

# INSTRUCTIONAL MATERIALS

## Lesson 1 Assessments

### 1. Bell Work Worksheet

#### BELL WORK

Name: \_\_\_\_\_ Hour: \_\_\_\_\_

Answer the bell work question or complete the bell work prompt within the box below:

### 2. Assessment Checklist

#### LESSON 1 ASSESSMENT THE VISUAL GAME OF VARIANTS: A SURREALIST TECHNIQUE

Name: \_\_\_\_\_ Hour: \_\_\_\_\_

Each checkbox is worth 2 points

To earn full points, a student must:

- Answer the bell work question
- Collaboratively create a series of images using a Surrealist technique
- Discuss how and why the series of images developed using this method and the role that differing perspectives played
- Participate in using a new approach to art-making
- Follow directions
- Give the teacher full attention and not talk during instruction

Points: \_\_\_\_\_/12

# INSTRUCTIONAL MATERIALS

## Lesson 2 Assessments

### 1. Bell Work Worksheet

#### BELL WORK

Name: \_\_\_\_\_ Hour: \_\_\_\_\_

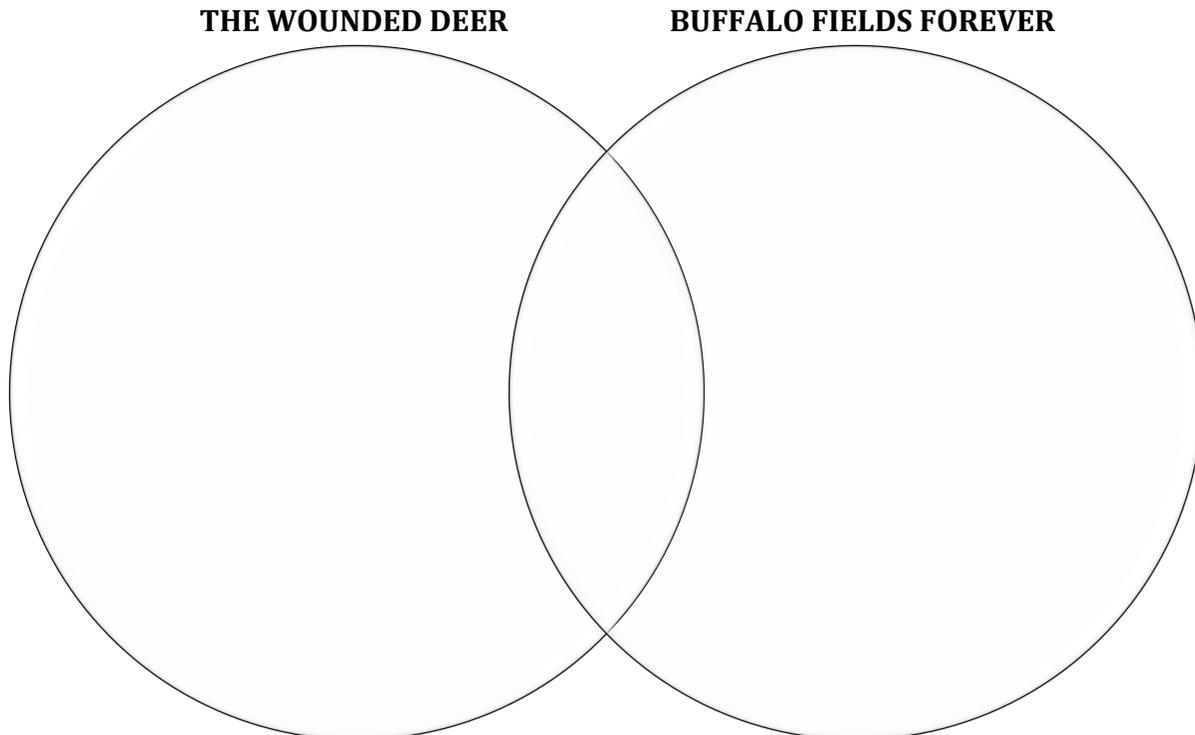
Answer the bell work question or complete the bell work prompt within the box below:

### 2. Venn Diagram

Names: \_\_\_\_\_

At your tables, use the Venn Diagram below to compare and contrast Frida Kahlo's *The Wounded Deer* and Frank Buffalo Hyde's *Buffalo Fields Forever*.

Use at least one of the vocabulary words: culture, identity, stereotype



## INSTRUCTIONAL MATERIALS

### 3. Exit Slip

NAME: \_\_\_\_\_ HOUR: \_\_\_\_\_

### EXIT SLIP:

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**NAME 3 THINGS YOU LEARNED FROM THIS LESSON:**

**LIST 2 THINGS YOU WANT TO LEARN MORE ABOUT:**

**ASK 1 QUESTION ABOUT THIS LESSON:**

### 4. Assessment Checklist

#### LESSON 2 ASSESSMENT EXPLORING PERSONAL INFLUENCES AND IDENTITY THROUGH ART

Name: \_\_\_\_\_ Hour: \_\_\_\_\_

Each checkbox is worth 2 points  
To earn full points, a student must:

- Complete bell work
- Can discuss how identity, culture, and stereotypes are explored and meaning is created in contemporary Surrealist art compared to contemporary Native American art.
- Collaboratively use Visual Thinking Strategies to analyze and interpret works of art.
- Work with a partner to fill out a Venn diagram to compare and contrast the forms and content within two artworks
- Work with a partner to choose an artwork, pretend they created it, and write 5 sentences explaining why they made it they way they did while using at least 2 vocabulary words
- Follow directions
- Give the teacher full attention and not talk during instruction
- Complete an exit slip

Points: \_\_\_\_\_/16

**INSTRUCTIONAL MATERIALS**

**Lesson 3 Assessments**

1. Bell Work Worksheet

**BELL WORK**

Name: \_\_\_\_\_ Hour: \_\_\_\_\_

Answer the bell work question or complete the bell work prompt within the box below:

# INSTRUCTIONAL MATERIALS

## 2. Artist Statement Worksheet

Name: \_\_\_\_\_

Hour: \_\_\_\_\_

**WHEN FINISHED:** Write an artist statement by answering the questions below

Give your artwork a title

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Describe your artwork (What is the story you created within the artwork? What does your artwork look like? What is the subject matter?)

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How did you create your art? (What materials did you use? What tools techniques or processes did you use to create your artwork?)

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What is the big idea behind your artwork? (How does your animal represent you? How and why did you distort and/or transform your animal to represent you?)

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What are your overall thoughts of your artwork? (What did you learn in creating this artwork? What challenges did you face in creating this artwork? How will this piece influence your future artworks?)

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Do you have any other questions related to this lesson? Is there anything else you would like to explain about your project?

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Once you have finished your worksheet, project, rubric, and artist statement please hand them to the teacher. 😊

# INSTRUCTIONAL MATERIALS

## 3. Rubric

Name: \_\_\_\_\_ Hour: \_\_\_\_\_

### **RUBRIC: Examining Personal Identity through Surrealist Spirit Animals**

**Project Goal:** Create an artwork that depicts an animal that has been unnaturally distorted and/or transformed in a way that represents your identity

**Directions:** Each **row** equals a certain number of points. Circle the **box** in each column (Knowledge, Project Content, Effort) you feel you have earned for completing the project. Points for your assessment and the teacher assessment will be added together to create your final project grade. **\*\*\*ONLY ONE BOX SHOULD BE CIRCLED PER COLUMN**

<b>Pts</b>	<b>Knowledge</b>	<b>Project Content</b>	<b>Effort</b>
<b>4</b>	<ul style="list-style-type: none"> <li>-Demonstrates a clear understanding of vocabulary in the making of their project and in conversations with the teacher and peers</li> <li>-Demonstrates a clear understanding of at least two oil pastel techniques in the making of their project</li> </ul>	<ul style="list-style-type: none"> <li>-Creates an artwork that depicts an animal that has been unnaturally distorted and/or transformed in a way that represents your identity</li> <li>-Incorporates at least 2 of the 4 oil pastel techniques</li> <li>-Fully explains and reflects on important information about personal artwork in an artist statement</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrates an exceptional openness in trying new ideas, materials, methods, and approaches in making works of art and design.</li> <li>-Used time wisely as all aspects of project were finished</li> <li>-Did not rush through project</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>-Demonstrates a clear understanding of at least 2 vocabulary words in the making of their project and in conversations with the teacher and peers</li> <li>-Demonstrates a clear understanding of at least one oil pastel technique in the making of their project</li> </ul>	<ul style="list-style-type: none"> <li>-Attempts to create an artwork that depicts an animal that has been unnaturally distorted and/or transformed in a way that represents your identity</li> <li>-Incorporates at least 1 of the 4 oil pastel techniques</li> <li>-Explains and reflects on important information about personal artwork in an artist statement</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrates openness in trying new ideas, materials, methods, and approaches in making works of art and design.</li> <li>-Used time somewhat wisely as most aspects of project were finished</li> <li>-Rushed through parts of the project</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>-Somewhat demonstrates an understanding of vocabulary in the making of their project and when asked to define them</li> <li>-Demonstrates little understanding of oil pastel techniques in the making of their project</li> </ul>	<ul style="list-style-type: none"> <li>-Somewhat attempts to create an artwork that depicts an animal that has been unnaturally distorted and/or transformed in a way that represents your identity</li> <li>-Attempts to incorporate at least 1 of the 4 oil pastel techniques</li> <li>-Attempts to explain and reflect on important information about personal artwork in an artist statement</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrates a lack of openness in trying new ideas, materials, methods, and approaches in making works of art and design.</li> <li>-Did not use time wisely as most aspects of project were unfinished</li> <li>-Rushed through most of the project</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>-Demonstrates no understanding of vocabulary in the making of their project or when asked to define them</li> <li>-Demonstrates no understanding of oil pastel techniques in the making of their project</li> </ul>	<ul style="list-style-type: none"> <li>-Does not attempt to create an artwork that depicts an animal that has been unnaturally distorted and/or transformed in a way that represents your identity</li> <li>-Does not incorporate at least 1 of the 4 oil pastel techniques</li> <li>-Does not explain or reflect on important information about personal artwork in an artist statement</li> </ul>	<ul style="list-style-type: none"> <li>-Does not demonstrate any openness in trying new ideas, materials, methods, and approaches in making works of art and design.</li> <li>-The project was unfinished</li> <li>-Rushed through entire project</li> </ul>

COMMENTS:

Student Assessment \_\_\_\_\_ + Teacher Assessment \_\_\_\_\_ = Total Points \_\_\_\_\_

Final Grade: \_\_\_\_\_

**INSTRUCTIONAL MATERIALS**

4. TAG slip

**TITLE OF ARTWORK:** \_\_\_\_\_

**T -**

**A -**

**G -**