**“Contemporary Teen” Art Lesson** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**20%**

Olivia Gude, an art educator at U of IL-Chicago, is well known for contemporary methods of teaching art to teens, ideas which ***“inspire impassioned art making”***

Design an original, creative studio project for high school students based upon such contemporary perspectives.

**1)** Read Gude’s article entitled, **“Postmodern Principles”** and record her ideas

and concepts in your journals.

**2)** On canvas, visit her **Spiral Workshop link** “Cool Curriculum” under the

 Contemporary Unit Modules.

**3)** In your journal generate a list of motivating “ Big Ideas” or lesson themes that you would use to grab the attention of your students. Consider popular culture influences upon teen identity such as comics or manga, fashion trends, magazine ads, CD covers, etc. Consider strategies that contemporary artists use in their work such as juxtaposition or appropriation, collaborative installation, group collaboration, or activism about social problems.

**4)** **Studio Prep** Demonstrate your brainstorming of studio outcomes and display possibilities by generating a series of planning sketches in your journal.

Gather art materials, experiment with techniques, and create a full or mini example, while troubleshooting necessary art processes and procedures.

**5) Lesson Rationale**

Using the ideas and websites from the Olivia Gude and the Adolescent Mind text, write a 2-3 paragraph rationale, or argument, that explains how or why this particular lesson supports the: a) psychological, b) social and c) artistic development of teens.

**6. Proposal, Draft, Individual Meetings (4/17 or 19)**

Submit your proposal to Canvas, and Include supporting visual resources. Fill in your lesson template and submit rough draft before our individual meeting for feedback. Design a **rubric** with your assessment criteria

**7. Presentation on Lesson Procedures DUE: 4/24 or 26**

Explain your entire lesson to the class and show all resources and teacher art examples. Come early to organize materials & room set up.

Be creative, think like an artist, and have fun with this final

**Final Lesson materials should include:**

\_\_\_ Cover page with your name, “Funky” title & colored, key images/depiction of the theme

\_\_\_ ASubstantial Rationale addressing psychological, social, and artistic development

\_\_\_ Lesson plan template w/ rubric - submit ted to canvas

\_\_\_ Supporting art & visual culture resources: 8x11” colored. high quality images

\_\_\_ Planning Sketches, actual or photographed teacher art exemplars

**\_\_**\_1 page reflection assessment: What did you learn or find successful in planning process?