

## CONCEPT-BASED LESSON PLANNING PROCESS GUIDE

**Note:** The shaded areas indicate the shifts from more traditional lesson planning to a concept-based instructional design and asks teachers to metacognitively reflect on their planning. The red cells and shading indicate the primary focus of our work at the Institute. **The process guide is to help make visible “the invisible thinking” in which teachers engage as they plan lessons.** The guide is not intended to suggest that templates in use by teachers or in districts should be replaced; in fact, the process guide may be a valuable tool when used “side-by-side” with other lesson planning templates or tools. The intention is to illustrate the type of questioning that should occur consistently with any planning process when considering the instructional shifts implicit in the Colorado Academic Standards.

Shift in	Lesson Elements and Design	Metacognitive Reflection
<b>Instructional Design</b>		
<b>The Unit Generalization and Focusing Lens asks students to ...</b>	<p><b>Lesson Focus:</b> (Connection to Generalization and/or Focusing Lens in the District Sample Curriculum Project)</p> <p style="color: red;">Artists Solve Complex Problems using Theme Exploration, Idea Generation, Solution Finding, Reflection and Self Assessment using the theme of Dreams and Nightmares.</p>	<i>How does this specific lesson advance the big idea or generalization of the unit? What connections might be made between other content areas?</i>
<b>This lesson objective / learning target is critical to student understanding because...</b>	<p><b>Objectives / Learning Targets:</b> (Key knowledge &amp; skills students will master in the lesson) (Language may be pulled from the task in the Learning Experience: “...so that students can...”)</p> <p style="color: red;">Students will create an original work of art that represents a personal dream or nightmare using the following activities: Thematic Exploration, Idea Generation, Solution Finding, Making, Reflection and Self Assessment</p> <p style="color: red;">Work must be:</p> <ul style="list-style-type: none"> <li>• original and thematic</li> <li>• show the illusion of depth (previously taught)</li> <li>• show an understanding of value (previously taught)</li> <li>• include one or more of the following media; graphite, charcoal, colored pencil or pen and ink (previously taught)</li> </ul> <p style="color: red;"><u>Thematic Exploration</u></p> <ul style="list-style-type: none"> <li>• Perceive and analyze artistic work</li> <li>• Interpret intent and meaning in artistic work and</li> <li>• apply criteria to evaluate artistic work</li> </ul>	<i>In what ways does the learning target support the generalization?</i>

	<ul style="list-style-type: none"> <li>• Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</li> </ul> <p><u>Idea Generation and Solution Finding</u></p> <ul style="list-style-type: none"> <li>• Generate and conceptualize artistic ideas and work</li> <li>• Organize and develop artistic ideas and work.</li> <li>• Synthesize and relate knowledge and personal experiences to make art.</li> <li>• Refine and complete artistic work.</li> </ul> <p><u>Reflection and Self Assessment</u></p> <ul style="list-style-type: none"> <li>• Apply criteria to evaluate artwork</li> <li>• Reflect and process the learning activity</li> </ul>	
<b>Instructional strategies</b>	<p><b>Instructional Strategy Menu (not exhaustive):</b></p> <ul style="list-style-type: none"> <li>• <i>Student-generated questions</i></li> <li>• <i>Teacher-provided inquiry questions</i></li> <li>• <i>Think- aloud</i></li> <li>• <i>Teacher modeling</i></li> <li>• <i>Close reading protocol</i></li> <li>• <i>Hands-on/experiential</i></li> <li>• <i>Direct instruction</i></li> <li>• <i>Collaborative groups</i></li> <li>• <i>Socratic Seminar</i></li> <li>• <i>Thematic Exploration</i></li> <li>• <i>Idea Generation</i></li> <li>• <i>Solution Finding</i></li> <li>• <i>Reflection and Self Assessment</i></li> </ul>	<i>Which instructional strategies will foster learning the lesson's skills, processes, or content?</i>

<p><i>In the first 90 minutes of the Unit,</i></p>	<p><b>Opening (hook / anticipatory set / lesson launch)</b></p> <p><b>Instructional Strategy chosen:</b></p> <p><b>Thematic Exploration</b></p> <ol style="list-style-type: none"> <li>1. Students are introduced to the theme Dreams and Nightmares through teacher guidance.</li> <li>2. Students are then asked to explore the concept through Art History and Thematic Exploration of artists and movements. Guided <u>links</u> are provided with articles, information, videos and images. Students will have 30 minutes to explore and discuss what they see, followed by a teacher explanation to fill in the missing gaps.</li> <li>3. Students are asked to create a <u>group slideshow</u> using the following prompt: <i>Find an image that you think illustrates the theme and concept; include the name of the artist.</i> Show the slide show to the group and leave open for discussion or comment. Students will write down at least 3 different artists or concepts they appreciate for later reference.</li> <li>4. Students will then be encouraged to think as a group of other ways to explore this concept through different media and subjects, such as movies, literature, science, psychology, spirituality etc.</li> <li>5. Closing Writing Prompt: How do Artists use Dreams and Nightmares to express creativity and break boundaries?</li> </ol> <p><b>Why is this strategy impactful:</b>  <i>(In what ways does this strategy move the learner toward meeting the learning target? How would this strategy ensure all students, with differentiated needs, could feel successful?)</i></p> <p>Students of all backgrounds will be guided to look at artwork from different time periods and cultures. By looking at, evaluating, thinking about and experiencing the different pieces students are starting to grasp the concept, the bigger generalization. This creates relevancy to them, and connects with previous knowledge they had and brings personal experience into the classroom. Most students enjoy the activity and it primes their interest and buy in.</p> <p>How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?</p>	<p><i>In what ways does the chosen strategy work toward a larger purpose at the beginning of the lesson (e.g., engaging students, increasing curiosity, stimulating student-generated questions, etc.)?</i></p> <p><i>In what ways does the chosen strategy(ies) work toward a larger purpose (e.g. increasing collaboration; interacting with complex texts; situating students in real-life, relevant experiences; increasing student agency; stimulating student discourse; etc.)?</i></p> <p><i>In what ways does the chosen strategy cement the learning?</i></p> <p><i>What evidence will show that the strategies impacted student learning? Were the strategies effective through the learning process?</i></p>
<p><i>The Learning Experience will</i></p> <p><i>Idea Generation: 90 minute class time</i></p>	<p><b>Learning Experience / Lesson</b></p> <p><b>Instructional Strategy chosen:</b></p>	

<p><i>3 – 5, 90 minute class periods.</i></p>	<p><b>Idea Generation</b></p> <ol style="list-style-type: none"> <li>1. Mind map the words Dreams and Nightmares (if needed teach mind-mapping and fluency) and Group Discuss</li> <li>2. Review Lesson Objectives</li> <li>3. Students will write two possible ideas from their mind-mapping activity on a post it, one should be a really good idea and one should be a really really bad idea. Allow the students to post their ideas, read through them, and choose from all the submissions <u>one</u> that they like as they return to their seats.</li> <li>4. Idea Generation Options <ul style="list-style-type: none"> <li>• <u>Surrealistic Worksheet</u> (Unlikely combinations, Juxtaposition, luck of the draw, random choices)</li> <li>• <u>Terraforma Cards</u> (Students choose <u>cards</u> that serve as catalysts for idea development and to connect concepts and ideas)</li> <li>• <u>Autobiographical</u> (Students answer a series of personal questions about dreams and nightmares)</li> <li>• <u>Creative Writing Prompts</u> (Students explore the theme through the use of creative writing and journaling)</li> </ul> </li> <li>5. Students choose 2 activities and complete them. When completed students write down one idea from each exploration.</li> <li>6. Students review slideshow and pick one piece that could help them spark a new idea</li> <li>7. Students choose an idea to pursue, teacher should allow time to think it over, mull, sketch and incubate</li> </ol> <p><b>Instructional Strategy chosen:</b></p> <p><b>Solution Finding</b></p> <ol style="list-style-type: none"> <li>1. Students will write down their main idea they have been thinking about</li> <li>2. Students will collect references <ul style="list-style-type: none"> <li>• At least 5 should be subject matter (the what)</li> <li>• At least 5 should be artistic style (the how)</li> </ul> </li> <li>3. Students will explore their ideas in thumbnails, practice sketches, media explorations, compositions etc.</li> <li>4. Students will review what they have done</li> </ol>	
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- What works?
- What doesn't?
- What is challenging?
- What questions come up?

5. Students will write a paragraph describing their drawing as if to someone on the telephone that could not see their image. Teacher encourages students to list as many details as possible.

6. Students complete the following project proposal for teacher review:

For the project I will be creating a drawing of \_\_\_\_\_. I will be using \_\_\_\_\_ . I will show value by \_\_\_\_\_. I will show depth by\_\_\_\_\_.

**Make It**

1. Give students time to create their projects, teacher reviews proposals and gives feedback as students are working. Teacher is available for questions, help, feedback and support.

**Why is this strategy impactful:**

*(In what ways does this strategy move the learner toward meeting the learning target? How would this strategy ensure all students, with differentiated needs, can feel successful?)*

*Idea generation and Solution Finding help guide students to their own choices and project outcomes. This is the most meaningful part of the lesson. By giving students the responsibility of choosing their own path and outcomes the teacher gives up control and becomes a facilitator of learning. This in turn helps students to take ownership of their own learning and interests. This also allows them to solve complex problems with no one solution. By providing this opportunity the learning can be transferred to larger more real world complex problems. However, students need to have some structure and guidance when asked to solve these problems in order to make the challenge attainable and enjoyable for students at the beginning, as we continue to work with students even more responsibility can be given to the student, with the hope that eventually they won't need our guidance.*

**How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?**

<p><i>The closing activity reinforces the learning.</i></p> <p><i>Closing: 30 to 45 minutes</i></p>	<p><b>Closure</b></p> <p><b>Instructional Strategy chosen:</b></p> <p><b>Reflection and Self Evaluation</b></p> <ol style="list-style-type: none"> <li>Students are given the link to a <a href="#">Google Form</a> in which to Reflect and Self Assess based on the following Criteria <ul style="list-style-type: none"> <li>Techniques</li> <li>Concepts and Ideas</li> <li>Invention</li> <li>Craftsmanship</li> <li>Effort</li> </ul> </li> </ol> <p><u>Techniques</u></p> <p>What technique/media did you use? Why? How well did you use/implement the technique/media you chose? What do you like about the technique? or What didn't you like about the technique? Did you gain skills with this new technique? (Please use art vocabulary learned in class)</p> <p><u>Concepts and Ideas</u></p> <p>What is your drawing about? Tell me how you incorporated the ideas of the theme Dreams and Nightmares into your work. What concepts or ideas did you use in your work? How did you incorporate the ideas/concepts into your work? What worked well for your concept/idea? or What didn't work well? What was the intention of this artwork? Do you think it was successful in showing your idea?</p> <p><u>Invention</u></p> <p>How did you use your own unique ideas in this artwork? Did you use a source for inspiration? Did you combine it with your own ideas to make it original? Did you try something that you weren't sure about as part of this project? Did you pick a material or technique that was new or different over something that was familiar? How did you respond to challenges that occurred as you worked? Did your work take an unexpected turn due to a mistake or did something happen that was unplanned?</p> <p><u>Craftsmanship</u></p> <p>Is your artwork neat and clean? Was your use of the media (materials) successful? Why or why not? Did</p>	
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	<p>you struggle with the media in control and adaptation? How complete or finished does your work appear and how can you tell?</p> <p><u>Effort</u></p> <p>How did you use the resources around you? (people, tutorials, problem solving) How did you handle or approach difficult roadblocks? How did you manage distractions? How did you work through the urge to divert your attention? How did you use your class time? How did you demonstrate focus and commitment? Describe how you used persistence in this artwork.</p> <p><b>Why is this strategy impactful:</b>  <i>(In what ways does this strategy move the learner toward meeting the learning target? How would this strategy ensure all students, with differentiated needs, could feel successful?)</i></p> <p>Reflection and Self Assessment is the student’s least favorite part of the process, but I know it is important, so I have attached their grade to the completion of this area. When students finish their artwork, they are then asked to describe the process and revisit what worked well, the ideas that they came up with and what could have worked better. By journaling the process, we take the emphasis off the final product and place it back on the process, which is by far the place where the most learning takes place. Instead of focusing on skills or talent, we shift the focus to thinking, creating and implementing.</p> <p>How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?</p>	
<p><b>Technological resources that will support student learning and move students toward the learning target.</b></p>	<p><b>Technological Resource and application:</b></p> <p><a href="#">Thinglink.com</a>, <a href="#">Weebly.com</a>, Google Forms, Google Classroom, Google Slides, Google Docs, <a href="#">Terraforma Cards</a></p> <p>By accessing all the concrete information through technology, it gives the teacher the opportunity to be a facilitator that circulates the room and connects with students, rather than the deliverer of information. Most of these digital tools are used sparingly and the majority of the thinking work takes places on paper and in the minds of our students.</p> <p>How: In what ways does this chosen resource support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?</p>	<p>How will my students and I strategically use technology resources to enhance the learning experience (and support “meeting the just-right challenge,” “building relationships,” “creating relevancy,” and/or “fostering disciplinary literacy”)?</p>

<p><i>Formative assessment will be a quick Check for Understanding in which students will demonstrate they are or are not on track.</i></p>	<p><b>Formative Assessment</b></p> <p><b>Formative Assessment tool/method:</b></p> <p><b>Refer to the closing activity. In my classroom and art department we allow students to self assess for their grades and have given up assigning teacher grades. As teachers we provide constructive feedback for the students but do not attach a number to it. We check for understanding and provide feedback based on their writing self reflection and their final product and help set goals for future learning.</b></p> <p><b>Learning indicators of success:</b>  <i>(What evidence will show that the learner is moving toward mastery of the learning target?)</i></p>	<p><i>What “indicators of success” will show that the students are gaining mastery?</i></p> <p><i>How will I use that evidence in a feedback loop?</i></p>



**Reflection:** (What are the strengths in the lesson plan? What changes would I make in the lesson plan for next time?)

Most of the students enjoyed this lesson and felt like they really had ownership over the process and outcome. The final products are often times not quite as well technically executed as a cookie cutter, teacher directed lesson, which can lead to some students feeling like they didn't do as well as they would have liked. I often like to place the emphasis on the process and learning part over the final execution of the product, those things come in time, with practice and dedication and cannot be mastered in a semester class. As you can see in the student feedback most everyone felt supported and able to complete the lesson, and that for me, shows that what we are doing is working. The classroom doesn't have lost, disinterested and uninvolved students. Most students are there, present and creating interesting and complicated work.

**Connection to Performance Goal:** (What did I do in this lesson that gives evidence or may be used as an artifact for my professional growth plan?)

Most of these activities help the teacher reach the advanced level of the rubric in the professional growth plan. If you have an these artifacts in your portfolio you are demonstrating giving ownership to students, analysis, synthesis and evaluation, all which score well and lead to positive teacher experiences with students and teachers alike.

**Student Feedback:** (What did students say about the lesson? Did they find it engaging, interesting, appropriately challenging? Did their feedback confirm my own perception of the the lesson?)

Reflections and Discoveries

**The Dreams Unit contained 5 sections, which activity did you enjoy the most? Why?**

- Art History and Research is, in my opinion, is vital to the creative process. Not only does it inform us about the past and what does and doesn't work, but it gives us a look into the past and current events at the time. It is incredibly fascinating to me, and I am personally always engaged when discussing a history piece of art.
- I enjoyed the solution finding. Actually working on art makes me very happy. The research is fun but there is nothing like the thrill of doing a good job on a drawing and trying to draw creative ideas. I really love having the freedom to choose a subject and dedicate my time to it. I have finally had the chance to submit my personal styles of drawing in this class.
- My favorite was idea generation. More often than not teachers just give us a specific prompt and will only Letha answer it in a specific way. Getting the opportunity to come up with crazy and exciting ideas for my project was a wonderful experience.
- I enjoyed the history/research because I got to look at other surrealist artwork to help inspire my own. It was interesting to see how artists differed in technique, style, and content, and how surrealism changed through different time periods.
- Throughout this lesson, I learned research, art history, and how to generate ideas creatively. I learned about the importance and depth of abstract art.
- I enjoyed the Idea Generation activity; it had several different activities within it which allowed students to complete as many or as few as they wanted. I think that the activities were very useful in helping student come up with ideas for their final projects in relation to dreams and nightmares.

- I enjoyed the History and research activity because we got to look at really interesting drawings and pieces of art. We also got to learn about different artists and their styles.
- I enjoyed the idea generation a lot because it was really fun making connections between different things and combining them. I choose the surrealism activity to create my idea. To do that, I made a column with "living" thing like men, women, creature, monsters, ect, and a column with objects in it switch things like chairs, umbrellas, and mirrors. I drew lines in between columns and choose the pair that I liked the most to do my project on.
- I enjoyed doing the history and research the best. It was cool to look at the different artists and the art that they have done. I didn't like the idea generation though. It didn't seem very helpful to me, and was a waste of my time, but it might've been better for some other people.
- I enjoyed idea generation the most because I got to see many different ideas in different styles with all of the ideas being of interest to me. I got to see my interests in many different cool styles.
- I enjoyed the section where we did the history of the art. I thought it was awesome because it really showed the amount of effort they put in and the changes from old art to modern art.
- enjoyed the history and research because I got to see a lot of these interesting, mysterious works by other people. I liked to look at them and try to decipher their meanings. I thought it was fun and an inventive idea. I also liked the variety of paintings for this genre (surrealism). There were so many to look at.
- Out of the 5 sections of the dreams unit, I liked solution finding the best. This is because it gave us a chance to experiment with any materials that were curious about and wanted to try. This also made me not really afraid of messing up, because I knew I could benefit from it.

**Which activity was most beneficial to helping you develop your artwork?**

- Definitely the Art History portion. It's easy to draw inspiration from other famous works, especially when you look at many of them.
- The activity that was most beneficial to helping me develop my artwork was the solution finding. This is because once I had my idea, I needed somewhere to start. Researching and experiment was very helpful by finding what work and what doesn't.
- The research. It opened me up to a world of new ideas. I almost did a parody of some famous art pieces we researched. The research helped inspire me. I also found some really cool artists who I am now very interested in.
- Art history research was super helpful to me what it came to devolp No my work. While explaining some of the wild artists to us the teacher told us that there are no rules in are, anything was possible, and being told that made it easier to come up with unique ideas. So much of school is following rules for grammar, math, and language, and the idea of getting to do whatever you wanted and have the opportunity be successful was awe inspiring.

- The mind mapping was most beneficial to helping develop my artwork. But, I think the assessment pushed my abilities in art.
- I think that idea generation in combination with history/research helped develop my artwork because looking at other works can help inspire you to be creative, or to try new techniques to create different effects.
- I think that the most beneficial part of this lesson was the idea generation because it gave you lots of options to choose from, you were not just stuck with a certain way you had to do something you had lots of options.
- The activity that was most beneficial to developing my work was the idea generation. I at first used the surrealism method which got me on the track of thinking of ideas that fit the dreams and nightmares requirements.
- I thought that the Surrealism activity within the Idea Generation activity was most useful; coming up with random nouns and verbs allowed for some very odd/strange combinations that were funky, and different and perfect for the unit.
- The solution finding was the best part. I could put together my idea and actually see how it would look on paper.

The history/research activity was most beneficial to helping me develop my artwork because I got to see many styles and figure out what appeals to me the most.

- I think that the idea generating activity was the most beneficial and helped me come up with an idea easier.
- The activity that helped me with my artwork the most was seeing the different examples of what other artists did with the theme of dreams and nightmares.
- I think solution finding was most beneficial to helping me develop my artwork. It gave me a chance to experiment with different art materials before I put it on my final project.
- History and research was most beneficial because it sparked ideas and gave me inspiration and guided me with obstacles that I believed I would face.

**How was this assignment different than other assignments you have had in school?**

- It was very interactive. The discussions that we had during each section kept me present and interested. It was fairly lecture, but I enjoy that, especially when breaking down the little bits of each work.
- I actually had fun. Unlike other classes this didn't feel like a chore. This assignment felt like a fun challenge. I loved the idea behind it and I love the

result. I didn't just write about what a dream was. I explored the concept and actually learned something.

- Mostly, it was different because I got to do something completely crazy that I came up with on my own. My project was mine. Not some teachers way of making sure I read the book.
- Because I was able to come up with my own idea instead of being told what to do. I was able to take risks without worrying about failing.
- It was very open. We had a general theme, but we were free to use whatever drawing media, technique, etc. that we wanted to, and create a piece of art that is unique to us.
- It made me use creative thinking that I have never before.
- This assignment let you do almost anything you could think of there was an infinite number of choices. In other class projects you were stuck doing it exactly the way the teacher wanted and if you did not then you got marked down.
- This assignment was different from other assignments I have in school because it followed more of a creative process and was more self guided. We were not told specific directions that we had to follow exactly, instead we got to experiment and figure it out on our own.
- I think that it allows student to be creative, and do what they want, as opposed to being super structured and instruction-driven as most classes are; it allows students to take some control of their learning and take their own direction.
- This assignment allowed us to draw what we wanted to draw and have some creativity with it. Other assignments that we usually do in class don't give us that freedom.
- This assignment was different than any I've ever done before because the range of creativity we had for this project was very large. There were countless different things we could have done to make our projects great and no two projects were anything alike.
- his assignment was different than other assignments I have had in school because I was able to learn about many different art styles but also was able to develop my own and was given a lot of creative freedom.
- It gave me the opinion to open up my imagination to what I wanted. Also there is no right answer which makes you feel a lot better about yourself.
- In this assignment I felt like I had more control with making the drawing mine and making my idea.
- It gave you an opportunity to use your own creativity to invent something. Other assignments tell you what you should say or do, but this assignment

gave you control.

- This assignment was different from other assessments I have had in school because we got to pick what our project would be ourselves. We were only given an idea and we got to make anything. It's also different because we won't be punished for making mistakes and learning from it.
- This assignment was different from other assignments because we had the freedom of creating anything we wanted. The lesson plan however guided our thoughts into one and got us excited and committed to working.

**Do you feel like you had enough support and background information to create the work you wanted to. Why or Why not?**

I definitely think I did. It's hard to inspire people, but the lesson included all of the real parts of the creative process. It gave me plenty of opportunities to push myself into creativity.

Yes, I feel I got a lot support and background information for this assessment. Because my teach and peers are nice people, and they are willing to hep me.

I think I did have enough support and background because the skills were taught and I just did the best I could. It was just a matter of putting it all together to compete the piece.

I think I did have enough background to make this. I knew how to do this and how to make it and what i needed to make it. That was very helpful because I think it could've been worse without that.

I definitely had enough support and background to complete this project. The information was given throughout the class and the teacher was very supportive.

Yeas, the day in class where we look stall the other surrealist artists really helped me learn about this genre of art as well as prompt.

Yes I do feel like I had enough support and background, except I wish I had the whole year to spend more time with learning more skills. I had the basic skills for drawing and shading and using other types of materials.

I did feel that I had enough support and information because we learned so much over this semester.

Yes we went over it in class which helped.

I do feel like I had enough support and background information. We looked at a lot of peices before starting our own which showed us what some people do to make dreamy artwork which helped. Also, the teacher said she would help wherever it was needed to make the piece come out as we wanted it to.

I think I did have enough information and support because we did a separate unit in stippling.

Yes I feel like I had a lot of support because I had all the tools to make a decent project.

Yes I had enough support. Whenever we had problems our teacher would help us, and she would help us find the answer to all of our questions.

I did because we did the research and idea generator so we knew what we wanted to do and how how it was going to work.

Of course I did! There were so many places to draw inspiration from and a ton of background information. I honest to God loved this assignment. I had a ton of information and I learned a lot about art.

Yes, because we could find examples of what we wanted in other peoples art and create my own based off of that. We were taught basic skills in class and we were able to develop Lena deeper understanding of the ones we enjoyed using in our project.

I believe there was enough support and background to create this assessment. We were able to explore artists, some of which I wouldn't have even known bout without this lesson. This helped us to create ideas that helped us with our projects.

I feel like I had enough background information and support to successfully complete my project. Mrs. Giese is a great supporter when it comes to art projects and free thought.

Yes. We learned so many techniques and had so many opportunities to hone specific drawing skills, and plenty of resources to make sure we always had a potential source for inspiration.

Yes, everything was explained well and we learned different techniques for every topic.

Yes, because if we needed something we could ask or look it up.

Yeah I did because I was able to execute my project so well.

Yes, I learned so many different lessons in the class that I was very well prepared for the final project.

I felt like I had support in this project because the teacher gave us good ways to come up with ideas and help with the project when we needed it.

**How do you feel about the freedom and choice in designing your own project?**

- I have to be honest, it's always scary and frustrating and difficult at the very beginning of the creative process. It's incredibly difficult for many people to come up with a "good" idea. But, once my ideas finally came together in my head and I understood them, I felt excited and free.

- I really think we were given a lot of freedom. It's very nice to have so much choice in what we do because its more enjoyable to make something that you want to make more than following the rules set for you. I also think that you have to have some sort of choice because if not we would all be making the same art which is never fun to make.
- I would have honestly wanted more freedom. While I liked my piece, I didn't really like the prompt we had.
- I really appreciate how we can choose what we want to draw along a certain theme. Then I can do what I want and actually want to complete the assignment. Sometimes I do struggle with getting started and choosing what idea I want to do, but once I'm happy with the idea I choose then I want to get started and I want to do the best I can and I want to get it done and do it well.
- I liked the freedom of choice becuase I was able to do and express what I wanted however at times it was hard to come up with and idea I liked.
- think the guidelines given here were good because it challenged us to be more creative. The "dreams and nightmares" concept pushed people to do more than a simple art peice. It challenged me well and I enjoyed it.
- I love it. It gives my the opportunity to express myself. I was not restricted by a lot of guidelines.
- I love it. I used to have trouble coming up with ideas about what to draw without help generating ideas. Now I feel confident that I can draw without specific instructions. I still like some basic structure though.
- It was a refreshing change. I got to express myself anyway I wanted to and create a project that I wanted to make. For once I was excited about an assessment.
- I really liked the freedom of this project. I felt as though ideas came to me more clearly and I had the freedom to explore new things.
- I think it's great. It's important for people, especially high school students who are going into the world soon, to experience this sort of autonomy in their work. Most of the time we are given cookie-cutter assignments and end up giving cookie-cutter responses, and this is a good way to practice. It's challenging because it's up to you, but fun and exciting because it's art.
- I feel that in order to make your imagination be seen and used, it is a good thing to have freedom of choice on designing our own projects.
- It felt really good to be able to be able to choose my own project because that way I can do something I am interested in I am not stuck doing something that I don't like.
- I felt great in design my own project because with others classes I had in art we,couldn't choose what we wanted to do we had to do what we,were

told.

- I liked the freedom of choice, yet I wish there was more structure so I could fully utilize my work.
- I think freedom is great in designing your own project. You have the ability to create whatever you could possibly imagine with no limits on resources and no instructions.
- For me personally, I don't like it, because I am someone who needs structure and likes to be given specific instructions that I can follow. I don't possess the creativity that is necessary to be successful in an art class that is completely choice-based.
- I liked being able to come up with my own idea because then I could use the techniques that I wanted to use and do a project that I actually want to do instead of a project the teacher wants me to do.

<b><i>Time Suggested</i></b>	7 - 8 90 minute class periods
<b><i>Materials Needed</i></b>	Access to cell phone, computer, or mobile device. A wide range of art materials
<b><i>Co-teaching Opportunity</i></b>	Facilitate discussion as needed.
<b><i>Cross-Content Connections</i></b>	Technology, debate, analyze cultural contexts, historical significance, document, research, math, science, psychology