



Digital Art Lesson Plan 1

Instructor Mrs. Richardson

Course Title of Lesson Career Research Project Lesson 1

Date TBD Week 4 of course

Lesson Duration 2 hours

Objective:

The learner will use a database to research careers in the Arts Media Entertainment industry. They will then work with three other classmates to combine their research and create a presentation for the class.

Materials and Supplies:

Students will use Laptops, internet access, Google classroom, Google Slides, Digital Handouts, and an LCD Projector.

Assessment:

Assessment is based on the accuracy and thoroughness of the student's research.

Excellent (4) - Research handout is completed with accurate information and student has included additional information that was beyond the provided resources to answer personal questions about the career.

Good (3) - Students have complete the research handout with accuracy, but did minimal work beyond what was provided on the handout.

Competent (2) - Students completed the work of the handout with accurate information.

Below Competency (1) - Research was inaccurate or incomplete.

Standards:

- **Anchor Standard 3.4**
Research the scope of career opportunities available and the requirements for education, training, certification, and licensure
- **CTE.AME.A.A5.2**
Explore the role of art and design across various industry sectors and content areas.
- **CTE.AME.A.A5.4**
Predict how changes in technology might change the role and function of the visual arts in the workplace.
- **ELA.W.11-12.7**
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Anticipatory Set:

Students will brainstorm in small groups to list as many careers as they can that might fit under the AME umbrella. After sufficient time has been given to the groups. Teacher will ask a spokesperson from each group to share out their list. After we've built a master list as a class students will be asked to generate a list of important questions that they would need to know about these careers.

Teaching:

- Teacher guides small groups through anticipatory set brainstorming and discussion.
- Teacher will model how to navigate the www.cacareerzone.org site to complete the research handout that is posted in google classroom for students to download.
- Teacher will troubleshoot and guide students individually as they navigate the site and complete their research.
- Teacher will encourage students to explore beyond the California career zone site to help answer any of the unanswered questions from our brainstorming session.
- Teacher will also push students to research what (local) schools offer the required degrees in these fields.

Modeling:

Teacher will provide an example by showing past student production as well as completing the steps online by scaffolding each step and ensuring the students are following during the modeling.

Instructional Strategies:

- Small group discussion
- guided practice
- individualized instruction
- Visual, auditory and written instruction
- Google slide presentation

Checking for Understanding:

Formative assessment throughout the steps during modeling will be the primary form of checking during the project. Teacher will offer immediate feedback to students.

Guided Practice:

Students will be shown how to navigate the California career zone site as well as the additional web links for resources. Teacher will walk students through a sample career showing them where to find the answers to the research questions.

Independent Practice:

Students will be spending approximately an hour completing research on two career paths that fall under the AME categories. Students will research and examine based on sites provided and essential questions to help prompt their independent practice.

Closure:

Upon completion of the research worksheet, the teacher will break up the class into new small groups based on the careers that they researched. This will lead in the part two of the lesson where they will work as a team to complete their research into a short group presentation.



Digital Art Lesson Plan 2

Instructor Mrs. Richardson

Course Title of Lesson Career Research Project Lesson 2

Date TBD Week 4 of course

Lesson Duration 3 hours

Objective:

In lesson plan 2 of the career research lesson, students will be challenged to work in small groups to collaborate and create a short presentation on the findings of their research. Each group will present to the class and each group member will be responsible for presenting at least two slides of information on their research.

Materials and Supplies:

Students will use Laptops, internet access, Google classroom, Google Slides, Digital Handouts, and an LCD Projector.

Assessment:

Assessment will be based on a combination of individual work and the overall success of the group presentation.

Individual Student

Student plays an active role in presentation and provides clear and accurate research that goes beyond the expectation of the assignment. Student speaks clearly and with appropriate inflection.

Good (3)

Student plays an active role in the presentation process and provides clear and accurate information. Student speaks with overall clear and appropriate voice.

Competent (2)

Student participates in presentation, but with limited proficiency or accuracy. Student struggles with clarity of voice or pacing.

Below Competency (1)

Student fails to participate and or does not meet minimal presentation criteria.

Group Overall

Excellent (4)

Presentation exceeds basic criteria and presents information in an accurate and visually appealing way. Presentation includes additional visuals and information to help express points.

Good (3)

All key criteria for presentation are met and there is unity to the look and presentation of information.

Competent (2)

Presentation is simplistic and has little if any information beyond basic points. Possible lack of unity in the google slides or content presented.

Below Competency (1)

Presentation is little more than copy and paste from handout.

Standards:

- Anchor Standard 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- CTE.AME. A.A1.5 Research and analyze the work of an artist or designer and how the artist's distinctive style contributes to their industry production.
- CTE.AME.A.A5.2 Explore the role of art and design across various industry sectors and content areas.
- CTE.AME.A.A5.4 Predict how changes in technology might change the role and function of the visual arts in the workplace.
- ELA.W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Anticipatory Set:

Students will break up into small groups based on the careers they researched in part one of the assignment. Each group will have several min to complete an icebreaker introduction game.

Teaching:

- Teacher will discuss the required parts of the group presentation and show two examples; one presentation will exceed standard expectations and the other will lack meeting criteria.
- Teacher will answer questions about presentation expectations.
- Teacher will monitor groups and check for understanding.

Modeling:

Teacher will provide an example of presentation including eye contact, voice projection and a list of essential and required components within the assignment.

Instructional Strategies:

- Small group discussion
- guided practice
- individualized instruction
- Visual, auditory and written instruction
- Google slide presentation

Checking for Understanding:

Formative assessment throughout the steps during modeling will be the primary form of checking during the project. Teacher will offer immediate feedback to students verbally after completed presentation. Teacher will also provide a completed rubric with comments privately to each individual.

Guided Practice:

Students will be provided with a basic template for their research presentations. Students will also be guided by prompt questions within the template.

Independent Practice:

Students can practice independent speaking parts of the presentations within their groups for critiques and or necessary adjustments and improvements prior to class presentations.

Closure:

Each group will present their research to the class and allow for a short question and answer period after their presentation.