

Teacher: Mx. Yax

Date: 9/1/2023

School: Poudre High School

Grade Level: High School

Content Area: Art

Title: Making Thinking Visible Strategies: the 4 C's

Lesson #: 1 of 1

**Democracy for the 21<sup>st</sup> Century Skills** - Identify how this lesson meets 1 or more of the 4-part Mission of the National Network for Educational Renewal (Enculturation, Nurturing Pedagogy, Equal Access and Excellence, and Stewardship): What are you and your students doing today to advance the 4-Part Mission? Briefly explain.

Enculturation-

Nurturing Pedagogy-

Equal Access-

Stewardship-

<p><b>Lesson Idea/Topic and Rational/Relevance:</b></p> <p><b><u>What teaching methods/strategy will you be use and why?</u></b></p>	<p>I am going to teach the importance of the 4 C's: connections, challenge, concepts, change within the context of the visual arts.</p> <p>This lesson and the incorporation of the 4C's into the visual arts curriculum encourages critical thinking and evaluation surrounding the arts. Through such evaluation and discovery, the context, historical, and personal significance of the work becomes evident and the student develops further appreciation of the arts.</p> <p>For my example to be effective, the students must have some general knowledge of the story of Judith and Holofernes and/or the many paintings (mostly Renaissance) created depicting the ending. As well as general knowledge of the historical and systemic racial inequity and inequality in the US.</p>
<p><b><u>What is the key vocabulary necessary for students to know in order to learn the material?</u></b></p>	<p>Connections, challenge, concepts, change</p>

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**Content Standard(s) addressed by this lesson:** *(Write Content Standards directly from the standard)*

**Colorado high school visual arts standards**

**1.1:** Utilize the inquiry method of observation and the language of visual art and design to gather information and determine meaning.

**4.1:** Research and analyze the ways visual artists, designers and scholars express personal views and beliefs and how these perspectives have a social context that enlarges the meaning of an artwork beyond the individual maker.

**4.2:** Develop proficiency in visual communication skills that extends learning to new contexts.

***Literacy Standards:*** Literacy within the arts is being able to effectively and accurately read an artwork and derive your own personal meaning as well as gain the ability to extract the artist's intended meaning.

***Math Standards:*** n/a

**Content Understandings:** *(Big Ideas)-(Learning Target)*

I will understand the purposes and value of MTV strategy 4 C's within the context of the arts as well as my own content area, while evaluating non-text materials.

**Democracy for the 21<sup>st</sup> Century Skills/Understandings:** *(Big Ideas) (Learning Target)*

**Inquiry Questions:**

- Why do I need to know the 4 C's?
- What are they?
- Why are they important for the arts?

**Evidence Outcomes:**

**I can:** Demonstrate my knowledge of the 4 C's by applying them to the provided example.

**This means:** I will engage with the multiple historic depictions of Judith and Holofernes so I have be adequately prepared to evaluate Wiley's contemporary depiction using the 4 C's

**List of Assessments:** *(Note whether the assessment is formative or summative?)*

Assessment will take place as a form of full class discussions

In a classroom it would be formative as I would use this to further build students' skills and confidence when discussing the ats but for this class it is summative as there will be no follow-up

## Planned Lesson Activities

<b>Name and Purpose of Lesson</b>	<p>One Subject, Four Artists</p> <p>Students will use the four examples of Judith and Holofernes to extract a personal and cultural meaning behind the famous story. They will do this via the implementation of the 4 C's</p>
<b>Approx. Time and Materials</b>	<p>Probably 10 minutes depending on willingness to share out</p> <p>I just need my Canva presentation. I will link it <a href="#">here</a> and upload alongside this lesson plan as a PPT.</p>
<b>Anticipatory Set</b>	<b>Explain that we're going to see how the 4 C's look in practice, and start with an open share asking if anyone knows about the famous Judith and Holofernes story</b>
<p><i>How do you intend to engage your students in thinking during the Anticipatory Set?</i></p> <p><i>Why are you using it at this point in your lesson?</i></p>	<p>The strategy I intend to use is _____</p> <p>I am using this strategy here because:</p>
<b>Procedures</b>	<p>I will introduce myself, content area, and get through my first 7 slides in about <b>2 min</b>, going over the basics of the 4C's and why we use them.</p> <p>I will then ask about Judith and Holofernes, class share out, depending on what is said, will share the story or not. – getting them to think about preconceptions of material and what it may look like. <b>3 min</b></p> <p>Show the first 3 pieces, Renaissance or Baroque work. make sure they see differences, especially the only one painted by a woman. Don't get too deep into it. <b>1 min</b></p> <p>Show Wiley's piece- no extra commentary- SILENT contemplation for at least <b>1 min</b>- depending on time I will either split people up in 4 groups, assign one of the 4c's per group to discuss or I will move right into class sharing out for <b>rest of time</b></p>

<p><b>How do you intend to engage your students in thinking during the PROCEDURE?</b></p> <p><b>Why are you using it at this point in your lesson?</b></p>	<p>The strategy I intend to use is _____</p> <p>I am using this strategy here because:</p>
<p><b>Closure</b></p>	<p>Closing questions</p> <p>How has the side journey into earlier depictions of Judith... help in evaluating Wiley's contemporary take on the story?</p> <p>Is there a way you can think to incorporate this into your content area? How?</p>
<p><b>How do you intend to engage your students in thinking during CLOSURE?</b></p> <p><b>Why are you using it at this point in your lesson?</b></p>	<p>The strategy I intend to use is _____</p> <p>I am using this strategy here because:</p>
<p><b>Differentiation:</b></p> <p><i>Differentiation should be embedded throughout your whole lesson!!</i></p> <p><i>This is to make sure you have met the needs of all the students in your classroom.</i></p> <p><i>To modify: If the activity is too advanced for a child, how will you modify it so that they can be successful?</i></p> <p><i>To extend: If the activity is too easy for a child, how will you extend it to develop their emerging skills?</i></p>	

<p><b>Assessment Reflection: (data analysis)</b> <i>How will you know if students met the learning targets? Write a description of what you were looking for in each assessment.</i></p>	<p>There will be informed and excited participation if students have met the LT</p>
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### Post Lesson Reflection

1. **To what extent were lesson objectives achieved?** (*Utilize assessment data to justify your level of achievement*)

I did not gather any formal assessment data but based on the enthusiasm and participation in the discussion as well as immediate feedback from my peers saying how much they enjoyed the lesson I am confident they understand the 4 C's, when they can be used in a lesson, and how to use them.

2. **What changes, omissions, or additions to the lesson would you make if you were to teach again?**

My biggest challenge with this lesson was splitting up people into groups. I got very anxious because I felt like it was the only thing I hadn't completely planned out. If I were to teach it again, I would put more thought into the specifics of the small group discussions and how I want them to look.

3. **What do you envision for the next lesson?** (*Continued practice, reteach content, etc.*)

There are a few ways I imagine this going. One is a continuation of this process, looking at many examples of a single story or subject depicted throughout history and teaching art-based discussion skills as it progresses, leading up to critique.

The other is this as an intro or part of an intro to adopt a single story or subject to depict themselves with however much or little socio-political or personal undertones added.