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| **Lesson Title/Focus** | **Sketchbook: Button making** | **Date** | 04/21/2015 |
| **Subject/Grade Level** | Art 10, 20, 30 | **Time Duration** | Blocks A,B,D 90 minutes |
| **Unit** | Sketchbook tasks | **Teacher** | Angela McPeake |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | | | | | | |
| **General Learning Outcomes:** | **Art 10:**  **Compositions: Component 2:** Solve teacher-directed problems of unity and emphasis in creating compositions.  **Art 20:**  **Compositions: Organization:** Demonstrate control over various components of compositions.  **Art 30:**  **Compositions: Relationships 1:**  Develop and solve design problems. | | | | | |
| **Specific Learning Outcomes:** | **Art 10:**  **Concept A:** Compositions use positioning and grouping of subjects for different meanings and emphasis.  **Art 20:**  **Concept A:** Developing several approaches to a single problem can demonstrate a refinement of organization and structure in composition.    **Art 30:**  **Concept A:** Individually devised or discovered design problems may lead to highly personalized works, | | | | | |
| **LEARNING OBJECTIVES** | | | | | | |
| **Students will:**   * Create personally designed buttons * Explore and consider different elements of composition when creating designs for buttons. | | | | | | |
| **ASSESSMENTS** | | | | | | |
| **Essential Questions:** | | | | * What elements influence an effective composition? | | |
| **Key Questions**: | | | | * What is composition? * What do we need to consider when creating an effective composition for a button? | | |
| **Products/Performances:** | | | | * Personally designed buttons | | |
| **LEARNING RESOURCES CONSULTED** | | | | | **MATERIALS AND EQUIPMENT** | |
| * Alberta Art Curriculum: Elementary Teacher Resource 1985 * <http://thebuttonguy.net/videos.html> | | | | | * Button making press * button pieces (mylar, metal backs) * circle templates * magazines * paper * pencils | |
| **PROCEDURE** | | | | | | |
| ***Prior to lesson*** | | **Materials ready for students** | | | | |
| **Introduction** | | | | | | **Time** |
| ***Attention Grabber*** | | Button exemplars | | | |  |
| ***Assessment of Prior Knowledge*** | | Formative:  \*Hands-up  “Who has made buttons before?”  “What is composition?” | | | |  |
| ***Advance Organizer/Agenda*** | | 1. Block A: Announcements 2. Button making demo/video 3. Work time | | | | *90 Minutes* |
| ***Vocabulary*** | | * Line * Shape * Space: foreground, middle ground, background * Movement * Pattern * Composition * Button press | | | |  |
| **Body** | | | | | | **Time** |
| ***Learning Activity #1*** | | As a whole group:  Formative assessment “What are the elements of composition?”  “What do we need to think about in terms of composition when making buttons?” -When making buttons there are restrictions on how we can compose our image designs because of the shape and size of the button.  \*hands-up  Demo:   1. Watch how to video on how to use the button maker. <http://thebuttonguy.net/videos.html> 2. Demonstrate how to use the templates for using magazines and such. 3. Discuss what happens when the button maker is not used properly.  -it will jam up and we have to take the machine apart to remove the button pieces. 4. Direct students on where the materials are. 5. Discuss the different ways students can create the composition in their buttons. Different materials which can be used.  \*draw the image \*use magazine cut outs \*print images off the computer \*use fabrics   Written instructions:   1. Place metal button top in, sharp side down in the pick up die, place paper image (face up) on top, and mylar on top of that 2. Rotate clockwise, under the outer ring 3. Press handle down 4. Place button back (pin down) in the crimp die 5. Rotate counter clockwise 6. Press down handle   https://cdn.shopify.com/s/files/1/0070/4202/files/Side-View_large.jpg?108665 | | | | *10 mins* |
| *Teacher Notes: Assessments/ Differentiation* | | Blooms Taxonomy Level:  Type 1: Understanding  -What is composition?  -Tools and materials.    Formative Assessment:  \*Hands up  “Who has made buttons before? “  “What is composition?”  -answering any questions | | | |  |
| ***Learning Activity #2*** | | Work time:  -Students will be free to use the button press over the class period.  \*There is only one button press so students will be asked to take turns, and be patient.   -When waiting for the button press, or after completed desired buttons, students are given the remainder of their time to work on the ongoing projects:   Art 10: two tone stencils  Art 20:Papermaking, lino-cuts, lino-prints, digital documentation  Art 30: individual projects  -While students are working, monitor the button press to be sure students are correctly using it.  -Circulate the classroom to discuss student choices in their compositions and designs of their buttons -Assist students who are working on lino-cuts and prints.  CALL CLEAN UP 10 MINUTES PRIOR TO END OF CLASS | | | | *80 mins*  *10 mins* |
| *Teacher Notes: Assessments/ Differentiation* | | Blooms Taxonomy Level:  Type 1: Understanding  -Tools and materials  Type 2: Applying and Analyzing  -understanding what elements of composition create an effective design  Type 3: Creating and Evaluating  -Designing and creating buttons  \*Formative assessment through discussion and answering questions  \*Circulate classroom and provide students with verbal feedback and assistance through the task. | | | |  |
| **Closure** | | | | | | **Time** |
| ***Consolidation of Learning:*** | | | “Creating buttons is a different way of problem solving your compositional questions. When considering composition while making buttons, you are required to work within specific guidelines of shape and size. “ | | |  |
| ***Feedback From Students:*** | | | “What did you consider when creating the composition of your buttons? “ | | |  |
| ***Feedback To Students*** | | | “The button press is available for you to use at any time if you have a certain idea in mind. As for tomorrow, you will be given the class time to work on your continuing projects.” | | |  |

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| **Sponge Activity/Activities** | Finish continuing projects:  Art 10: two tone stencils  Art 20:Papermaking, lino-cuts, lino-prints, digital documentation  Art 30: individual projects |