

Viral Outbreak – Visual Representations

Length: 5 Weeks

	Art Unit Plan	
Teacher: Price-Gray	Grade: 9th	Course: Art
Unit Title: Viral Outbreak – Visual Representations		
LEARNING TARGETS		
Media, Techniques, and Processes <ul style="list-style-type: none">• LT 1: I can plan and produce a work of art combining technologies, media, and processes of visual art with those of another discipline.• LT 7: I can choose and apply subject matter and symbols to communicate an idea.• LT 9: I can create a work of art using specified subject matter, symbols, and/or ideas.		
Interdisciplinary Connections <ul style="list-style-type: none">• LT 15: I can synthesize use of expanded media, techniques, and processes to create art forms in a specific medium.		
Reflecting and Assessing <ul style="list-style-type: none">• LT 16: I can explain ideas clearly through selected information and supporting evidence.		
UNIT OVERVIEW	Overall summary of the unit, activities, tasks, and/or content.	
Art in Medicine will allow students to develop skills through research, collaboration, critical thinking and innovation to synthesize and create a work of art utilized for a concise presentation on a viral cure. Students will research virus and antivirus to investigate microbial structures and interactions, and demonstrate an understanding of the antiviral microbe through the creation of a visual representation. The problem base for this art unit is to develop an antivirus and construct a professional mask to model the particular microbial. The students will also identify their research and explain how this antivirus will defeat the virus.		
MOTIVATORS	Hooks for the unit and supplemental activities. (PBL scenarios, video clips, websites, literature)	
<p>~Visuals of cells/microbes https://www.google.com/search?q=microbe+images&safe=strict&client=safari&rls=en&tbm=isch&tbo=u&source=univ&sa=X&ei=i-MrVcDI0oaJsQTCm4B4&ved=0CB4QsAQ&biw=1237&bih=632</p> <p>~Internet clip of “Faceoff” morphs, a professional makeup artist’s show http://www.syfy.com/faceoff/videos/dressed-to-kill-morphs-season-8-episode-8</p> <p>~Mask visuals through websites http://www.grimmbrothershalloween.com/professional-silicone-masks.php http://www.nbc.com/grimm/video/creature-profile-huntha-lami-muuaji/2855649?onid=140961#vc140961=1</p>		

Week	Learning Targets	Materials & Resources	Instructional Procedures	Differentiated Instruction	Assessment
1	<p>LT 1: I can plan and produce a work of art combining technologies, media, and processes of visual art with those of another discipline.</p> <p>LT 16: I can explain ideas clearly through selected information and supporting evidence.</p>	<p><u>Supplies</u> Paper, pencil, carbon paper or transfer paper, color pencils, watercolor paint, paint brushes, eraser, rulers</p> <p><u>Equipment</u> iPads Apple TV Macbook</p> <p><u>Resource Apps</u> Edmodo Safari/Puffin</p>	<p><u>Essential Questions</u> What is a virus? What does a virus do? Is a virus alive? What is a protein? What is a lipid? What is a glycoprotein coat? What is a viral infection? What is the lytic cycle? What are the six steps of the lytic cycle? How does a virus look?</p> <p><u>Set</u> Students research and seek information as it pertains to viruses. Students work in small groups (3-4). Each group explains to the class the information found.</p> <p><u>Teaching Strategies</u> The students will work collaboratively in groups (3-4) researching and compiling information on the ten essential questions. Using that information, each group will develop a visual presentation demonstrating understanding for each question. The product will be a 5-7 minute video presentation with cited sources. As a class, the students will critique the presentations for further refinement. Each group will have an opportunity to re-present.</p> <p>Station 1 – Research Students are to research virus, answering the essential questions and gathering visual images for each question.</p> <p>Station 2 - Painting Students are to draw and paint three different microbes that would be in the human body using a photo-realism technique.</p> <p>Station 3 – Creating the video Students are to compile the information gathered in station 1 into a video presentation that clearly explains the essential questions.</p> <p><u>Summarizing Strategy</u> Each group at the end of the week will submit the revised video of the answers to the ten essential questions. Submission will be in Edmodo.</p> <p><u>Homework</u> Continue to gather information</p>	<p><u>Remediation</u> Students will come for the second half of lunch for direct instruction.</p> <p><u>Enrichment</u> Students will have the opportunity to further present viral findings with aesthetics, shape, form, and function through sculpture techniques and medium.</p> <p><u>Learning Styles</u> Auditory Visual Kinesthetic</p>	<p><u>Summative:</u> ~Verbal and visual presentation</p>

2	<p>LT 7: I can choose and apply subject matter and symbols to communicate an idea.</p> <p>LT 9: I can create a work of art using specified subject matter, symbols, and/or ideas.</p>	<p><u>Supplies</u> Paper, pencil, carbon paper or transfer paper, color pencils, watercolor paint, paint brushes, eraser, rulers,</p> <p><u>Equipment</u> iPads Apple TV</p>	<p><u>Essential Questions</u> What are six specific viruses and what area does each attach to in the human body? How does each virus look? What is an antivirus? How does an antivirus look?</p> <p><u>Set</u> Students research and seek information as it pertains to anti-viruses. Students work in small groups (3-4). Each group explains to the class the information found.</p> <p><u>Teaching Strategies</u> The students will work collaboratively in groups (3-4) researching and compiling information on the four essential questions. Using that information, each group will develop a visual presentation demonstrating understanding for each question. The product will be a 3-5 minute video presentation with cited sources. As a class, the students will critique the presentations for further refinement. Each group will have an opportunity to re-present.</p> <p>Station 1 – Research Students are to research and identify six viruses, answering the essential questions and gathering visual images for each of the six viruses.</p> <p>Station 2 – Sculpture Student groups are to choose one of the six, draw then sculpt a 6x6 figure of the microbe.</p> <p>Station 3 – Creating the video Students are to compile the information into a video presentation that clearly explains the essential questions using their sculpture as an example.</p> <p><u>Summarizing Strategy</u> Each group at the end of the week will submit the revised video of the four essential questions. Submission will be in Edmodo.</p> <p><u>Homework</u> Continue research</p>	<p><u>Remediation</u> Students will come for the second half of lunch for direct instruction.</p> <p><u>Enrichment</u> Students will have the opportunity to further express aesthetics, shape, form, and function through painting techniques and medium.</p> <p><u>Learning Styles</u> Auditory Visual Kinesthetic</p>	<p><u>Formative:</u> ~Watercolor painting ~Mixed media piece ~Color pencil drawing</p> <p><u>Summative:</u> ~Microbial sculpture</p>
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3,4,5	<p>LT1: I can plan and produce a work of art combining technologies, media, and processes of visual art with those of another discipline.</p> <p>LT 15: I can synthesize use of expanded media, techniques, and processes to create art forms in a specific medium.</p> <p>LT 16: I can explain ideas clearly through selected information and supporting evidence.</p>	<p><u>Supplies</u> Pencils, paper, magazines, scissors, measuring tape, xacto knife, hot glue gun, hot glue sticks, wire, card board, popsicle sticks, dirt, cloth, tissue, cotton balls, release agent, platsil gel 10, flocking, pigment, Vaseline, plaster bandages, manikin heads, 1" chip brushes, measuring buckets, tin thix, bald cap, masking tape, gloves, tongue depressors, sandpaper, molding soap, baby powder,</p> <p><u>WebSites:</u> https://www.youtube.com/watch?v=SSNgdML7XBM https://www.youtube.com/watch?v=5w46bEIFAZA https://www.youtube.com/watch?v=bVymwSLIzGA</p>	<p><u>Essential Questions</u> How does your antivirus team look? How does your antivirus team function to fight the chosen virus?</p> <p><u>Set</u> Students are to design, create and explain the antivirus to their chosen virus. Students are to create professional antiviral super hero masks and costumes.</p> <p><u>Teaching Strategies</u> The students will work collaboratively in groups (3-4) compiling information on the two essential questions. Each group will design and create professional masks and costumes that represent the antivirus team to conquer the chosen virus. The teacher will assist by providing initial websites.</p> <p>Station 1 – Planning Students are to sketch and plan the group's antiviral hero team's appearance, and Answer the two essential questions.</p> <p>Station 2 – Costumes Students are to construct antiviral hero costumes.</p> <p>Station 3 – Masks Students are to create silicone masks to represent the antivirus.</p> <p>Station 4 – Video Morphs Students are to compile the information into a video morph of each hero.</p> <p><u>Summarizing Strategy</u> Each group at the end of the week will submit the following: A set of sketches and plans for the development of the antiviral super heroes. The answers to the two essential questions. A video of the costume making progress. A video of the mask making.</p> <p><u>Homework</u> View websites Gather materials for costume designs.</p>	<p><u>Enrichment</u> Students will have the opportunity to further express aesthetics, shape, form, and function through sculpture techniques and mediums.</p> <p><u>Learning Styles</u> Auditory Visual Kinesthetic</p>	<p><u>Summative:</u> ~Antivirus Hero masks and costumes presentation</p>
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