

# Lesson Outline

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<p><b>Note for evaluator: The following lesson sequence is the first part of a multi-unit project titled Expressionism Yourself. In art, units are designed to fit into the process of art making. This unit is the first quarter of a 4 unit project. This first unit addresses the research and planning phase of the project, while subsequent units would cover the practice, production, and presentation/reflection phases for the project. This introductory unit, detailed in the 3-lesson sequence below, allows for five days with two class periods dedicated to work-time. The lessons could be taught three days in a row or can have work days interspersed depending on the pacing and needs of particular classes.</b></p>		

Lesson Part	Activity description/Teacher does	Students do
<b>Formal/Informal Assessment of Prior Learning or Preassessment</b> <i>(Sequence start)</i>	On the day before this lesson, the teacher passes out a <sup>1</sup> <b>PRELearning Survey</b> to pre-assess knowledge of the LT's and to activate prior knowledge of content from personal experience regarding color associations, expressing emotion, and abstraction, and content from previous units prior to this sequence regarding color theory, composition, line, shape, form, and value. The teacher will examine the results from this survey and create word clouds to expose common and uncommon results; these clouds will be discussed in the lesson below.	Students work individually to answer questions in writing/drawing.  Students turn in survey at the end of class the day or week prior to lesson below.

<b>Title</b>	Lesson 1: Expressionism Yourself: Introduction to Abstraction and artist, Franz Marc.	
<b>Standard</b>	Lake Washington School District Power Standards: 1, 3, 5	
<b>Central Focus (CF)</b>	Students explore and summarize visual arts knowledge & skills to express emotion using the creative process.	
<b>Learning Target (LT)</b>	Students will explore and analyze artwork by Franz Marc. Students will define vocabulary terms ( <i>abstract, emotion</i> ). Students will associate color with emotion. Students will begin a plan for a composition using the creative process.	
<b>Instruction Inquiry Preview Review</b>  <b>10 minutes</b>	<p>As students enter the classroom, the active board is on with a welcoming <sup>1</sup>slide, asking students to prepare for class with needed supplies (Netbook out, turned on with lid closed, sketchbook out, teacher supplied colored pencils &amp; regular pencils, erasers &amp; sharpeners on desks) and wait quietly as teacher takes attendance.</p> <p>The teacher begins instruction, changing the presentation <sup>2</sup>slide, which now displays the learning and doing targets [Learning: analyze artwork, define vocabulary terms; Doing: explore artwork, write and plan] The teacher asks students to write a checklist of the learning/doing targets in their sketchbook, on a fresh page writing the days date at the top. The teacher hands printed versions of the slide presentation to the ELL students to support their writing/reading needs.</p> <p>The teacher verbally prompts the class, as they are still writing the checklist, "If I were to say, <i>I'm feeling blue</i>, what emotion am I feeling?" Teacher calls on 2-3 students and responds to anything they say with, "Tell us why?" Teacher directs discussion toward abstract thinking (through more questioning, hinting, or more examples such as the physiological response we have to colors)</p>	<p>Students enter and get out Netbooks, sketchbooks, and sharpen pencils as needed.</p> <p>Students look and listen as the teacher presents learning/doing targets. Students write a checklist in their sketchbook.</p> <p>Students listen and raise hands to respond with ideas about color associations. Some students will only listen while they continue writing.</p>

	<p>about why the color blue would be associated with emotions such as sadness, depression, tranquility, peace, etc. The teacher expands on the idea of color association with feelings (physical) and emotions.</p> <p>When all students are finished writing check-lists (teacher looks for eyes up and students not writing) the next presentation <sup>3</sup>slide is displayed. The slide shows the Merriam-Webster for ELL definitions for the terms: emotion and abstract. Teacher asks for student volunteers to read definitions out loud. Students are asked to write down the definitions, in their own words, or copy directly from the slide, into their sketchbooks.</p> <p>When students appear finished writing, the teacher displays the next presentation <sup>4</sup>slide showing the artwork “Piggies” by Franz Marc (this artwork was viewed and discussed previously in a preceding unit, Art Elements). The teacher spends about 2 minutes talking about Franz Marc and his artistic style (see <sup>1</sup>Notes).</p> <p>Next, the teacher directs students to turn to their table group and elect a speaker, then discuss the two questions presented by the teacher: “What do you see that is realistic, what do you see that is unrealistic?” –and- “If this image was about emotion, what emotion(s) are being expressed?”</p>	<p>When students finish writing they need to put pencils down and listen to or read the definitions. Students write definitions in their sketchbooks.</p> <p>Students put down pencils and look and listen to the instruction.</p> <p>Students discuss with their table groups what they see and what they think the artwork means or is expressing.</p>
<p><b>Informal Assessment</b></p> <p><b>5 minutes</b></p>	<p>The teacher passes out a short <sup>2</sup>Questionnaire and asks students to elect one person at each table group to write one thing we saw that looked realistic, and one that looked unrealistic. What one or two emotions might Franz Marc be expressing through this artwork? Why? As students write, the teacher circulates the tables listening for participation of all students, spending extra time with the ELL students. [Lupita &amp; Alberto].</p> <p>Next the teacher asks students to elect a speaker who can share the group thoughts. The teacher will call on two or three (depending on time) and the speaker will read the group answers out loud. The teacher will give feedback and expand on each answer, emphasizing how Franz Marc’s use of color and abstraction evokes an emotional response from the audience.</p> <p>The teacher quickly collects all of the questionnaires for later review and check-off for completion.</p>	<p>One student writes for the group, on the questionnaire, and the others help articulate the answers.</p> <p>Students who are willing raise hands and read their group’s answers out loud.</p> <p>All groups hand in their questionnaires.</p>
<p><b>Practice Activity Support</b></p> <p><b>10 minutes</b></p>	<p>A new <sup>5</sup>slide is displayed which prompts the students to open their Netbook lids and prepare to follow along in the Haiku class webpage. The teacher has loaded onto the site, numerous examples of Franz Marc paintings which portray abstract animals in an array of colors and shapes.</p> <p>After about 2 mintes, the teacher asks students to raise their hands and tell the class one they really like, and why they like it.</p> <p>The teacher passes out the students <sup>3</sup> “First-Day Survey” on which they had written an animal they would be. The teacher changes the presentation <sup>6</sup>slide which shows a word cloud of animals that he 150 Art students at RMS had said they would be (from all 5 art class’</p>	<p>Students open their netbooks (which take about 60 seconds to wake-up) and are quiet as they look and listen to instruction. Students look at the art work and select one favorite.</p> <p>3-4 students (depending on time) talk and explain their choice out loud.</p> <p>Students listen, review their own</p>

	<p>“First Day Survey”). The teacher draws attention to the wide variety of animals in the Art program, and how some were predominant. The teacher says, “Your personal animal is special to you, it is like you in some way, or you are like it. You need to think about why and in what ways you are like your animal”.</p> <p>Now, the teacher switches from the slide presentation over to the Haiku page on the Active Board, to model the online research process. On the Haiku page, the teacher directs students to the links bar, which contains links to 3 credible web-based resources on animals (animals.nationalgeographic.com, bornfree.org.uk, worldwildlife.org). The teacher models a search for “jaguar” and demonstrates writing notes into a sketchbook, talking aloud the thinking process: “I type in jaguar, and then I look for a good image...I like this one so I’m going to quickly sketch it, paying attention to the basic shapes and pose of the animal. I add a little color with colored pencil, and then add some environment around it. I can see some branches and leaves and it is bright because there is sunlight coming in from the jungle canopy, etc.” “Then I scroll down and read some animal facts: Jaguars live in this part of the world, they hunt for food, they sleep in trees, and they are big cats” The teacher writes down some of the facts, and then walks around the room slowly showing each table the result of the process in the sketchbook</p> <p>Now, the teacher directs students to begin researching their “personal animal”. The teacher puts up the final <sup>7</sup>slide which has all the steps for what students should be doing for the last half of class-time. Students must search in the 3 approved websites for their animal, and write notes, make sketches, and consider aspects of the animal’s environment, lifestyle, and temperament. Students are reminded of the “Rule of Thirds”, a composition concept learned in the previous unit, and students are told that they will have a formal sketchbook review at the end of this unit segment. Finally, students will be reminded to write the URL of the webpage where they find their pictures/information in their sketchbooks. (So they can find it again). The teacher hands the ELL students a written copy of the directions and reads it to them, if they seem to need help getting started. The directions are also on the Haiku site, along with the rest of the Learning Targets and Doing tasks.</p>	<p>survey, and think about their personal animal.</p> <p>The students look at Haiku on their netbooks, and watch the teacher model the search with the internet on the Active board. Students are quiet and listen to the teacher.</p> <p>The students look at the slide and listen to the teacher.</p>
<p><b>Informal Assessment</b> <b>20 minutes</b></p>	<p>The teacher circulates the tables, beginning with the ELL students groups, listening and watching for participation and providing feedback to questions or ideas students bring up. The teacher has a clip-board with sketch paper and a dark graphite pencil, which is used to make quick “gestural” style sketches of the animals students are viewing. The teacher does this to demonstrate the fast, “gestural” style of drawing the thumbnail &amp; abstract illustrations should have for this project. The teacher says at each table: “As you begin to sketch your animal, remember that Franz Marc’s artwork was <i>expressive abstraction</i> and he used <i>color to evoke an emotional response</i>”. The teacher makes sure that students remain on-task, and are not viewing any other web-pages besides the approved ones. The teacher will monitor the volume level with the Decibel Meter (Ipad App) to ensure students maintain a good work</p>	<p>Students browse the internet sites, writing the sources (web address/URL) of information they find, take notes per the directions the teacher gives, and draw “thumbnail” size sketches of the animal in their sketchbooks. Students may talk in table groups, but must remain in their seats.</p>

	environment.	
<b>Closure Assessment of Student Voice  7 minutes</b>	4-5 minutes before class will end; the teacher stops and asks for attention (A-R-T, ART!), waiting or repeating the chant to ensure everyone is listening. The teacher passes out the <b>4Learning Survey</b> , while instructing students to write responses in teams of two (supporting each other). The teacher explains that this is not a quiz, but an informative survey which will provide assessment of student recollection and understanding of LT's, revealing misconceptions. Teacher circulates desks, (beginning with Lupita and Alberto, supporting their ELL needs) and listens for participation in each group using proximity to keep students on task. Teacher asks students to place surveys in Turn-in bin (complete or not) as they pack up to leave class.	Students stop working, yell <b>ART!</b> , and be quiet to listen to instruction.  Students work in pairs, discussing and writing/drawing responses to the survey.  Students turn-in survey as they exit.

<b>Title</b>	Lesson 2: Expressionism Yourself: Expressing with shapes	
<b>Standard</b>	Lake Washington School District Power Standards: 1, 3, 5	
<b>Central Focus (CF)</b>	Students explore and summarize visual arts knowledge & skills to express emotion using the creative process.	
<b>Learning Target (LT)</b>	Students will explore artwork by Franz Marc, define shape, form, and practice drawing objects using simplified shapes. Students will associate shape with emotion.	
<b>Instruction Inquiry Preview Review  10 minutes</b>	<p>As students enter the classroom, the active board is on with a welcoming <b>1slide</b>, asking students to prepare for class with needed supplies (Netbook out, turned on with lid closed, sketchbook out, teacher supplied colored pencils &amp; regular pencils, erasers &amp; sharpeners on desks) and wait quietly as teacher takes attendance.</p> <p>The teacher begins instruction, changing the presentation <b>2slide</b>, which now displays the learning and doing targets [Learning: Define shape; Doing: explore artwork, practice simplified shape and form drawing, write notes] The teacher asks students to write a checklist of the learning/doing targets in their sketchbook, on a fresh page writing the days date at the top. The teacher hands the ELL students printed versions of the slides to support their writing/reading needs.</p> <p>The teacher switches the <b>3slide</b>, which now shows the written definitions for shape and form. There are also illustrated definitions for each term. The teacher asks students to write and draw these definitions in their sketchbooks. The teacher explains how the art element value (<i>the class will focus on value after this unit segment next week</i>) is used to give the illusion of form to flat shapes. The teacher says that today's lesson will focus on shape, but it is important to consider form because it will apply to the next lesson.</p> <p>The teacher switches to the next <b>4slide</b> which shows Franz Marc's Painting titled <i>Blue Horse I</i>. The teacher passes out a <b>1Graphic-Organizer</b> with prompts asks students to turn to their partner and fill in the following 3 sentence frames: "The subject is a <u>  (horse)  </u> if the subject was feeling an emotion, it would be <u>  (sad, bored,</u></p>	<p>Students enter the classroom, read the slide, and get out the supplies they need.</p> <p>Students look and listen to instruction. Students write the LT's as a list in their sketchbook.</p> <p>Students look and listen, then write down and draw the definitions in their sketchbooks.</p> <p>Students look and listen to instruction. Students work in pairs to write responses to the sentence frames based on the art work they are viewing from the</p>

	<p>lonely)___.” “The shapes in this artwork are, __(<i>round, angled, organic,</i>)___. The shapes make the subject look __(<i>relaxed, steady, strong</i>)__.</p> <p>The teacher circulates while students work starting with the ELL students, checking for understanding of the task, listening for participation, and possible misconceptions.</p>	<p>slide.</p> <p>Students talk and write.</p>
<p><b>Informal Assessment</b></p> <p><b>10 minutes</b></p>	<p>After a few minutes the teacher asks students to stop working and put pencils down. The teacher tells the students to look at a toy horse that is under the document camera. The teacher directs students to work in pairs to sketch the horse, using pencil, drawing only simplified shapes to construct the form in the space provided on the <sup>1</sup><b>Graphic-Organizer</b>. Students are told not to add details and to work quickly. Students are given only 2 minutes to complete the drawing. The teacher explains that students only get two minutes because the idea is to look for basic shapes and draw the pose, and to not add any details.</p> <p>When time is up, the teacher directs students to share their illustration with the students at their table, and discuss to what degree of success they had at describing the horse using only basic shapes and lines. The teacher will circulate tables, listening for participation [starting with ELL students], and adding comments or input as needed. The teacher looks at the student’s sketches to assess the degree of success understanding the task and skill level drawing simplified shapes and form, and collects them.</p>	<p>Students stop writing, look up at the teacher, and listen to instruction.</p> <p>Students, working collaboratively in pairs, begin sketching the horse, for 2 minutes.</p> <p>Students listen to instruction, then turn to their table groups and show their sketches, telling about the drawing experience.</p>
<p><b>Practice Activity Support</b></p> <p><b>20 minutes</b></p>	<p>Now the teacher regains attention from the class, calling A-R-T! When students respond and get quiet, the teacher asks for everyone to keep sketchbooks and a pencil out, so they make take notes as they watch and listen to a short video. Teacher turns down half of lights and starts the clip:  <a href="https://www.youtube.com/watch?v=TfAZt3O0sLY">[https://www.youtube.com/watch?v=TfAZt3O0sLY</a> Watch from 1:55 to 3:45 then stop]</p> <p>When the clip is over, the teacher brings out a box with a variety of plastic toy animal figures. Each student (call one table at a time so that students don’t crowd each other) must select a figure and then sketch it using only basic shapes, as the video illustrated. The teacher will circulate the desks while students work and help them visualize what shapes make up the figures. The teacher will sketch ideas on a separate sheet and show students how to accomplish the task, but will not draw directly onto their sketches. The teacher also provides a stack of “How to Draw” Animal books, which illustrate step-by-step drawing animal figures with basic shapes. Students are also encouraged to search the internet on their Netbooks, for more reference images of the animal they are drawing, looking for different angles and perspectives on the same form.</p>	<p>Students stop talking and call out, ART!” becoming quite after. Students look and listen to the teacher’s instruction, keeping sketchbooks and pencils out, then look and listen to the video clip.</p> <p>Students look and listen to instruction. Students walk up to the box of figures, as they are called by table, and choose one figure, return to their tables, and begin sketching the figure.</p> <p>Students may (if they want to) use the “How to Draw” books, or their Netbook, to find more drawing resources.</p>
<p><b>Informal Assessment</b></p> <p><b>5 minutes</b></p>	<p>The teacher changes to a new <sup>5</sup>slide on the Active board which shows Franz Marc’s <i>Blue Horse I</i>. The teacher activates the pen feature of the Active Board and asks for a volunteer to come forward and draw over the image on basic shape (may be organic or geometric) which he/she can “see” inside the form of the horse.</p> <p>The teacher gives feedback after the student draws, and asks the</p>	<p>Students look and listen. A few students come forward and use the Active board pen to draw shapes over the image.</p> <p>The students use thumbs-</p>

	<p>rest of the class if they can “see” it too.</p> <p>The teacher uses direct instruction to illustrate how Franz Marc may have “blocked in the basic shapes” for his artwork before adding detail and finishing elements.</p>	<p>up/thumbs-down to vote.</p> <p>Students look and listen to the teacher</p>
<p><b>Closure</b></p> <p><b>Assessment of Student Voice</b></p> <p><b>7 minutes</b></p>	<p>The teacher asks students to turn to their partner (next to them) and discuss these three questions: “How do basic shapes define the form of an animal?” “What kinds of shapes feel happy and energetic?” “What kinds of shapes feel unhappy or unenergetic?”</p> <p>The teacher circulates the tables [starting with the ELL students] and asks students as they are discussing to consider why they think what they think. The teacher will ask each student to read their LT checklist and check off items they feel they accomplished. The teacher notes if there is anything the majority of students could not understand. The teacher announces that students will begin drawing their “personal animal” next class period, in preparation for the painting that will be created as the final product of this unit. The teacher collects the animal figures from the students.</p> <p>When there is two minutes remaining the teacher asks students to clean up their supplies and prepare to leave. Class ends.</p>	<p>Students share with a partner and discuss the questions.</p> <p>Students will show or read the LT checklist, explaining or asking questions on specific terms and concepts.</p> <p>Students return the animal figures and drawing books.</p> <p>Students put away supplies and prepare to leave.</p>

**Copy-Paste Lesson 2 outline from above to add a 4th or 5th lesson.**

Title	Lesson 3: Expressionism Yourself: Expressing emotion through abstract shape and form	
Standard	Lake Washington School District Power Standards: 1, 3, 5	
Central Focus (CF)	Students explore and summarize visual arts knowledge & skills to express emotion using the creative process.	
Learning Target (LT)	Students apply art concepts (abstract, emotion) to a rough draft of an animal. Students apply shape, form, and color to a rough draft of an animal. Students will write a rationale as they plan a composition using the creative process.	
Instruction Inquiry Preview Review	<p>As students enter the classroom, the active board is on with a welcoming <sup>1</sup>slide, asking students to prepare for class with needed supplies (Netbook out, turned on with lid <i>open</i>, sketchbook out, teacher supplied colored pencils &amp; regular pencils, erasers &amp; sharpeners on desks) and wait quietly as teacher takes attendance.</p> <p>The teacher begins class by asking for attention/quiet. The teacher changes to the next presentation <sup>2</sup>slide. The LT's and agenda are displayed, [Learning: explain why the colors, shapes, and forms in the animal sketch are abstract and show an emotion or feeling; Doing: draw an animal using abstract shapes and form to show an emotion or feeling, write sentences explaining your ideas] The teacher asks students to write a checklist of the learning/doing targets in their sketchbook, on a fresh page writing the days date at the top. The teacher hands the ELL students printed versions of the slides to support their writing/reading needs.</p> <p>The teacher changes the slide after seeing that the majority of students are finished writing. The next <sup>3</sup>slide shows and artwork by Franz Marc titled, The Yellow Cow. The teacher opens a group discussion with the question: "What is the subject?" After a student responds, "a cow", the teacher asks: "What emotion do you think this subject represents?" After a student responds (Happy, joyful, etc.) The teacher asks "How do you know the cow feels this way, or what do you see in the painting that describes the emotion?" After several students respond, the teacher asks "What is realistic or unrealistic or abstract about the imagery in this painting?" After a few students respond, the teacher asks final question, "If this cow was acting like a "real" cow, and was colored like a "real" cow, would the artwork still cause you to think of the emotion?" After several students respond the teacher moves on to the next <sup>4</sup>slide which shows the painting by Franz Marc titled: The Wolves.</p>	<p>Students enter the classroom, read the slide, and get out the supplies they need.</p> <p>Students look and listen to instruction. Students write the LT's as a list in their sketchbook.</p> <p>Students look and listen. Students raise their hands to answer questions in the discussion.</p>
Informal Assessment	The teacher hands out a <sup>2</sup> Graphic-Organizer with sentence frames, similar to the prior day, and students are asked to work in pairs to fill in the blanks. The questions ask students to identify the shapes forms, and colors they see in The Wolves, by Franz Marc, and to associate their meaning to emotion(s). The teacher models the activity by filling out the first prompt with the class, under the document camera. (Example: The wolves are drawn using __[triangular, rectangular]_ shapes. The forms in this painting appear __[flat, cubed]__ The shapes and form make the wolves appear to have __[happy, sad, serious]_ emotions. The wolves are painted	Students work in pairs to write in the sentence frames on the Graphic Organizer.

	<p>using __[black, red, orange, brown]__ colors...etc.)</p> <p>The teacher circulates the tables, beginning with the ELL students, and listens for participation and answers questions if students are confused, unsure. The teacher may provide hints or suggestions for students who appear unable to think of responses. The teacher waits until the students appear to be finished and asks for attention. The teacher asks for volunteers to read the sentence frames (one after another) out loud for the class. After the student reads his/her example, the teacher explains that this is the type of writing students need to do as they plan for their final painting. The teacher explains that the students have just analyzed The wolves, for deeper meaning about how the artist used abstract shape and form, and expressive color to convey emotion.</p>	<p>Some students read their sentences out loud, the other students listen.</p>
<p><b>Practice Activity Support</b></p>	<p>Now the teacher asks students to have out their sketchbooks. The teacher changes back to the slide with the days learning/doing targets. The teacher holds up a sample painting (created by the teacher to show a finished example of the project this unit is leading to) and reiterates the targets and then lists the steps, using the sample painting as an exemplar.</p> <p><u>Directions</u></p> <p>First, students need to sketch 3 thumbnail size sketches, as they did for their watercolor project. Using images and/or objects they find for drawing reference, students must sketch their “personal animal” in 3 different compositions, aligning the subject to the “thirds lines” and adding a few environmental elements (landscape, plants, other animals, etc.). Students must then color the sketches using colored pencils, working from an intentional color scheme, which must aid in expressing an emotion. Animals and their environment must be drawn using simplified shape and form, to abstract them in some way, and to aid in the expression of the emotion being portrayed. The teacher uses the sample painting again to point to the animal and the environment, showing how they can be abstracted. The teacher also directs students to write a rationale in the sketchbook, which analyzes the choices students make regarding the subject, color scheme, and overall composition.</p> <p>The teacher hands out a printed checklist, which will be used for grading, and must be turned in with the sketchbook. The teacher lets students know that they will have two days additional days before they need to turn in their sketchbook for a formal review. The teacher now allows students begin working, with the time left in class. The teacher circulates the room, looking and listening for productivity, answering individual questions, and spending time specifically with the ELL students, and those who had a difficult time in the previous two assessment activities for this unit.</p>	<p>Students get out sketchbooks. Students look and listen to direct instruction.</p> <p>Students look and listen to direct instruction.</p> <p>Students receive the checklist and paperclip it into their sketchbook. Students begin sketching and writing in their sketchbooks. Some students may get out their Netbooks, or other resource materials if they have them.</p>
<p><b>Closure Assessment of Student Voice</b></p>	<p>In the last 5 minutes of class the teacher calls for attention (A-R-T!) When the room is quiet, the teacher asks the whole class, “Raise your hand if you know what animal you are using for the subject, and what emotion you are going to express in your artwork?” The teacher scans the room for approximate number.</p> <p>The teacher says: “Turn to your table partners and share what your</p>	<p>Students yell ART! Students are quiet, and raise hands in response to the question.</p> <p>Students turn to partners, talking</p>



	<p>subject and emotion will be. Tell your partner how you plan to use abstract shape and form, and how you will use color to convey the meaning behind your artwork.” The teacher circulates the room as students discuss their plans, and listens for participation and understanding of the learning targets.</p> <p>When the teacher has circulated all the tables, the students are called to attention once more (A-R-T!). When the room is quiet the teacher reminds students to bring their Netbooks or other drawing reference sources to school the next two days, as they will be working on their drafts and rationales, as they will be used to move forward to the next phase of this project.</p>	<p>and sharing their plans and ideas.</p> <p>Students yell, ART! Students are quiet, they look and listen.</p> <p>Students pack up to leave class.</p>
<p><b>Formal Assessment or Postassessment</b> (<i>Sequence end</i>)</p>	<p>For assessment of the learning targets, the teacher will collect the student’s sketchbooks, two days after the preceding lesson, and do detailed checking for completion of required elements and understanding of terms and concepts. The teacher will use the Rubric to assign a score to each students work, will write feedback on sticky notes in the sketchbook where students need add or revise content. The teacher will return the sketchbooks to all students, students who do not meet standard will have the opportunity to make the notated revisions/additions and gain full points at the next sketchbook assessment.</p>	