

Differentiated Instruction Teaching/Learning Examples



GRADE 8 ARTS: VISUAL ARTS—APPROPRIATION—WHAT'S THE DIFFERENCE?

Three 45-minute periods

1. Learning Styles Corners/Think-Pair-Share (Cooperative Learning)*
2. Learning Centres Cubing**—Elements and Principles of Design Review
3. Learning Centres**—Comparison/Pair-Square (Comparing Similarities and Differences)*
4. Concept Attainment—Appropriation and Adaptation in Art
5. Appropriation Choice Board**
6. Appropriated Art Work Proposal

*Marzano's Categories of Instructional Strategies (See Resources, below.)
**Differentiated Instruction Structure

DIFFERENTIATED INSTRUCTION DETAILS

Knowledge of Students

Differentiation based on student:

- Readiness Interests Preferences: Styles Intelligences Other—(e.g., environment, gender, culture)



Need to Know

- Students' learning style preferences to assist in the design of the Choice Board (Appendix F)
- Students' experience working with the presentation options that are included in the Choice Board (Appendix F)

How to Find Out

- Observe students during the Learning Styles Corners activity in Minds On
- Review with the students their experience with presentation options in other classes

Differentiated Instruction Response

- Topic, Entry Point (content) Ways of learning (process) Ways of demonstrating learning (product) Learning environment

CURRICULUM CONNECTIONS

Overall Expectations: (D2) Reflecting, Responding, and Analysing; (D3) Exploring Forms and Cultural Contexts

- D2. Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences
D3. Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historic contexts

Specific Expectations:

- D2.3 Demonstrate an understanding of how to read and interpret signs, symbols, and style in art works
D3.1 Identify and explain some of the ways in which artistic traditions in a variety of times and places have been maintained, adapted, and appropriated

Learning Goals:

- Identify elements and principles of design, symbols and images in art and explain how they contribute to an interpretation of the art work
- Identify and explain images or symbols that have been appropriated, maintained or adapted

ASSESSMENT AND EVALUATION

Assessment/Success Criteria

Knowledge and Understanding

- Explains symbols and images that have been appropriated and/or adapted
- Demonstrates an understanding of appropriation in the development of a proposal for a new appropriated art work

Thinking

- Explains how elements and principles of design contribute to the interpretation of an art work
- Explains how symbols and/or images contribute to the interpretation of an art work

Assessment Tools:

- Anecdotal Comments
- Rubric

PRIOR LEARNING

Prior to this lesson, students will have:

- Experiences identifying examples of the elements and principles of design and explaining how they contribute to the meaning of the art work
- An understanding of terminology related to the elements and principles of design

MATERIALS AND RESOURCES

Materials:

A variety of art images (e.g., postcards, posters, books)
Chart paper and markers
Cubes or dice—one die per Learning Centres Group
For the Concept Attainment Chart Activity (Appendix D), decide on pairs of images for the "Pair B" column—see Sample Images: Cubing, Concept Attainment and Appropriation Choice Board (Appendix B)

Appendix A: Learning Styles Corners and Graphic Organizers (Teacher Reference)
Appendix B (pp. 1 & 2): Sample Images: Cubing, Concept Attainment and Appropriation Choice Board (Teacher Reference)
Appendix C (pp. 1–3): Elements and Principles of Design Cubing Review and Definitions—one per group
Appendix D: Appropriation Concept Attainment Chart—one per student
Appendix E: Appropriation Rubric (Choice Board and Appropriated Art Work Proposal)—one per student
Appendix F: Appropriation Choice Board—one per student

Internet Resources: See Sample Images: Cubing, Concept Attainment and Appropriation Choice Board (Appendix B)

Resources:

Bennett, Barrie and Rolheiser, Carol (2001). *Beyond Monet: The Artful Science of Instructional Integration*. Toronto, ON: Bookation Inc. (Concept Attainment, pp. 188–239)
Marzano, Robert J., Pickering, Debra and Pollock, Jane E. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.
Ministry of Education (2009). *The Ontario Curriculum, Grades 1–8, The Arts*.
Raczka, Bob, (2005). *Unlikely Pairs: Fun with Famous Works of Art*. Minneapolis, MN: Millbrook Press Inc.—Carolrhoda Books. ISBN-10 0761323783

Teaching/Learning Sequence: Grade 8 Arts: Visual Arts—Appropriation—What’s the Difference?

MINDS ON

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

Groups → Learning Styles Corners/Think-Pair-Share

Post statements/examples of visual, auditory and kinesthetic learning styles around the room with enough locations to form groups of four to six—see Learning Styles Corners and Graphic Organizers (Teacher Reference) (Appendix A).

Students:

- Select the learning style that they think is most like them and move to that corner
- Share their reasons with a partner
- In pairs, share with their learning style group
- Each group provides a summary of why the style was chosen by the group to the class

Indicate that students will have an opportunity to use their learning style preference(s) in a task at the end of the lesson to demonstrate their learning.

**Groups of Four → Learning Centres/Cubing—Elements and Principles of Design Review**

Display, at six to eight tables in the classroom (depending on class size), a variety of postcards, posters, books and other art images that have obvious similarities and differences in their use of the elements and principles of design. Include a variety of themes, symbols, and images—see Sample Images: Cubing, Concept Attainment and Choice Board (Teacher Reference) (Appendix B).

Students:

- Individually, decide which images they are interested in and form a group at that Learning Centre
- Each learning centre group selects an image for the cubing activity

Distribute one copy per group and review Elements and Principles of Design Cubing Review and Definitions (Appendix C).

Students:

- Take turns rolling a cube or die to select an element and a principle of design
- Examine the chosen image and describe it in terms of the element and the principle of design indicated by the cube or die
- When every student has had a turn, as a group, decide which elements and principles of design play a dominant role in contributing to the meaning of the art work

Facilitate a discussion that provides feedback and clarifies understanding of the elements and principles of design

Note: You may wish to eliminate some of the elements and/or principles in the cubing activity to focus the activity and/or to eliminate design elements and principles that are less familiar to students.

**Groups of Four → Learning Centres—Comparison/Pair-Square**

Review how to make comparisons by asking students in their Learning Centre Groups to compare a bicycle and a tricycle. Facilitate a discussion that identifies key questions to ask when comparing (e.g., What items am I comparing?; What things about them (characteristics) do I want to compare?; How are they the same?; How are they different?; What conclusions/summary statement can I make?). Students may create a Venn diagram or T-chart—see Learning Style Corners and Graphic Organizers (Teacher Reference) (Appendix A)—to structure their comparison and share their comparisons with the class.

Students, as a group:

- Choose two different images of interest from the images on a table
- Use the questions above to compare how the elements and principles of design contribute to the interpretation of the two images
- Discuss their thoughts in pairs, then share with another pair (pair-square)
- Complete a Venn diagram or T-chart based on the two images that they discussed, and develop a summary statement based on information from their Venn diagram or T-chart
- Ensure that all members of the group are prepared to explain the Venn diagram or T-chart and summary statement

Facilitate a discussion of similarities and differences of selected images, providing feedback on the elements and principles of design, how they contribute to the interpretation of the art, and related vocabulary.

**CONNECTIONS**

L: Literacy
ML: Mathematical Literacy
AfL, AoL: Assessment for/of Learning

L: Subject-specific vocabulary/
Cubing Review

AfL: Cubing/Anecdotal
Comments

AfL: Learning Centres
Comparison/Anecdotal
Comments

ACTION

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

Small Groups (Two to Four) → Concept Attainment—Appropriation and Adaptation in Art

Provide students with the Appropriation Concept Attainment Chart (Appendix D) and show slides of pairs of images—see suggestions in Sample Images: Cubing, Concept Attainment and Appropriation Choice Board (Teacher Reference) (Appendix B).

Students, in small groups, after viewing each pair of images:

- Examine the pairs of images and determine the characteristics that Pair A has that Pair B does not
- Decide as a group what these characteristics are and list them in the Summary Statement section of the chart
- Examine another set of paired images to test whether their summary statement holds true
- Refine their summary statement as needed
- Share their statements with the class

Facilitate a class discussion based on student responses, introduce the term *appropriation* and extend the discussion with the following questions related to selected images:

- What parts of the image do you believe to be appropriated? Why?
- Which of these are symbols? Images?
- What parts of the image have been adapted? How?
- How is adapting different from appropriating?
- How do the elements and principles of design contribute to the appropriation or the adapting of signs, symbols, or images?

Indicate that when describing appropriation in art, it is important to identify the parts of the image that are appropriated or adapted—including symbols, and/or images and to describe how specific elements and principles of design contribute to the appropriation or adapting.

Explain that students will have two opportunities to apply their knowledge of appropriation in art:

1. Choice Board Activity—selecting two images that they think demonstrate appropriation and explaining why
2. Appropriated Art Work Proposal—selecting two source images and proposing a “new” appropriated art work.

Describe the tasks and share the Appropriation Rubric (Choice Board and Appropriated Art Work Proposal) (Appendix E) with students, reviewing criteria and refining the Rubric as appropriate based on student input.

Individuals → Appropriation Choice Board

Distribute and review the Appropriation Choice Board (Appendix F). Provide groups of four or five students with an assortment of images from those listed in Sample Images: Cubing, Concept Attainment and Appropriation Choice Board (Teacher Reference) (Appendix B).

Students, individually:

- Part 1: Select a pair of images that they believe are examples of appropriation in art and indicate why they think this to be the case
- Part 2: Select from the options (visual, auditory, kinesthetic) on the Appropriation Choice Board (Appendix F) their preferred learning style to compare aspects of the two images that contribute to the appropriation
- Submit to the teacher for evaluation. See Appropriation Rubric (Appendix E).



AfL: Concept Attainment/
Anecdotal Comments

AoL: Choice Board/Rubric

CONSOLIDATION AND CONNECTION

- Helping students demonstrate what they have learned
- Providing opportunities for consolidation and reflection

At tables around the room, display a collection of images—see suggestions in Appendix B—for students to view and select their “source images” for this activity.

Individuals → Appropriated Art Work Proposal

To create a proposal for a new appropriated art work, students individually:

- Browse through a collection of images and select two as “source images” for their new proposed appropriated art work
- Identify the two source images—list title, date and artist
- Identify the images and/or symbols that are to be appropriated
- Explain how the “new” art work will be appropriated
- Illustrate the proposal ideas by creating a thumbnail sketch, a cartoon, or a computer alteration
- Submit to the teacher for evaluation. See Appropriation Rubric (Appendix E).



AoL: Art Work Proposal/Rubric