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PSY 511
Curriculum Revision
The Jensen 10

Preparing the Brain for the Learning Environment: My previous lesson unit did not include any type of framing or introduction. We just jumped right into the unit. This unit presents completely new information for the students and there was no base to build upon. My revised lesson unit includes pre-exposure for the subject matter while we are still working on a previous unit. The class will casually discuss their likes and dislikes of Pop Culture icons as they work on their last project from the previous unit. This is most likely one of high school students favorite topics to discuss resulting in engaged students. The subject matter relates to their interests.

I also included previewing to allow learners to become comfortable with the topic, access prior knowledge, and to prepare for the new information.

Students are also provided with constant feedback so they are able to continually revise their work and what is learned.

My previous lesson unit included a formal, written pre-assessment exam for my evaluation of student knowledge on the subject matter. I knew the students would not know the information on the level presented in the pre-exam and that a more useful means of pre-assessment needed to be utilized. The pre-exam was not helpful for me and it simply intimidated the students and led to disinterest because they were threatened by an impossible task. My revised pre-assessment is a class discussion, utilizing previously learned information so the students are in a comfort zone and have a base to build upon their previous knowledge. I can gauge where to begin from their verbal responses.

Modeling is used to demonstrate the creative process for each project from start to finish. Students are able to see how the parts will play into the whole rather than waiting to the end to make sense of the process. Students will watch, experiment, and then create on their own. As the projects progress the student is provided less direction in how to produce their work from start to finish, but they will be provided constant feedback from the instructor and their peers. Options for process will be listed in various ways, using various terms allowing for more opportunities for connections to be made for the student.

Student Engagement: Rules we Learn by: Students pay attention to content and learn more in a safe environment. The threat of incorrect answers and embarrassment will be less likely in an open discussion building on educated opinions. Students will be safe to share their thoughts in class discussions and critiques because there will be open ended conversation versus direct questioning.

Students will have time to process the information learned in class through lecture, art analysis, and class discussion before they need to return to class having made connections between new content, old content, and the assignments. Students are not asked to respond to the new information on their own until they have had time to process the new information.

Effective strategies for learning will be utilized: comparing and contrasting Pop Art and Abstract Expressionism, grouping and re-grouping lists of relevant information, analyzing the Pop Art and their own work for the Elements and Principles of Design and communicable content, critiquing each others' work, and summarizing and reviewing the information throughout the unit.

Students will activate prior knowledge (Elements and Principles of Design and Abstract Expressionism) as a base for learning and linking the new information. They will also be displaying what they know when they create their word lists and word webs. Prior knowledge serves as a base for all future learning. It's important and effective when we activate and relate new information to prior knowledge.

Movement and Learning: My previous lesson unit did not include any movement other than students getting up to get their supplies and to clean up. My revised lesson unit now includes moving to get into small groups, moving desks and position to create a class discussion circle, moving chairs and position for critiques, and for one project the students will have to survey the school for a location for a cite specific art piece. They will then have to install the art piece and tour the school during the critique to view all of the art work. This particular piece is a large scale, 3-D work produced in teams of two. Creating this project will involve movement. During our discussion on Pop Culture, students will be allowed to demonstrate Pop Culture via singing, dancing, mimicking an ad...

Movement helps regain attention and aids in the learning process. As we exercise, our blood pumps more oxygen to the brain resulting in more nourished brain cells. Activated muscles send chemicals through the bloodstream and into the brain, which result in the production of brain-derived neurotrophic factor (BDNF). Our bodies build up BDNF with regular exercise and the brain's nerve cells begin to make new connections. New neurons develop in the hippocampus, which controls learning and memory and it is very responsive to the effects of BDNF. Other chemicals are also produced in the brain due to exercise, such as dopamine, serotonin, and norepinephrine which help us focus.

We will take short breaks for stretching or walking around the room. Students who volunteer will take turns in leading classroom stretches or yoga poses. (this is not included in the lesson plan as it will be a constant throughout the entire course)

Emotional States: As I mention below, Pop Culture is extremely meaningful and relevant to high school students as it is a means of making sense of the world around them. Evoking emotion drives attention, creates meaning, and enhances memory. Pop Culture music is often composed of emotions and helps students make sense of their

own emotions. We will be evoking emotion in the Lichtenstein piece as students must convey an emotion through visual elements. They can begin with a Pop Culture song or music video to help them brainstorm for a particular emotional topic. This is an effective way to utilize emotional states in a positive way (rather than avoiding emotions) and will perhaps even help some students find an outlet for expressing their emotions.

Pop art may also evoke emotion because the subject matter can cause moral debates about our society, capitalism, mass produced disposable consumer goods...

Students will also have to deal with both negative and positive feedback of their ideas, concept statements, and art work critiques. They will learn how to appropriately respond to the feedback and utilize it for their benefit when making revisions.

Physical Environments: The physical environment will change with the task. Students will rearrange desks for various activities such as small group work, class critiques, class discussions and demonstrations. The learning environment will also change when students are asked to explore the school for a site-specific location to place a related work of art.

My previous lesson unit did include the physical environment as an aspect for optimal learning. Students stayed in their assigned seats and the arrangement of the room never changed.

I do not currently teach, but I would take into consideration and work with the available lighting, temperature, acoustics, personal space, and placement of desks and students to create the most optimal conditions for learning.

Managing the Social Brain: Students will also work in pairs or small groups throughout the unit on worksheets, homework discussions, idea and concept statement sharing, and art work reviews. Class discussions will be held nearly every session. Students will work in groups of two on the final project which also heightens attention levels.

Group work encourages the learning of life, social, and critical thinking skills through the students' own activities, varying perspectives, explorations, and interactions with each other. They will have to figure out how to work with one another, organize and structure their work loads and time, utilize each others' skills to achieve a common goal, share their thoughts, brainstorm, experiment, and be accountable to the group. Group work prepares students for working alongside others by encouraging social, critical thinking, and organizational skills.

Group Learning provides a safe situation for learning. Students feel less threatened when they are safe to brainstorm, experiment by trial and error, and collaborate with their peers to learn. It provides a real-life learning experience that students can transfer to a future working environment in which they have to work collaboratively with their co-workers.

Motivation and Engagement: Pop Culture is extremely meaningful and relevant to high school students as it is a means of making sense of the world around them. For them to learn that Pop Art is a reflection of our Pop Culture will engage them for learning. They will get to work with, explore, and share their favorite elements of Pop Culture throughout the unit. This topic will activate the students' natural curiosity to learn because the content is relevant and linked to their lives. As mentioned before, this topic will help engage the students' emotional states in a positive way.

Students will also have choices to make for each project. They will choose their subject and message. The criteria and requirements will be clear and available via grading rubrics which the students complete and turn in with the final projects. Students are encouraged to make choices, take charge of their learning, seek and consider feedback, and make revisions.

Constant feedback (mentioned above) from the teacher and peers will serve as intrinsic feedback.

Critical Thinking Skills: Students are being taught to think critically through the modeled steps and various examples of process work. Developing and discovering a work process to help develop thoughts and ideas will also help students in other classes with problem solving.

-Learning resources will be varied: Printmaking, Adobe Design and Printing, 3-D large scale sculptures, group work, individual work.

-Expectations will be varied: sketchbook process work will be oriented to the students' style of working and will be loosely and subjectively evaluated. Projects will be evaluated in the class critique and revisions will be evaluated in the final portfolio.

-The context for learning will be varied: Students will work in class, around the school, and from home on their projects.

The relevance of the topic will be reiterated during each lesson. Repetition of the topic will be presented several ways during this topic. There will be repetition of the content with each lesson as we recall the base knowledge and relate each artist's work to the topic. There will also be repetition in how students learn the process of creating an idea. Repetition will also be present in how we produce the work and how it's presented. Warhol utilized repetition in his work to present a message. He also utilized print making, which creates repeat pieces, mimicking mass production. The way of producing is repetition. The process is repetition. This unit is about repetition.

Memory and Recall: Students will be demonstrating memory and recall of prior knowledge during this unit. Recalling prior knowledge will provide a base for learning new information.

Analysis will be utilized throughout the unit. Art Analysis is a way of teaching art that avoids pure lecturing and elicits students' critical thinking skills, recall, and opinion and reasoning. We analyze the new art work recalling and building upon prior knowledge.

We also construct word lists and word webs to help students organize their thoughts. Students who create visuals and organize information will recall information more successfully.

Brain-based Teaching and How it is Evidenced: Brain-based teaching provides strategies for the listed topics above, which prepare the brain for optimal learning. Therefore, results will be evidenced in student participation, assignments, memory, and assessments.