating in Sketches. I want to make sure your composition fulfills all the requirements before you get started to help support your success of the project."

“Let’s quickly refresh our memories on how we import an image into Sketches, how we create layers, and how to use values for your illustration.” Teacher connects iPad and walks students through the steps. Then students continue working on their projects while teacher walks around and supports.

Cleanup: 3 minutes

Teacher: “Okay, it’s time to wrap up for today. Put your worksheets and sketches in your table folders. Next week you will continue to work on your illustrations.”

Day 4

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: “Today you will continue working on your digital illustrations in the Sketches app. You all should be working in the app by the end of class today to keep on track. Connect with me if you have any questions or need some support. I will be walking around to help.”

Worktime: 35 minutes

Cleanup: 3 minutes

Teacher: “Okay, it’s time to wrap up for today. You will continue to work on your illustrations for the next few days.”

Day 5

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: “Today you will continue working on your digital illustrations in the Sketches app. Connect with me if you have any questions or need some support. I will be walking around to help.”

Worktime: 35 minutes

Cleanup: 3 minutes

Teacher: "Okay, it's time to wrap up for today. You will continue to work on your illustrations for the next few days."

Day 6

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: "Today you will continue working on your digital illustrations in the Sketches app. Connect with me if you have any questions or need some support. I will be walking around to help."

Worktime: 35 minutes

Cleanup: 3 minutes

Teacher: "Okay, it's time to wrap up for today. You will continue to work on your illustrations for the next few days."

Day 7

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: "Today you will continue working on your digital illustrations in the Sketches app. We have two more classes to finish your illustrations. Connect with me if you have any questions or need some support. I will be walking around to help."

Worktime: 35 minutes

Cleanup: 3 minutes

Teacher: "Okay, it's time to wrap up for today. You will continue to work on your illustrations for the next few days."

Day 8

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: "Today you will continue working on your digital illustrations in the Sketches app. We have one more class to finish your illustrations. Connect with me if you have any questions or need some support. I will be walking around to help."

Worktime: 35 minutes

Cleanup: 3 minutes

Teacher: "Okay, it's time to wrap up for today. Tomorrow is the last day to work on your illustrations."

Day 9

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: "Today you need to finish your digital illustrations. Connect with me if you have any questions or need some support. I will be walking around to help."

Worktime: 35 minutes

Cleanup: 3 minutes

Teacher: "Okay, it's time to wrap up for today. Tomorrow is the last day to work on your illustrations."

Day 9

Introduction: 3 min

Students walk into room and grab their sketchbooks from the cabinet. Then they make their daily doodle based on prompt provided by the teacher with the teacher takes attendance.

Teacher: "Today we will be doing a gallery walk I am calling the Gallery of Admiration. I have printed out everyone's digital portraits, they are in your folders with your bio sheets. Go ahead and take them out. Look at them and be proud of your work!"

Gallery walk: 25 minutes

Teacher: "We are going to use the Studio Habits of observe and reflect. You will walk around the room, observing the work of your peers. Using the reflection worksheets, I will pass out, you are going to pick 3 pieces to observe and interpret." Teacher talks through worksheets.

"I have a 20-minute timer for this activity. You will leave your artwork at your table seat. Then you will take your reflection sheet and walk around the room observing the work of your peers. The only rule you must follow is you cannot pick artwork that is at the table you are seated at. You need to select art of those not at your table."

Teacher sets timer and students do gallery walk activity.

Wall of Admiration: 10 minutes

Teacher: "Now we're going to hang these on our Wall of Admiration! I have a clip for each of you to hang your artwork on the bulletin board on the back wall."

Teacher supports students hanging artwork.

Cleanup: 3 minutes

Teacher: "Your artwork looks so great! You should be proud. All students will benefit from seeing your work and learning about some amazing people. Maybe you will help them find another person to admire."

Clean-up Procedures (Room, Materials & Work Storage)

- Students put all paperwork back in table folders (except for final artwork prints).

Closure, Review & Anticipation (what's next?)

Teacher: "You all did a great job learning the Sketches app. I hope it was fun for you to learn digital illustration!"

Supplemental Activity

Students can continue to experiment with the app since it is robust and there are a lot of features.

Teacher reflection focused on the lesson *after* it has been taught

- Were the students comfortable using the Sketches app?
- Were there parts of this lesson that the students struggled with?
- How focused were the students using the app?

Lesson 3 Teaching & Learning materials

Include attachments of any resources, slide shows, teacher samples, and/or assessments related to this lesson.

Google slides:



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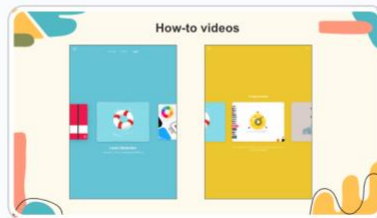
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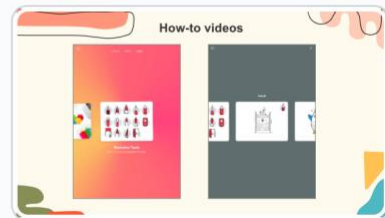
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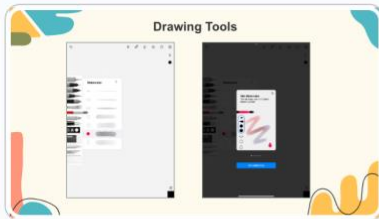
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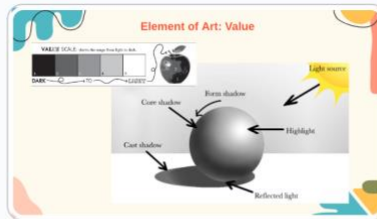
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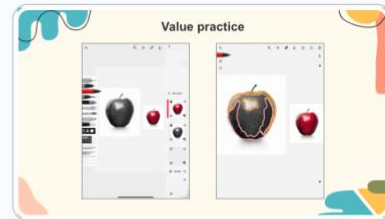
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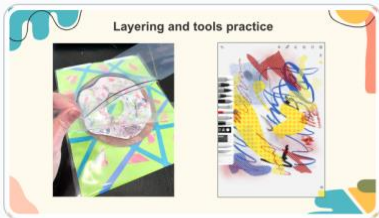
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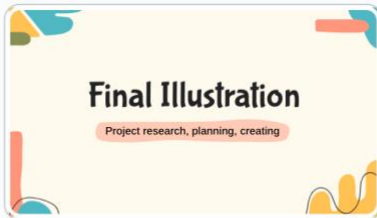
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