

## Sketch-Up Gallery Project

### Overview & Purpose

Students will sort and select their best artwork from trimester 1 to install in a virtual art gallery created in the Google Sketch-up program.

### Education Standards Addressed

Visual Arts 3.2 Student uses the arts to communicate for a specific purpose.

#### **Technology WA State GLE:**

**INTEGRATION:** Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.

**1.1 Innovate:** Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

**End of Unit Assessment:** Students turn in a virtual gallery (.skp file) with 7 framed and titled works of art installed in the gallery.

Resources: <http://www.youtube.com/course?list=EC190C90DCE62242C9&feature=plcp>

	Day One <b>MON 11/26/2012</b>	Day Two <b>TUE 11/27/2012</b>
<b>Objectives</b> Learning Targets	<b>LT#1: I can locate images in network folders and resave them into a new folder.</b> <b>LT#2: I can use Photoshop to crop and add frames to images.</b>	<b>LT#3: I understand what is required in my Google sketch-up gallery.</b> <b>LT#4: I understand which tools to use in Google sketch-up to create a basic building with walls, doors and windows.</b>
<b>ENTRY TASK:</b>	Write today's learning target on the <b>project timeline worksheet</b> . Then Log-ON to Moodle	Write today's learning target on the <b>project timeline worksheet</b> .
<b>Information Lesson</b>	Students will be reminded of the following: <ul style="list-style-type: none"> <li>• Computer lab working expectations</li> <li>• how to log on to moodle</li> <li>• How to access instructional videos</li> </ul> Students will be told what their goal is for the end of the period	Show students examples of past galleries that are Excellent, Good and Need improvements and discuss what is in the galleries or missing from the work. I will DEMO how to use the INSTRUCTOR tool and do one example vocab word with the class before having them work as partners. Students fill out a vocabulary worksheet for the <b>Google Sketch-Up</b> tools using the "INSTRUCTOR" function in the program.
<b>Activity</b> Student work	<b>All period is SELF-PACED independent work time using videos.</b> Students have already been taught how to find and save images in the Beginning Animation unit. If they have forgotten how to find and save images there is a video they can watch and follow. GOAL #1: to find and save all images from classes folder into personal gallery folder GOAL #2: to crop and edit images as needed. GOAL #3: add frames around the 7 best pieces. Students that get done with these can move on to sketch-up.	<b>FULL CLASS ACTIVITY:</b> Students take notes on a RUBRIC form so they know how they will be graded. <b>PARTNER ACTIVITY:</b> Students work by themselves or with a partner to fill out the Google sketch-up vocabulary worksheet to understand what the different tools do. Then if additional class time remains they will begin to USE the tools.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Project TIMELINE and Checklist (back to back worksheet)</li> <li>• Moodle link with instructional videos Linked</li> </ul>	<ul style="list-style-type: none"> <li>• Past gallery images</li> <li>• Vocab Worksheet</li> <li>• Rubric worksheet</li> <li>• Slide show with past galleries and why they score what they score</li> </ul>
<b>Verification</b>	End of period students have their "MY Docs" open to the gallery folder for me to see the images that have been saved. Students revisit their <b>project timeline worksheet to see if they accomplished the learning target. This is an EXIT Ticket</b>	Student turn in finished VOCAB worksheet. Students revisit their <b>project timeline worksheet to see if they accomplished the learning target. This is an EXIT Ticket</b>
<b>Reflection</b>	<b>I flipped the vocab day with the image saving day because I did not have all images ready but in the future I would make sure NOT to do the vocab until the day they are ready to USE sketch-up. Because then they got too excited and wrapped up in the idea of making the building.</b>	<b>Review of rubric went well. Most kids finished the vocab independently on Monday. Few students chose to work with a partner. But vocab needs to be on a day all to its own, not combined with other activities.</b>

	Day THREE <b>WED 11/28/2012</b>	Day Four <b>THUR 11/29/2012</b>	Day Five <b>FRI 11/30/2012</b>
<b>Objectives</b> Learning Targets	<b>LT#4: I can USE the right tools in Google sketch-up to create a basic building.</b>	<b>LT#5: I can install artwork into my gallery.</b>	<b>LT#6: I can properly save and turn in my finished sketch-up project.</b>
<b>ENTRY TASK:</b>	Write today's learning target on the <b>project timeline worksheet</b> . Then open Sketch-up	Write today's learning target on the <b>project timeline worksheet</b> . Then open Sketch-up	Write today's learning target on the <b>project timeline worksheet</b> . Then open Sketch-up
<b>Information</b> Lesson	Students will be reminded of the following: <ul style="list-style-type: none"> <li>Computer lab working expectations</li> <li>how to log on to moodle</li> <li>How to access instructional videos</li> </ul> Students will be told what their goal is for the end of the period	Students will be reminded of the following: <ul style="list-style-type: none"> <li>Computer lab working expectations</li> <li>how to log on to moodle</li> <li>How to access instructional videos</li> </ul> Students will be told what their goal is for the end of the period	Students will be reminded of the following: <ul style="list-style-type: none"> <li>Computer lab working expectations</li> <li>how to log on to moodle</li> <li>How to access instructional videos</li> </ul> Students will be told what their goal is for the end of the period
<b>Activity</b> Student work	<b>All period is SELF-PACED independent work time using videos.</b> GOAL #1: to catch up on any learning targets from previous days GOAL #2: to build gallery GOAL #3: to add artwork to gallery.	<b>All period is SELF-PACED independent work time using videos.</b> GOAL #1: to catch up on any learning targets from previous days GOAL #2: to add artwork to gallery. GOAL #3: to enhance gallery with textures and other features.	<b>All period is SELF-PACED independent work time using videos.</b> GOAL #1: to catch up on any learning targets from previous days GOAL #2: to properly save and turn in gallery file
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>Project TIMELINE and Checklist (back to back worksheet)</li> <li>Moodle link with instructional videos Linked</li> <li>Return of student vocab sheet</li> </ul>	<ul style="list-style-type: none"> <li>Project TIMELINE and Checklist (back to back worksheet)</li> <li>Moodle link with instructional videos Linked</li> <li>Return of student vocab sheet</li> </ul>	<ul style="list-style-type: none"> <li>Project TIMELINE and Checklist (back to back worksheet)</li> <li>Moodle link with instructional videos Linked</li> <li>Return of student vocab sheet</li> </ul>
<b>Verification</b>	Throughout the period I will walk around to see progress and assist as needed. Students revisit their <b>project timeline worksheet to see if they accomplished the learning target. This is an EXIT Ticket.</b>	Throughout the period I will walk around to see progress and assist as needed. Students revisit their <b>project timeline worksheet to see if they accomplished the learning target. This is an EXIT Ticket.</b>	Throughout the period I will walk around to see progress and assist as needed. Students revisit their <b>project timeline worksheet to see if they accomplished the learning target. This is an EXIT Ticket.</b>
<b>Reflection</b>	More than 50% of the Kids are still in the process of finding and saving images	More than 20% of the Kids are still in the process of finding and saving images.	Going to add an extra day to the project... Going to have them turn in just a screen shot for now and save file for later in the year to add to.