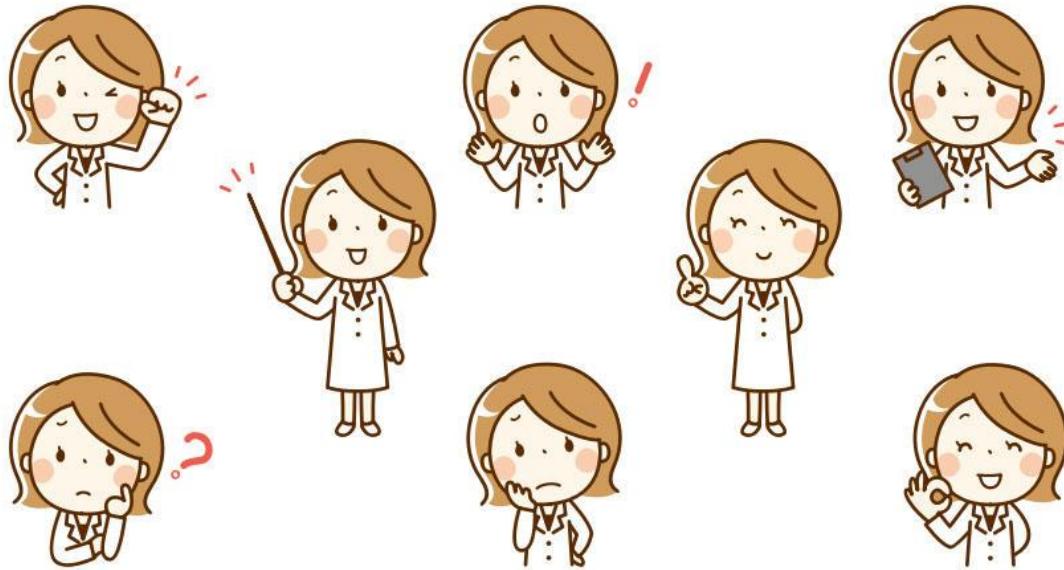


Adult Education Conference

October 8, 2021

What were your emotions when you heard that you'd have to teach students using Zoom?



Scared?



Excited?



What's Zoom?



My Purpose today is:

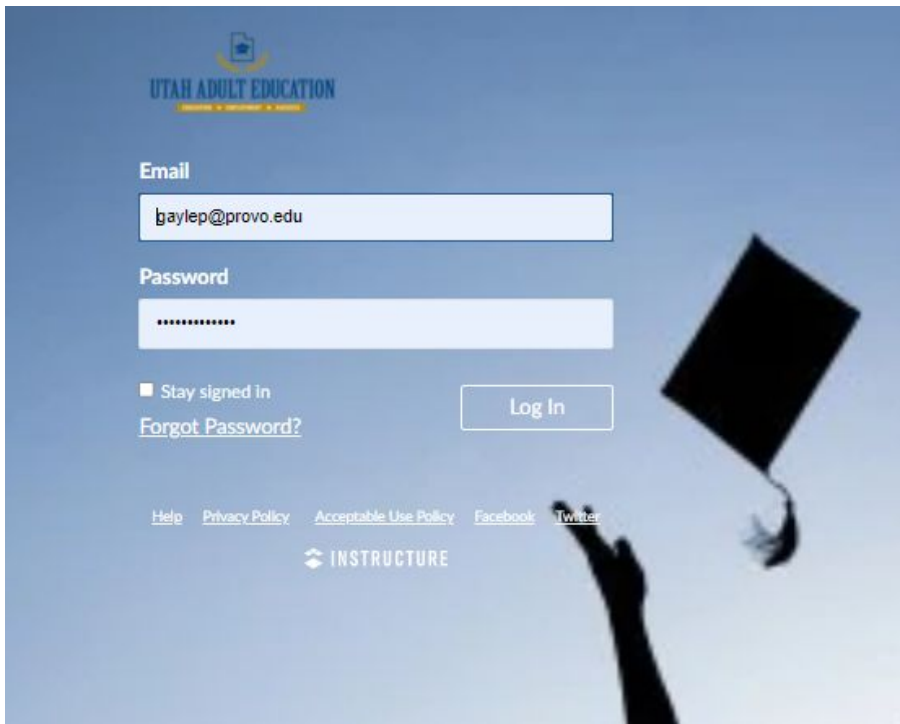
- What's available on Commons to fit your needs.
- Upload independent study packets on Canvas.
- Create an original course for students using Canvas.

I knew the pandemic couldn't last forever, right?



1

How to find courses on Commons, and then use them in your class:





Account



Dashboard



Courses



Calendar



Inbox



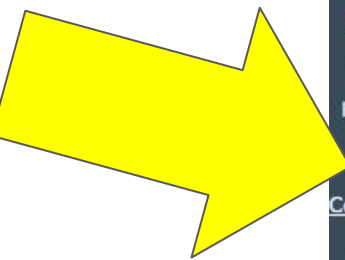
History



Commons



Help



Dashboard

Published Courses (9)



[Astronomy](#)
[Astronomy](#)



[Earth Science](#)
[Earth](#)



[English 51: English, Part 1](#)
[English 51](#)



[U S History](#)
[U S Hist 2](#)

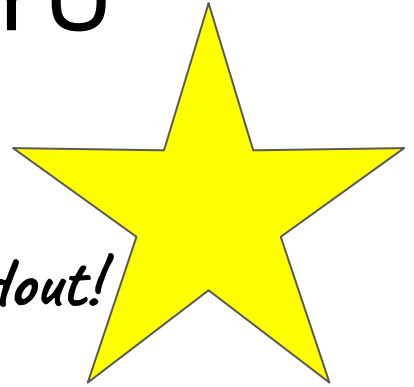


[Government and Citizenship](#)
[Government](#)



[Introduction to Art](#)
[Fine Arts](#)

What courses are available on BYU Independent study?



This is on your handout!

Science:

Physics part 1 9-12

Physics part 2 9-12

Biology 11-12

Physical Science 9-12

Environmental Science 9-12

Chemistry part 1 9-12

Chemistry part 2 9-12

Meteorology 9-12

Astronomy 9-12

Reading Comprehension 7-8

Speed Reading 7-8

Science Fiction Literature

9-12

Bible as Literature 9-12

Reading Around the World

9-12

Recreational Reading 9-12

Understanding Literature

9-12

Honors U S Government

Civics 9-12

Applied American

Government 9-12

American Government and

Citizenship 9-12

U S History from 1877 part 1

9-12

U S History from 1877 part 2

9-12

*Before you import
a course, you need
to give it
somewhere to go.*

+Course

The screenshot shows a user interface for managing courses. On the left is a dark sidebar with navigation icons and labels: Account (smiley face), Dashboard (gauge), Courses (book), Calendar (calendar), Inbox (envelope), History (clock), Commons (circular arrow), and Help (question mark with a '1' notification). The main area is titled 'All Courses' and features a '+ Course' button. Below is a list of courses, each with a star icon, a colored square, and a title:

Star	Color	Course Title
☆	Red	K-12 English Usage
☆	Green	Around the World Part 1
☆	Green	Around the World Part 2
☆	Dark Blue	Art Independent Study Classes
★	Blue	Astronomy
★	Dark Green	Basic Reading

A pink arrow points from a text box to the star icon of the first course. The text box contains the text: "Clicking on this star will give you the course card on your dashboard."

Next, open up the Commons

The screenshot shows a user interface with a dark sidebar on the left and a main content area on the right. The sidebar contains icons and labels for 'Account', 'Dashboard', 'Courses', 'Calendar', 'Inbox', 'History', 'Commons', and 'Help'. The main area is titled 'All Courses' and features a '+ Course' button and a list of course items, each with a star icon and a colored square.

Account

Dashboard

Courses

Calendar

Inbox

History

Commons

Help

All Courses

+ Course

	Course
☆	■ 9-12 English Usage
☆	■ 10am Class 3rd Term
☆	■ Around the World Part 1
☆	■ Around the World Part 2
☆	■ Art Independent Study Classes
★	■ Astronomy
★	■ Basic Reading

Use the filter to find content:



Filter

Shared With

- All (Includes Public Resources)
- USBE - Adult Ed
- BYU Independent Study Blended Resources
- UEN K-12

earth science



Most Relevant



Filter

5 results

BYU Independent Study Blended Resources X



COURSE

EARTH 041: Earth Science,
Part 1

9 - 12 Grades

BYU Commons Admin

↓ 33 ☆ 3



COURSE

EARTH 043: Earth Science,
Part 2

9 - 12 Grades

BYU Commons Admin

↓ 19 ☆ 1



COURSE

GSCI 033: Seventh Grade
Science, Part 2

7 Grade

BYU Commons Admin

↓ 33 ☆ 2



COURSE

ENVRN 041: Environmental
Science

9 - 12 Grades

BYU Commons Admin

↓ 78 ☆ 6



EARTH 041: Earth Science, Part 1

COURSE

Preview

Details

Version notes

Modules (13)

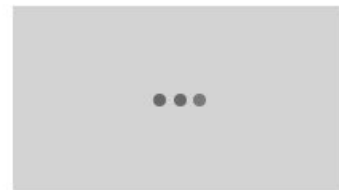
Pages (53)

Quizzes (67)

Files (183)

Welcome to EARTH 041: Earth Science, Part 1

Instructor User Guide	
Course Introduction	
Syllabus	
Communication and Contact Information	



Import/Download

25.85 MB - IMS Common Cartridge File (.imsc)

Add to Favorites

Copy Resource Link

Import the entire course, you can modify it afterwards if you want to.

The image shows a list of course titles, each preceded by an unchecked checkbox. An orange arrow points from the text 'Click where you want it.' to the checkboxes. Below the list, there are two buttons: a blue 'Import into Course' button and a white 'Download' button. A second orange arrow points from the text 'Then import!' to the 'Import into Course' button.

- Baby Boomers Come of Age
- Basic Reading
- Biology
- Biology New
- Civics Test Practice
- Earth Science
- Earth Science Part 1 - Mrs Carter
- Earth Science Presentation
- ENGL 041: English, Part 1
- ENGL 043: English, Part 2

- World History: Eastern Hemisphere
- World History: Western Hemisphere
- You Don't Have Anything to Do?

[Import into Course](#)

[Download](#)

This takes a few minutes, so don't stress.

You have successfully started the import! It may take a little while to see changes in your course.

EARTH 041: Earth Science, Part 1

COURSE

[Review](#) [Details](#) [Version notes](#)

[Modules \(13\)](#)

Pages (53)

Quizzes (67)

Files (183)


Welcome to EARTH 041: Earth Science, Part 1

 Instructor User Guide	
 Course Introduction	
 Syllabus	
 Communication and Contact Information	



 **Import**

25.85 MB - IMS Comm
(.imsc)

 Add to Favorites

 Copy Resource

Fill in your information:

[Name of Instructor]

242 x 340 px

72 dpi

filename:

instructor.jpg

Feedback Policy

Email:

Phone:

Virtual Office Hours: Location of Virtual Office Hours: [url]

In-Person Office Hours:

Office Location:

I will respond as follows during the week:

Emails: 24 hours/1 business day

Assignments: 48 hours

Discussion posts: 48 hours

I do this once, then copy and paste for all of my other classes.

Gayle Painter

Email: gaylep@provo.edu

Phone: 1-801-374-4840 ext: 3843

Remind Messaging: painter101

In-Person Office Hours: M-Th: 8:00 am - 4:00 pm & F: 8:00 am - 12:00 pm

Office Location: Provo Adult Education Building

Unit 1: Plate Tectonics			
Unit 1 Introduction		✓	⋮
1.1: Alfred Wegener and Continental Drift		✓	⋮
Lesson 1.1 Introduction		✓	⋮
Alfred Wegener and Continental Drift		✓	⋮
Self-Check 1.1 3 pts		✓	⋮
Short-Answer Self-Check 1.1 1 pts		✓	⋮
1.2: Plate Tectonics Theory		✓	⋮
Lesson 1.2 Introduction		✓	⋮
Plate Tectonics Theory		✓	⋮
Self-Check 1.2 6 pts		✓	⋮

I combine the introduction and the lesson onto one google slide presentation.
1.1 for one day, 1.2 for the next, etc.

With the **introduction and lesson combined**, it looks much less intimidating for students to conquer.



Everything included in one lesson.

Include everything that students need to have for the complete lesson. It will be available if students miss a day, or want to go back and study more.

Review, Objective, Lesson, Questions, Videos, Pictures, Charts, etc.



- 1 Alfred Wegener and Continental Drift
Earth Science 1.1
- 2 Review from last time:
1. What do you remember about Alfred Wegener?
2. What is the definition of "pangaea"?
- 3 **Today's Learning Objective:**
Learning Activities
In this lesson, you will complete 3 learning activities.
Read "Alfred Wegener and Continental Drift."
Complete Self Check 1.1.
Outcome
Explain Alfred Wegener's continental drift hypothesis, his evidence, and why it was not accepted in his time.
- 4

Review slide

Today's Learning Objective:

Learning Activities

In this lesson, you will complete these activities.

Read "Alfred Wegener and Continental Drift."

Complete Self Check 1.1.

Outcome

Explain Alfred Wegener's continental drift hypothesis, his evidence, and why it was not accepted in his time.

I just copied and pasted the introduction here.

What today's lesson is about

Copy &
paste the
lesson
onto your
slides.

Alfred Wegener and Continental Drift

When the first maps of South America were made, cartographers and scientists noted that the shape of the eastern South American coast looked similar to the western coastline of Africa. People speculated that the two continents were once joined together.

Alfred Wegener was one of the first scientists to take this idea seriously. He reasoned that if the two continents had been joined together, fossil and rock patterns along each coastline would match. He began a series of studies to see if such patterns existed, and he discovered that they did.

If one were to place South America next to Africa, not only



Fig. 1.1. Alfred Wegener is famous for his expeditions to the Arctic and Greenland, where he eventually died and

I put one paragraph on each slide.

When the first maps of South America were made, cartographers and scientists noted that the shape of the eastern South American coast looked similar to the western coastline of Africa. People speculated that the two continents were once joined together.

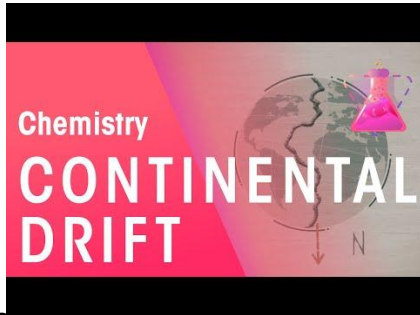
Hey! The continents fit together like a giant puzzle.



Slide example

Alfred Wegener was one of the first scientists to take this idea seriously. He reasoned that if the two continents had been joined together, fossil and rock patterns along each coastline would match. He began a series of studies to see if such patterns existed, and he discovered that they did.

It's too bad
people didn't
take him
seriously.



Slide example

Learn more about Continental Drift by watching this video.



Plate Tectonics

The videos that come with the course are good, but you can't move them around.

Our earth is an awesome and awe-inspiring planet. For all the things that are happening on the surface, the geologically slow movements of the crust continue to affect our planet. The theory of plate tectonics explains th



So, you'll have to find videos on YouTube.

Video 1.1. A Theory of the Earth

Short Answer:

Slide example

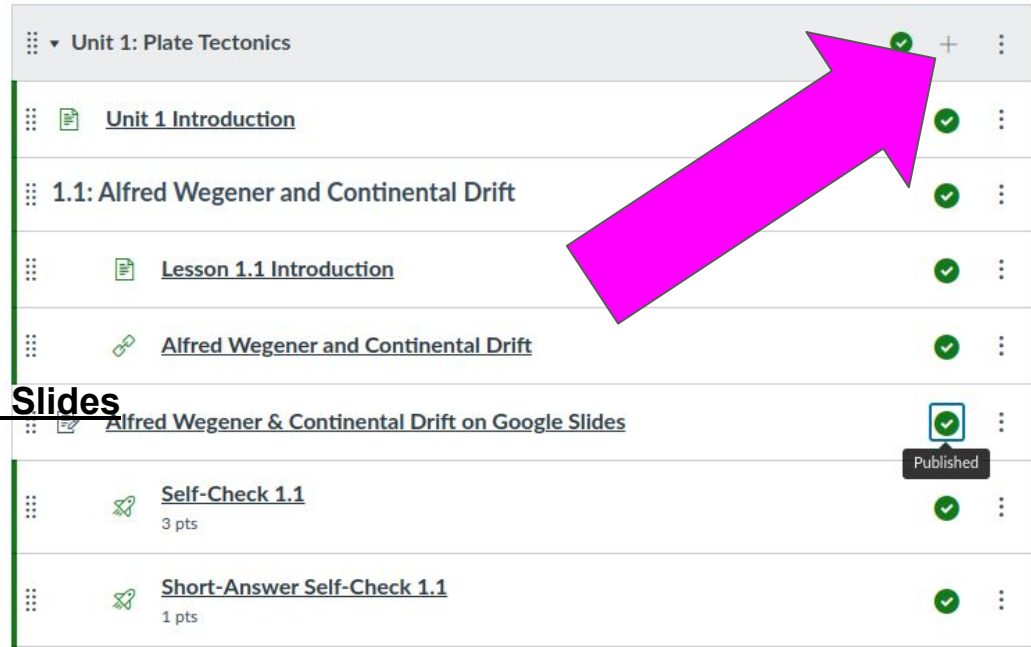
- 1. Describe evidences that indicate all continents were once joined together.**

Share your comments with me in a private chat message, or write them down, take a picture & send it to me. :)

Once you have your slides complete, save them as a **pdf** (file/download), then upload them onto the Canvas module that you have prepared.

I always name them Original title on Google Slides

I tried to put in a link to the Google slides, but it didn't always work well.



The screenshot shows a Canvas LMS course page for 'Unit 1: Plate Tectonics'. The page lists several items, each with a green checkmark in the top right corner, indicating they are complete. A large pink arrow points to the top right corner of the page, specifically to the area where the checkmarks are located. The items listed are:

- Unit 1 Introduction
- 1.1: Alfred Wegener and Continental Drift
- Lesson 1.1 Introduction
- Alfred Wegener and Continental Drift
- Alfred Wegener & Continental Drift on Google Slides (with a 'Published' badge)
- Self-Check 1.1 (3 pts)
- Short-Answer Self-Check 1.1 (1 pts)

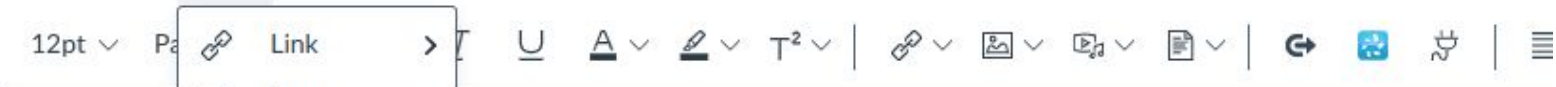
- Assignments
- Assignments
- Assignments
- Assignments
- Assignments
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- Assignments
- Assignments
- Assignments

Alfred Wegener & Continental Drift on Google Slides

Edit View **Insert** Format Tools Table

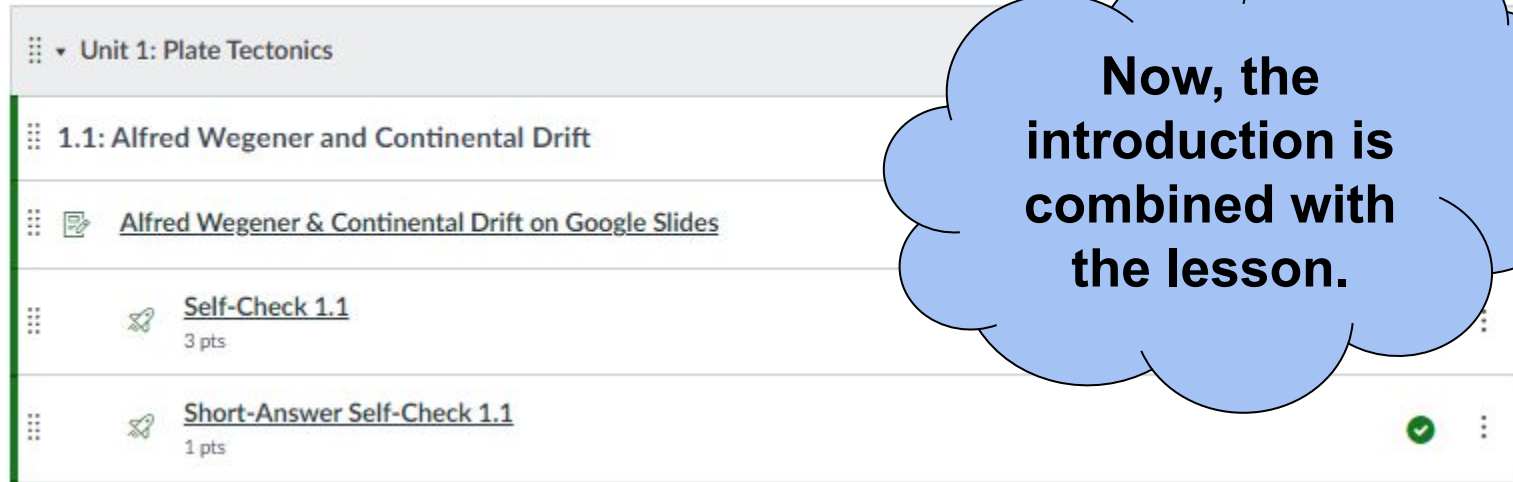
12pt ▾ Pa

- Link >
- Image >
- Media >
- Document >**
 - Upload Document**
 - Course Documents
 - User Documents
- Equation \sqrt{x}
- Table >
- Embed
- Horizontal line



Remember to
SAVE it!

To make the lessons more student friendly, once I have my slides uploaded, I delete all of the stuff I used.



The screenshot shows a course navigation menu with the following items:

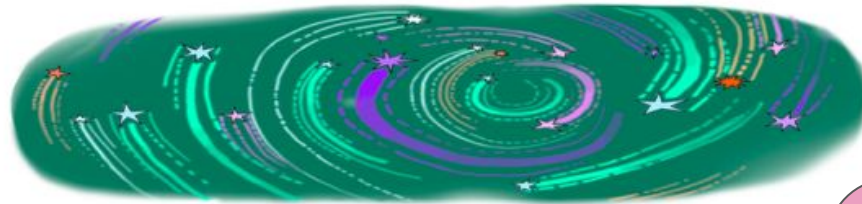
- Unit 1: Plate Tectonics
 - 1.1: Alfred Wegener and Continental Drift
 - [Alfred Wegener & Continental Drift on Google Slides](#)
 - [Self-Check 1.1](#) (3 pts)
 - [Short-Answer Self-Check 1.1](#) (1 pts)

A blue callout bubble with a black border is overlaid on the right side of the menu, containing the text: "Now, the introduction is combined with the lesson." A green checkmark is visible in the bottom right corner of the menu area.

However, before you delete all the other stuff...

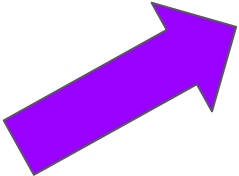
[Unit 1: Observing the Night Sky](#) > Constellations

Constellations 



Constellations

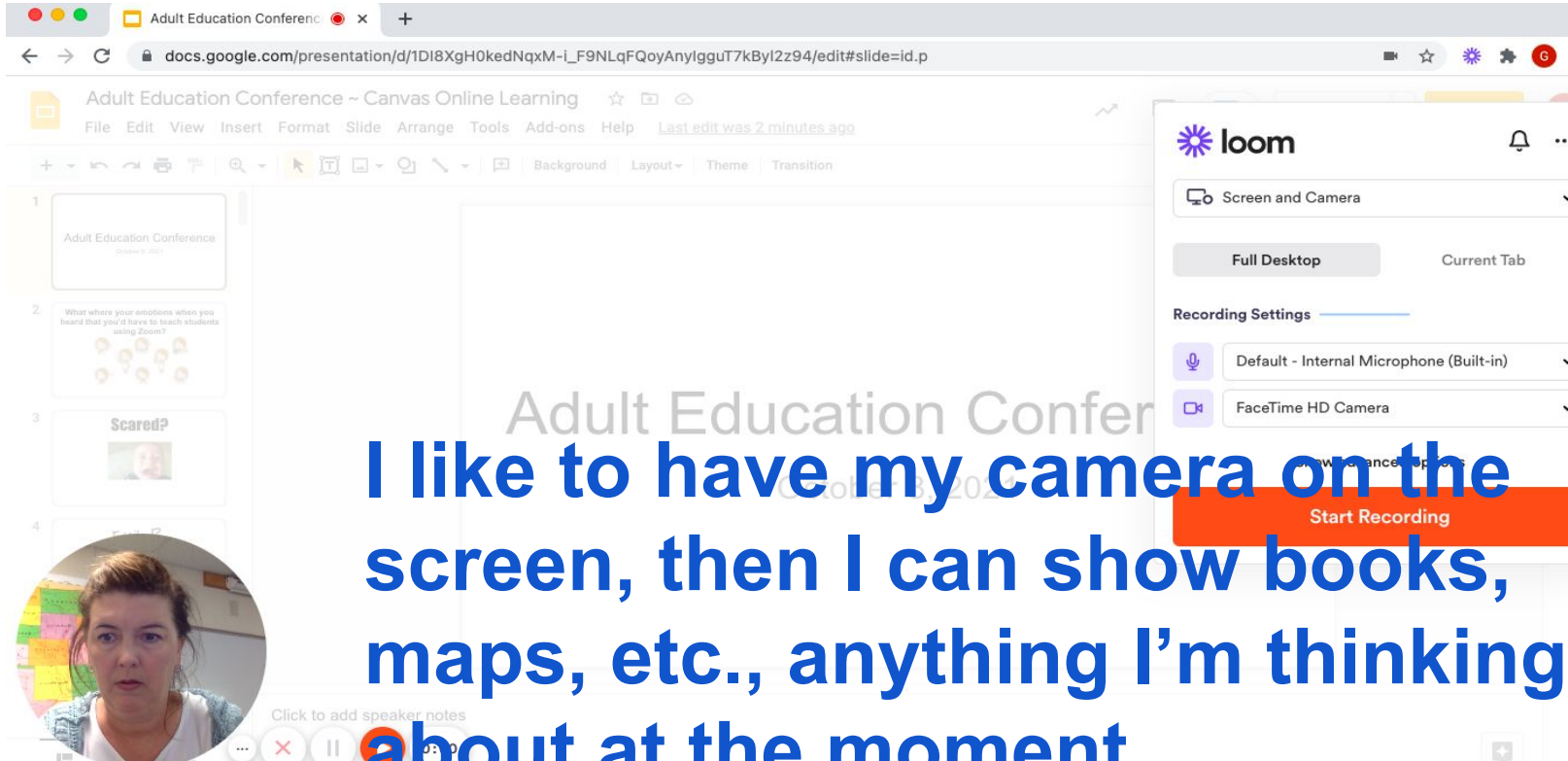
As you begin your study of the universe, one of the first things that probably draws your interest is looking at the night sky. It is filled with marvelous things to see. If you think it is beautiful, just imagine what ancient peoples must have thought about it! The sky played a large role in many ancient religions. Many ancient cultures saw patterns in the sky. These patterns played a role in their lives. People explained the stars in the sky using myths or legends. These patterns, or groupings of stars, have been called *constellations*.



When I use the Safari browser, I get an audio feature on these courses. It doesn't happen when I'm in Chrome.

So, if you have students that could benefit from listening to the lesson, you might want to leave it. You can always hide it from students until they need it.

I create **Loom** videos of myself reading the lesson to my students.



I like to have my camera on the screen, then I can show books, maps, etc., anything I'm thinking about at the moment.

When the first maps of South America were made, cartographers and scientists noted that the shape of the eastern South American coast looked similar to the western coastline of Africa. People speculated that the two continents were once joined together.

Hey! The continents fit together like a giant puzzle.



After you finish reading the slides, stop recording, and click "Share".

Adult Education Conference ~ Canvas Online Learning

File Edit View Insert Format Slide Arrange Tools Add-ons

Background

25

26

27

28

When the first maps of North America were made, cartographers and scientists noted that the shape of the eastern South American coast looked similar to the western coastline of Africa. People speculated that the two continents were once joined together.

Hey! The continents fit together like a giant puzzle.

1x 1.2x 1.5x 1.7x 2x

36 sec

Click to add speaker notes

0:00

Share

Video preferences

Trim video (/)

Call-to-action

Thumbnail

cts

ttinas to import



Share Social Embed

Add people

Use [Slack](#)



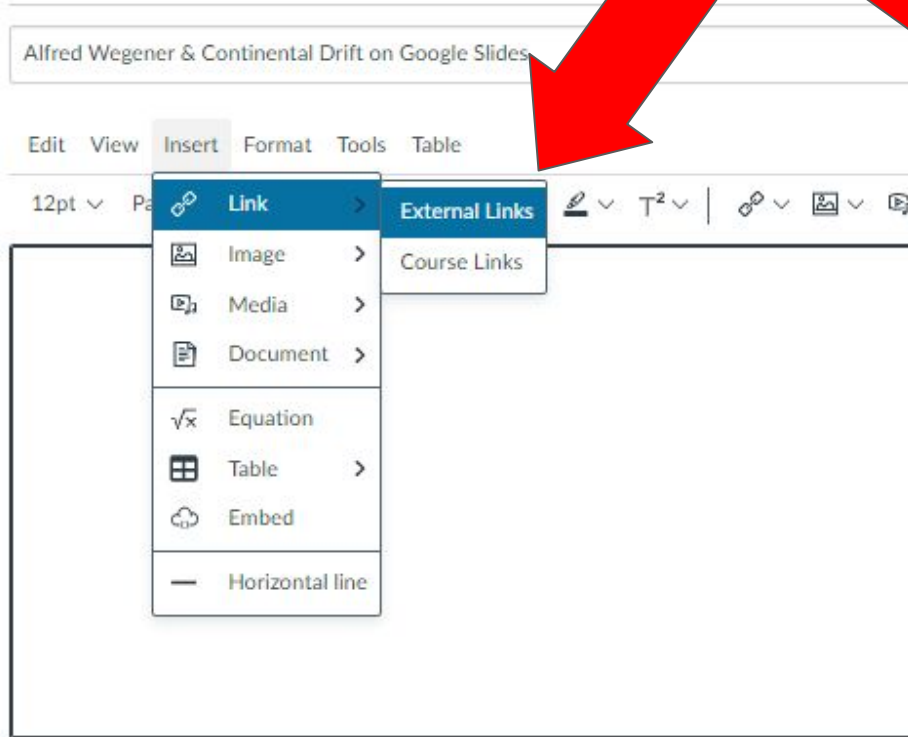
Share



Privacy Settings
Anyone with the link can view

Copy link

I just copy the link and paste it into Canvas. I don't save any of my videos.



Add your
Loom video
here & don't
forget to scroll
down and
save it.

This is the same way I add the pdf slides to Canvas

This is what it looks like:

☰ [U S Hist 2](#) > [Assignments](#) > [Technology Advances on Google Slides](#)

[Home](#)

[Courses](#)

[People](#)

[Announcements](#) 

[Assignments](#) 

[Quizzes](#) 

[Discussions](#) 

Technology Advances on Google Slides

 Published

 Edit



[Technology Advances 1.1-2.pdf](#) 

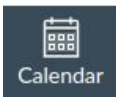
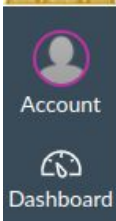
[Loom Recording](#) 

[Vocabulary Flashcards](#) 

This is what the students see:



☰ U S Hist 2 > Assignments > Technology Advances on Google Slides



[Home](#)

[Grades](#)

[People](#)

[Google Drive](#)

[Cisco Webex](#)

[Nearpod](#)

Technology Advances on Google Slides

Due	No Due Date	Points
-----	-------------	--------

[Technology Advances 1.1-2.pdf](#) ↓

[Loom Recording](#) ↗

[Vocabulary Flashcards](#) ↗

◀ Previous

Next ▶

Why do this?

I wanted to create lessons that I could use on Zoom and also in-person. My Zoom recordings weren't very good quality. I didn't want to have to create two different sets of lessons.



I felt lots of stress because of the pandemic, and I didn't want to start from scratch. I cheered when I found most of it was already done on Canvas.

I tried to include **ALL** of the content. I also knew that I would need something for students who are absent. If I was going to devote all this time, I wanted to make it something I could use even after the pandemic.



Pack everything you can into each lesson.

Checklist:

All of the slides include teaching objectives, videos, lesson, questions, and pictures/charts/graphs etc.



I also like to add my own thoughts on the pictures or graphs too. Students can see my personality that way.

Student instructions:

This is on your handout!



Provo Adult Education Instructions for Canvas Courses

Provo Adult Education uses several BYU Independent Study and other courses offered through Canvas for high school credit. Each course is worth 0.5 credits unless otherwise specified. Core classes required for graduation have in-person teachers and instruction associated with the course to foster student success.

What you will need to access these courses:

- A Google account (gmail) - certain features of our classroom need Gmail to function.
- A Chromebook or other device available that accesses the internet.
- Create a Canvas account using your Gmail at adulted.instructure.com
 - (Please bookmark this website)

To enroll in the course, be sure Provo Adult Education has your current Gmail on file. For each course that you take you will receive an email invitation for that course. The first email invitation will give you a prompt to "Get Started." Click on the "Get Started" button, and it will link you to the Canvas course. It will auto-fill your email, then you just create a password.

Now you will be able to access the site from the link on your email, or directly at adulted.instructure.com.

If you are doing the **BYU Independent courses on Canvas, follow the instructions here:**



This is on your handout!

You will receive an email from "instructure.com" to get started. If you haven't set up an account yet, you will need to do that first. Follow the instructions above.

The BYU courses are what I teach in class. I have taken the text and made it into a Google slides project for each day. The slides include the introduction, class readings, and questions. If you miss a day, you can find what you missed easily by going to that day on Canvas.

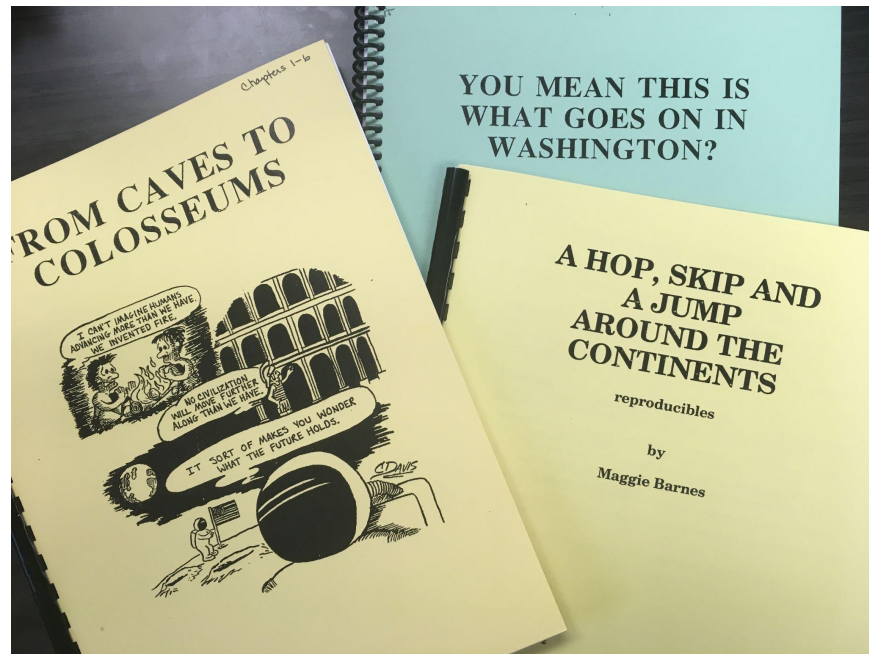
To receive full credit for the course, you will need to:

- Send me a weekly picture or email of your notes/answers to questions from the slides.
- Participate with the in-class discussion.
- To get credit for the day, you must take a turn reading, or send me a private chat message with an answer to the questions I ask during the class. I need to know whether you are still out there and paying attention during class.
- You will also need to complete the self-check quizzes at the end of each lesson.

2


How to use **independent study packets** and upload them onto the Canvas platform:

What type of credit do your students need? What do you have available to fill that need?



- Make a single-sided copy of your independent study packet.
- Separate the readings from the worksheets & tests.
- Divide copies into chapters, scan, and then email them to yourself. Open your email and put the scanned copy into the modules that you created.

ome


[nouncements](#) 

[signments](#)

[scussions](#)


[ades](#)

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[iges](#) 



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[llabus](#)



[utcomes](#) 

Search for Assignment

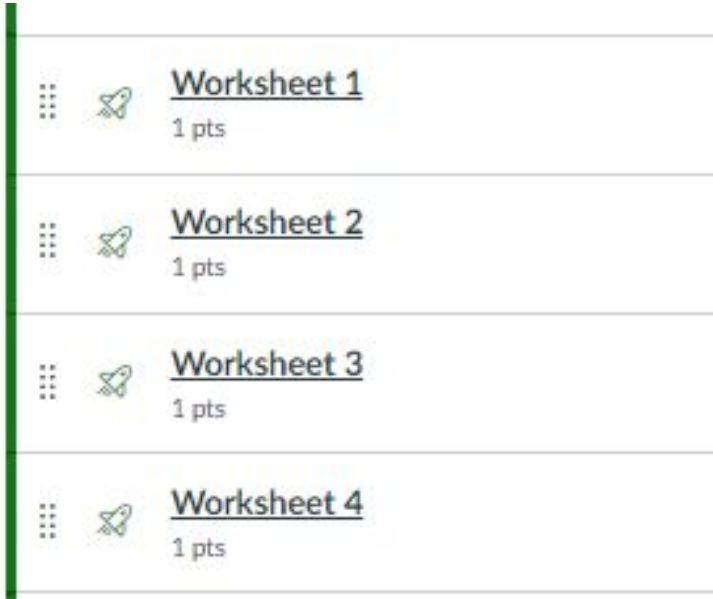
▾ Assignments

  **Washington 1**
Readings/ Check Assignments Tab for worksheets :) Module

  **Washington 2**
Readings/ Check Assignments Tab for worksheets :) Module

  **Washington 3**
Readings/ Check Assignments Tab for worksheets :) Module





A screenshot of a digital worksheet interface. On the left, there is a vertical green bar. To its right, four worksheet entries are listed, each separated by a horizontal line. Each entry consists of three vertical dots, a rocket icon, the title of the worksheet (underlined), and the point value '1 pts'.

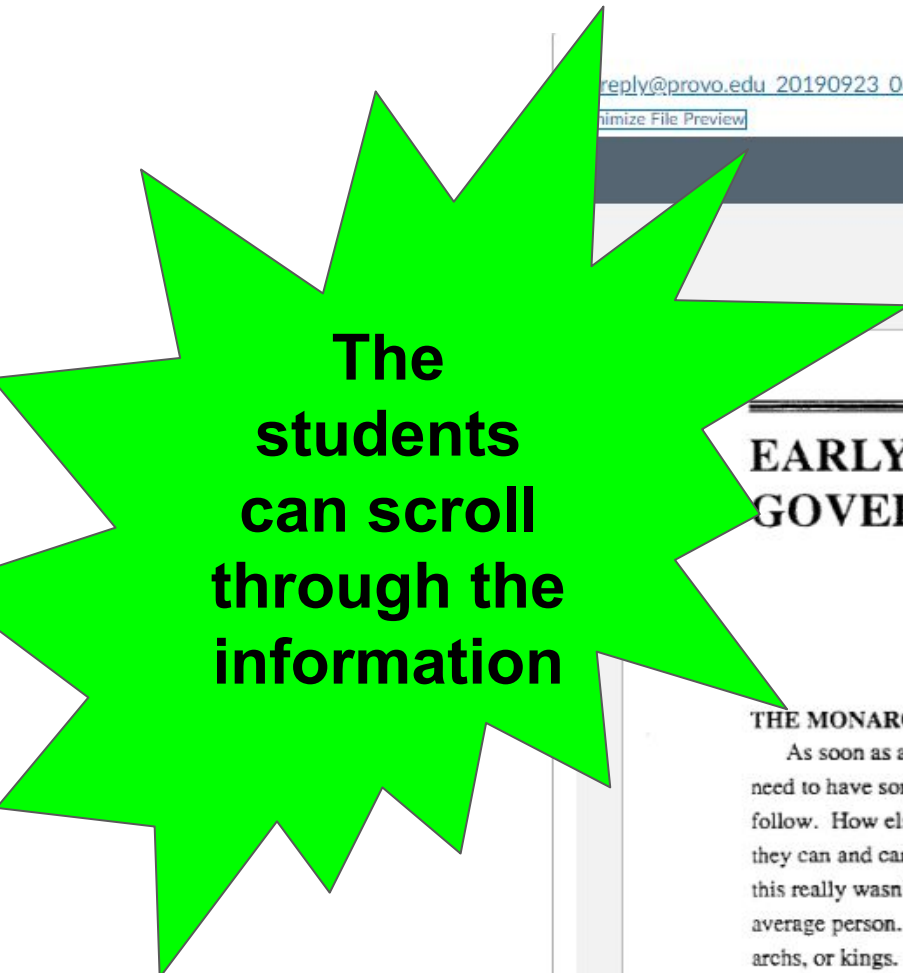
⋮	🚀	<u>Worksheet 1</u>	1 pts
⋮	🚀	<u>Worksheet 2</u>	1 pts
⋮	🚀	<u>Worksheet 3</u>	1 pts
⋮	🚀	<u>Worksheet 4</u>	1 pts

For each chapter, I scanned the pages as a continuous copy. This way the students don't have to look through all of the pages while they answer the questions.

I tell my students:



When doing work on the packets it is best to open two different tabs, one for the reading and one for the worksheet, or do a split-screen.



The
students
can scroll
through the
information

EARLY GOVERNMENT

THE MONARCHS

As soon as a few people gather together, they need to have some type of rules and laws to follow. How else are they going to know what they can and can't do? For thousands of years this really wasn't much of a problem for the average person. The world was ruled by monarchs, or kings. The average person had to do only one thing: follow the rules and laws which the kings or queens made.

Some Big Changes Are Made

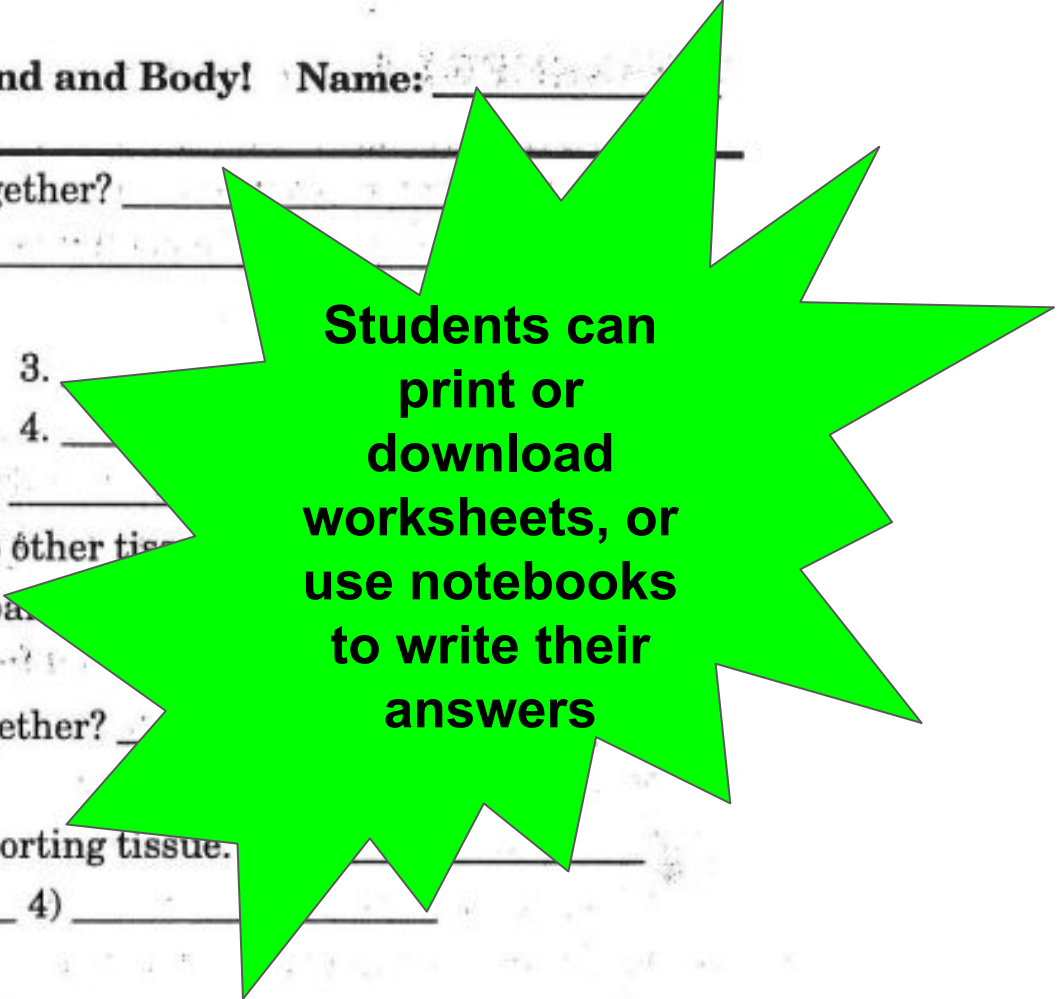
The monarchs did not control the people by themselves. The monarchs depended on other rich and powerful people to help them. These rich and powerful people were called **nobles**. The monarchs and the nobles owned all the land, the farms, most of the houses, and oftentimes, even the people.

During the 1200s, or about 700 years ago, some of the nobles in the country of **England** began to get a few ideas of their own. They decided they did not like the idea of divine right of kings. During the 1200s England was ruled by King John. King John was never a favorite of the nobles and was known for his cruelty. These English nobles gathered together and wrote down several demands they were going to make upon King John.

WORKSHEET #2 • Wow! What A Mind and Body! Name: _____

1. What do cells form when they group together? _____
2. What are organs? _____
3. What are the four kinds of tissues?
 1. _____
 2. _____
 3. _____
 4. _____
4. What is the main job of muscle tissues? _____
5. What can your muscle tissue do that no other tissue can? _____
6. What tissue sends messages from one part of the body to another?

7. What type of tissue holds your body together?
and _____
8. Name five types of connective and supporting tissues.
 - 1) _____
 - 2) _____
 - 3) _____
 - 4) _____
 - 5) _____



**Students can
print or
download
worksheets, or
use notebooks
to write their
answers**

You can also create the worksheet on Canvas.
Some students just copy and paste into the
response box, then give their answers.

Started: Sep 27 at 9:51am

Quiz Instructions



Question 1

1 pts

YOU MEAN THIS IS WHAT GOES ON IN WASHINGTON?

Worksheet #1

Queens and kings were also known as _____.

The belief that God gave queens and kings the right to rule was known as _____.

_____ is a revolution?

_____ helped the kings and queens control the people?

_____ were the nobles worried most about?

_____ is "absolute power"?

_____ was the King of England forced to sign?

_____ the king signed this, what did he give up?

_____ signing of the Magna Carta was the beginning of _____.

_____ means are given rights and protected by the _____.

File Edit View Insert Format Tools Table

12pt Paragraph | B I U A | | T² | | | | |

You still have to check
them as you would any
packet.

I tell them to write
their answers in a
different color,
it's easier to
check that way.

Final test:

If only these test questions were done already!!!

Test #1

⚠ This is a preview of the draft version of the quiz

Started: Sep 27 at 9:52am

Quiz Instructions



Question 1

The English nobles wanted to help all the people gain more rights and freedoms.

- True
- False



[? Ques](#)
[@ Ques](#)

Time Elapsed:
0 Minutes, 28

Speed grader! Yay!

Next ▶

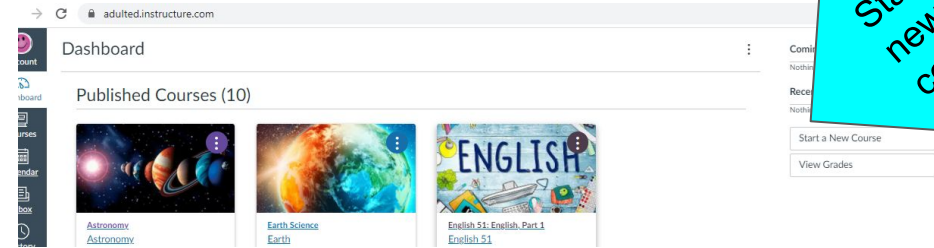
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Submit Quiz

3

How to create your personalized course on Canvas:

Determine your needs. For us, it was an Art class.



Helpful hint: Springville Art Museum gives teachers FREE art posters!



Introduction to Art

Fine Arts

I chose art projects that use supplies students already have around the house.

FINE ARTS SUPPLY KIT

INCLUDES:

- MARKERS
- WATERCOLORS
- SHARPIE
- RULER
- CRAYONS
- COLORED PENCILS
- GLUE STICK
- COLORED PAPER
- WHITE PAPER
- WORKSHEETS
- PLEASE DON'T ALLOW KIDS TO USE THESE SUPPLIES.
- PLEASE RETURN EVERYTHING, EXCEPT THE PAPER :)

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Coming Up

Nothing for the next

Introduction to Art

Getting Started

0 pts

Virtual Field Trip

0 pts

Famous Paintings

0 pts

Finished Artwork Examples

0 pts

Elements of Art

Line

0 pts

Line: Lesson Plan and Instructions

Getting Started:

Introduction to Art

Have you ever looked at the work of famous artists and thought, "WOW! How did they create that?" The answer, surprising as it may be, is it all starts with the basics of art and design.

Introduction to Art is one of the most interesting and important classes you will ever take. You will be exposed to a wide variety of thoughts and materials and provided time to develop a basic skill set. You will be given a supply kit that includes most everything that you will need for this course. There will be a checklist of the items in the kit before you take it. Please return all supplies (except paper) to our classroom when you are finished. **Be prepared to display your finished artwork.**

Here are 5 aspects of this course:

1. Learn the elements and principles and how to use them.

2. Identify the supplies that you will need for your assignments.

3. Study artwork examples to study.

4. Learn to create, grow, and develop on your own.

5. Understand that creating art is challenging, but it is definitely possible!

6. The assignments include: key vocabulary and definitions, lesson plan, video, and examples. You will notice that all of the art

7. All art projects must fit under one or more of the categories. You will need to label the back of each piece of artwork with your name, date,

and category. All modules must be complete, however, you are only required to submit a minimum of 12 art projects. **One of your 12 submitted pieces MUST be a self-portrait.** Each art project should take between 45-60 minutes to complete. Simply put, the quality of your work should reflect that amount of time. You may choose to add variety to your projects by creating small and large pieces of art. Every projects does not have to be 8.5 x 11.

This course is offered through Canvas. You will need to receive an email invitation to join. This course will be ½ Fine Arts credit. Let me know if you have any questions or concerns. I can't wait to see how creative and talented you are!

Thanks,

Gayle

gavlep@provo.edu

Help! I don't know
what your
expectations are
for the class?



[A World of Art: The Metropolitan Museum of Art](#)



Watch the complete video. Write 2 to 3 paragraphs about what you found interesting.

Many of my students have never been to a museum of art. I wanted to incorporate a virtual field trip to an art museum, along with a writing component, as part of the requirements for credit in this class.

Famous Paintings Assignment Questions

Instructions:

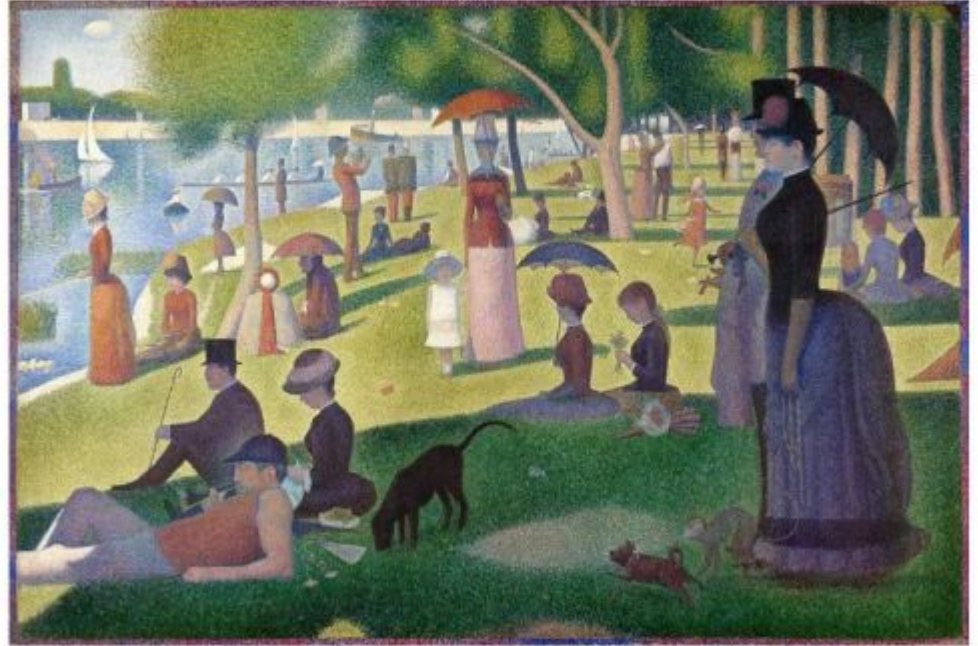
For each of the 16 Famous Paintings, answer the following questions. Write your answers in **complete sentences**.

Spend a few minutes looking closely at each work of art. Then choose one or two of these questions to answer about each piece. This assignment is meant to get you to write down your feelings and emotions about the artwork.

- Write down 5 things you notice about this painting.
- What do you think the artist wanted to communicate?
- What can the image tell you about the artist?
- What title would you give this artwork and why?
- What do you think is the focal point of this work of art? Why do you think so?
- What vantage point is shown here? Does it seem that you are looking up at, or down at the scene or subject?
- When did the artist live? Find the answer online or in a reference book.
- How could the events and context of the period in which this artwork was made have influenced this work?
- What other works by this artist do you know?

I researched what “art experts” considered to be the most **famous paintings**, then I assigned my students to study and write about them.

A Sunday Afternoon on the Island of La Grande Jatte









Created by Georges Suerat, it shows the relaxed atmosphere of people on a lazy Sunday afternoon in an island. This painting is an excellent example of pointillism, where many dots are joined together to create an image.

I know that everyone will create different pieces of artwork for this class. I expect you to add your own touch of creativity to whatever you make. Here is a good example of what I expect from your projects:









This was
the first
student to
complete
my art
class!

7 Elements of Art:

Elements of Art		✓	+	⋮
⋮	 Line 0 pts	✓		⋮
⋮	 Line: Lesson Plan and Instructions	✓		⋮
⋮	 Shape 0 pts	✓		⋮
⋮	 Shape: Lesson Plan and Instructions	✓		⋮
⋮	 Form 0 pts	✓		⋮
⋮	 Form: Lesson Plan and Instructions	✓		⋮

8 Principles of Art:

Principles of Art		✓	+	⋮
⋮	 <u>Rhythm</u> 0 pts	✓		⋮
⋮	 <u>Rhythm: Lesson Plan and Instructions</u>	✓		⋮
⋮	 <u>Balance</u> 0 pts	✓		⋮
⋮	 <u>Balance: Lesson Plan and Instructions</u>	✓		⋮
⋮	 <u>Emphasis</u> 0 pts	✓		⋮
⋮	 <u>Emphasis: Lesson Plan and Instructions</u>	✓		⋮

There are a total of 15 art lessons. Students are required to turn in 12 of them. One project must be a **self-portrait.**



Definition of Line: An element of art defined by a point moving in space. Line may be two or three dimensional, descriptive, implied, or abstract.

Watch the following video for an explanation about "Line" in art:

[Elements of Art: Line | KQED Arts](#)



Each art lesson
video is about 3
minutes long.

Line: Lesson Plan and Instructions

After watching the learning video, please create your own artwork using the element of "line."

Required:

[Repetition Line Drawing Lesson Plan \(1\).pdf](#)

If you want to challenge yourself, try this lesson (this isn't required, but it's very cool):

<https://thevirtualinstructor.com/onepointperspective.html>

Examples of artwork using LINE:

[LINE in Art \(1\).pdf](#) ↓

[LINE in Art More Examples.pdf](#) ↓

**Only this one is
required, the
others are the
challenge
lesson or
example pieces.**

REPETITION LINE DRAWING LESSON PLAN

LEARNING OBJECTIVES:

- abstract thinking
- critical thinking
- eye-hand coordination
- fine-motor skills

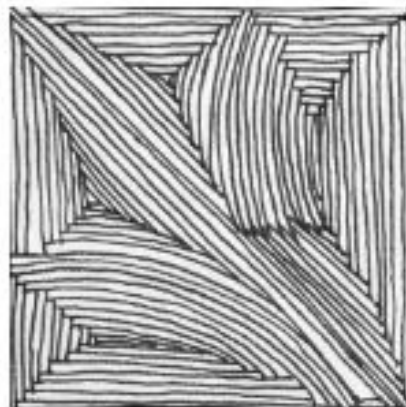
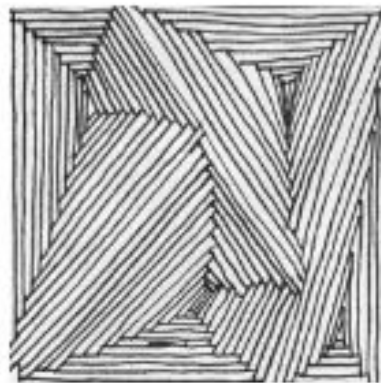
The purpose of this project is to practice eye-hand coordination.

An important part of learning how to draw is to develop eye-hand coordination skills. It is not as easy as you might think....

Remember, the last time you were drawing... you had a perfect picture in your head ... but once you started to draw it... it did not turn out as you have pictured it. Why? Because along with developing drawing skills and techniques, you need to develop a very basic skill – make you hand draw what you have in mind.

How we do that? Practice... practice... practice.....

The following exercise will help you to develop this skill.



Most students
have LOVED doing
the art projects!

Time to wrap it up!



How students benefit:



- Instant feedback on quizzes
- Stay better informed
- Handy class schedule
- Many courses available
- Accessible 24/7

Self check quizzes and tests are great **instant feedback**. If the self-check quizzes have any short answer questions, the students answer those and then they are sent to my computer for grading.



Perfect if students miss a day. This helps them stay in the loop.

All components of the lesson are right there, easy to find.



How Canvas benefits me as a teacher:



This has helped me to create lessons that fit my students' needs now, and will save time for me in the future!

It's a win-win!

Once the lessons are done, you can pass them around to other teachers.



Extra stuff:

For all of my classes, I like to copy and paste the introduction & syllabus into one document, then I use it for a discussion topic on the first day of class.

I've used lots of different strategies for this, such as:

1. KWL
2. Blank paper for sketching images
3. Current events
4. Any kind of graphic organizer

Extra stuff:

I like to use the **vocabulary slides** the first few days of class. We always have a lot of students that miss those days because of testing, and this is just a little bonus info for those in attendance. The others will get the same information as we go through the lessons.

Vocabulary Words



Earth Science Vocabulary, Part 1



File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was made o...



Present



+ Undo Redo Print Comment Find Select Copy Paste Background Layout Theme Transition

1



2



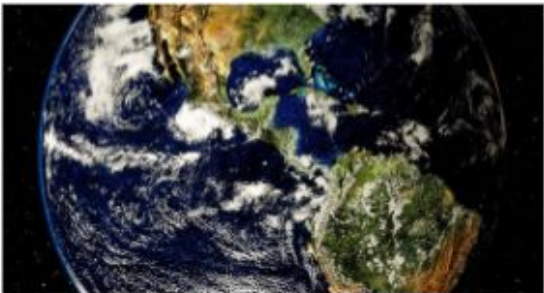
3



4



Earth Science, Part 1
Vocabulary



Please take notes

Click to add speaker notes

Any questions?