

Lesson Plan Title: "Notan Designs "

Length: 4 days

Grade: Freshman: Intro to design class

**Note:** Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed artwork, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

**Pre-Assessment:**

***This will need to be done prior to teaching your lesson.*** Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

For a pre-assessment the students will complete notes on the elements and principles of design, they will also answer "Question of the day's" which will ask them questions about composition, shape, balance and positive/negative space.

**Performance:**

**What will students accomplish as a result of this lesson?** This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

As a result of completing this lesson students will gain a strong understanding of balance between positive and negative space and will learn how to be patient.

**Concepts:**

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

- balance
- space: positive and negative
- composition
- Rhythm



**Standards: (All lessons should address all standards.)**

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

**Objectives/Outcomes/Learning Targets:**

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom's: \_\_\_\_\_ - Standard: \_\_\_\_\_ - GLE: \_\_\_\_\_ -Art learning: \_\_\_\_\_ -Numeracy, Literacy, and/or Technology)

*After viewing the powerpoint , students will be able to **describe** how a Notan design is created using balance, contrast, asymmetry, and symmetry by correctly identifying the steps to create the Notan and identifying when a Notan design is asymmetrical, symmetrical, or radial . (Remembering, Standard 1, Standard 1 GLE 1, investigate/discovery, literacy)*

*After being given the planning worksheets, students will be able to **plan** out different Notan designs by creating at least 4 different sketches for possible designs. (creating, standard 2, Standard 2 GLE 2,expression)*

*After choosing their best design and sketching it onto the second planning sheet, students will be able to **compose** their final composition and visualize how it will look when cut out by using the light table to accurately reflect and draw out how their design will look once cut and organized. (Creating, Standard 3 Gle 2, composition, technology)*

*After drawing their design on their final paper and cutting out their shapes, students will be able to **construct** their completed Notan Design by glueing it in place and balancing it using either symmetrical, asymmetrical or radial to create a strong composition . (Applying, Standard 1, Standard 1 Gle 3, contemporary art)*

**Differentiation:**

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	-stencils -tracing online images	-digital notan for students who can't cut
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	-more complex design	-larger paper -making artwork figurative

**Literacy:**

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

Balance-asymmetry, symmetry radial , positive and negative space, freeform shapes, organic shapes, geometric shapes, contrast,

**Materials:**

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

exacto knives  
6 in x 6 in Black paper  
Pencils  
Planning sheets  
Envelopes  
Cutting pads  
14 x 14 white paper  
Scissors  
Glue

Paper towels

**Resources:**

**List** all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

<https://www.youtube.com/watch?v=tBtp2UOF0Qc> Notan Design start to finish  
[ermer.weebly.com](http://ermer.weebly.com) - has powerpoint, video, planning pages, rubric and instructions

**Preparation:**

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- precut notan black squares
- print out planning pages
- gather exacto knives, make exacto knife check out sheet
- print rubrics
- precut 14 x 14 white paper

**Safety:**

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

-When cutting with scissors always cut away from your body.

Exacto Knives (Always use cutting pad):

- pull away from self
- should NEVER be brandished at anyone
- get bandaid if cut

**Ideation/Inquiry:**

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

For the ideation students will be given 2 separate planning worksheets to help them develop their ideas.

**Instruction:**

Give a detailed account (**in bulleted form**) of **what** you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

<p>Da y 1</p>	<p><b>Instruction</b> - The teacher will... (Be <b>specific</b> about what concepts, information, understandings, etc. will be taught.) <b>Identify instructional methodology. KNOW (Content) and DO (Skill)</b></p> <p>The teacher will instruct the students to gather around the front of the classroom and will pull up the powerpoint which will start off by showing the students this video: <a href="https://www.youtube.com/watch?v=tBtp2UOF0Qc">https://www.youtube.com/watch?v=tBtp2UOF0Qc</a> Which shows how to make a notan design from start to finish.</p> <p>The teacher will then instruct students that when they are creating their designs they need to keep in mind that you want to maintain a balance of positive and negative space, and consider what types of shapes you will use will you use organic, freeform or geometric shapes and consider whether the design will be asymmetrical, symmetrical, or radial. The teacher will then go over what each of those words mean using a powerpoint linked on <a href="http://ermer.weebly.com">ermer.weebly.com</a></p> <p>The teacher will then show a few examples of finished notan designs and ask the students whether they think the design uses asymmetry or symmetry or radial balance and what type of shapes are being used.</p> <p>The teacher will then hand out the notan planning page and instruct students to brainstorm multiple ideas for their notan in order to create the best idea possible. The students can</p>	<p><b>Learning</b> - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be <b>specific</b> about what will be the <b>intended result</b> of the instruction as it relates to learning.) <b>UNDERSTAND</b></p> <p>students <i>will be able to describe</i> how a Notan design is created using balance, contrast, asymmetry, and symmetry by <u>correctly identifying the steps to create the Notan and identifying when a Notan design is asymmetrical, symmetrical, or radial .</u></p> <p><i>After being given the planning worksheets, students will be able to plan out different Notan designs by <u>creating at least 4 different sketches for possible designs</u></i></p>	<p><b>Time</b></p> <p><b>Total:</b> <b>1 hr 33 min</b></p> <p><b>7 min</b></p> <p><b>10 min</b></p> <p><b>5 min</b></p>
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<p>D ay 2</p>	<p>draw 1 idea multiple ways or plan several different ideas. The teacher will also remind students that <b>NO SHAPE CAN TOUCH EACH OTHER!</b> The teacher will instruct students that whenever they are finished with their <b>planning pages</b> you will decide on your favorite design you will draw it out on the second brainstorming page. There is extra room around the sides of the square so you can draw/trace what your design will look like when it is flipped out.</p>		5 min
	<p>The students will be given the rest of the period to work on their brainstorms</p>		60 min
	<p>The teacher will instruct that it is time to clean up, put your papers in your binders and put them in your drawers.</p>		6 min
	<p>The teacher will instruct the students to gather around the front of the room for a demo. The teacher will instruct students that when they complete their favorite design on their planning page they can fold the paper over and use the light table to “flip out” shapes. , She will then demonstrate how to use the light table to “flip out your design by folding the paper and tracing the design onto the light table.</p>	<p><i>After choosing their best design and sketching it onto the second planning sheet, students will be able to <b>compose</b> their final composition and visualize how it will look when cut out by <u>using the light table to accurately reflect and draw out how their design will look once cut and organized</u></i></p>	5 min
	<p>The teacher will then instruct students to continue working.</p>		30 min
	<p>The teacher will then gather students around the table again to show a short demonstration on transferring their designs onto the black paper using chalk. The teacher will then instruct the students that when they finish their</p>		1 min
			<b>53 min</b>

<p>Day 3</p>	<p>2nd planning page they should begin drawing their final design on the black paper, she will instruct them to use pencil and lightly sketch out their designs.</p>		<b>5 min</b>
	<p>The teacher will then instruct students to continue working.</p>		
	<p>The teacher will instruct that it is time to clean up and to put things away into their drawers.</p>		<b>10 min</b>
	<p>The teacher will instruct the students to gather around the front of the room for a demo, She will then demonstrate how to use an exacto knife to carefully cut out their design from the black paper using a cutting board to protect the surface of the tables.</p> <p><b>**Reminding students to always cut away from their bodies and to make sure that their hand is always out of the path of the blade when cutting.</b></p> <p>When they finish sketching their designs they will be instructed to use an exacto knife to cut out the individual shapes. When your design is all drawn out you will begin cutting out your pieces. (You will use scissors, an exacto knife and a cutting board.)</p> <ul style="list-style-type: none"> <li>● As you begin cutting, place every piece place them into an envelope so you do not lose any. (Every piece of paper will be used)</li> <li>● If you have a shape that has another shape drawn inside of it, wait to cut the interior piece until you are ready to start gluing it down.</li> </ul>		<b>73 min</b>
			<b>5 min</b>



<p>Day 4</p>	<p>The students will be given the rest of the class period to cut out their designs.</p> <p>The teacher will instruct that it is time to clean up and to make sure to put all tiny pieces in</p> <p>The teacher will instruct students that this is the last day they will have in class to work on their notan designs, after they cut out the shapes they should “flip out” their shapes and when completely done they will glue it to white paper: The teacher will then instruct the students to gather around the front of the room and will do a demonstration on how to glue down her pieces:</p> <p>Once all of the main pieces are cut from your black square, grab one of the large pieces of white paper.</p> <ul style="list-style-type: none"> <li>● You will take the background piece of black paper and glue it down in the center of the paper. (Unless your design is meant to flip to only one side.) <ul style="list-style-type: none"> <li>○ Before gluing down make sure your longest piece does not extend off the paper once flipped. If it does, we will cut you a bigger piece of paper.</li> </ul> </li> <li>● Once your background is glued down you will puzzle all of your cut out pieces into the background and go around flipping and gluing until the design is complete.</li> </ul> <p>The students will be given the rest of the period to complete their designs.</p>	<p><i>After drawing their design on their final paper and cutting out their shapes, students will be able to <b>construct</b> their completed Notan Design by glueing it in place and balancing it <u>using either symmetrical, asymmetrical or radial to create a strong composition .</u></i></p>	<p><b>10 min</b></p> <p><b>73 min</b></p> <p><b>10 min</b></p>
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	<p>The teacher will instruct students that it is time to clean up, "If you didn't finish you can take it home for homework, it will be due next class period."</p>		
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**Student reflective/inquiry activity:**  
Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

**Post-Assessment (teacher-centered/objectives as questions):**  
 Have students achieved the objectives and grade level expectations specified in your lesson plan?

**Post-Assessment Instrument:**  
 How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.

Name: \_\_\_\_\_ Class Period: \_\_\_\_\_

**Notan Grading Rubric (100 points)**

Project Requirements	Below Expectations	Meets Expectations	Exceeds Expectations	Student Score
<b>Craftsmanship (20 pts)</b>	0-9 points Student made little to no effort to keep cuts clean and smooth. Very few pieces line up correctly and edges are rough. There is evidence of excess glue, pencil lines, and/or "dirty spots". Little to no attention paid to detail.	10-17 points Student made an effort to keep cuts clean and smooth. Most pieces line up correctly and edges are fairly neat. There is some evidence of excess glue, pencil lines, and/or "dirty spots".	18-20 points Student made cuts that are clean and smooth. All pieces line up correctly and edges are neat. There is no evidence of excess glue, pencil lines, or "dirty spots".	
<b>Design (20 pts)</b>	0-9 points Design has less than 5 shapes with no additional internal shapes.	10-17 points Design has at least 5 shapes with 2 or more additional internal shapes.	18-20 points Design has 6 or more shapes with 3 or more additional internal shapes.	
<b>Balance (20 pts)</b>	0-9 points There is an obvious lack of balance in the overall piece.	10-17 points Student made an obvious effort to have a 50/50 balance of positive and negative space. The overall design is mostly balanced either symmetrically, asymmetrically or with radial balance.	18-20 points There is an obvious 50/50 balance of positive and negative space. The overall design is balanced either symmetrically, asymmetrically or with radial balance.	
<b>Effort &amp; Participation (20 pts)</b>	0-9 points Student did not use class time effectively. Little to no time was spent in class working on the project. Student was constantly disruptive to others.	10-17 points Student took time to complete project. They made a good use of class time the majority of the time. Occasionally had to be reminded to stay on track.	18-20 points Took time to complete project, good use of class time. Good attitude and behavior in class.	
<b>Planning &amp; Brainstorming (20 pts)</b>	0-9 points Planning pages were not complete and/or turned in.	10-17 points Planning pages were mostly complete and turned in.	18-20 points All planning pages were completed and turned in.	

TOTAL SCORE \_\_\_\_\_/100

1. What is the definition of a Notan?
2. Do you think your final Notan is successfully balanced between dark and light? Is your balance symmetrical, asymmetrical, or radial? Explain.
3. If there is one thing you could do to make your Notan even better than it already is what would it be?
4. What was the hardest part in creating your Notan?

	<p>5. We used positive and negative space a lot with this project. What other Elements of Art did you use to help complete this project? Explain how you used it.</p>
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**Appendix:** Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.