



Flag Design Lesson Plan	
Objectives	<ol style="list-style-type: none"> 1. Students will design a Youth Art Month flag based on the theme “United Through Art” using the principles of art/design. 2. Designs should be completed using materials of choice by teacher or student and applied using proper technique. 3. Students will write an artist statement to explain the meaning behind their design.
PA Standards	9.1 A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts 9.1 E. Communicate a unifying theme or point of view through the production of works in the arts. 9.3 A. Know and use the critical process of the examination of works in the arts and humanities.
Rationale	The visual arts identifies that the elements and principles of art/design and the manipulation of materials using proper art techniques is integral to producing a work of art.
Grade(s)/Level	Art K-12 (this lesson plan should be adapted to meet the needs of your students)
Unique Task Adaptations/ Accommodations	Additional time should be offered for students who have an IEP or 504 plan who need more time to complete the project. All other adaptations should be developed based on IEP and/or specified district policy.
Assessments	Rubric based on flag design planning packet, flag design, and artist statement.
Resources/ Equipment	<ul style="list-style-type: none"> • flag design planning packet • art materials and tools • research materials • copies of rubric and handouts. • PowerPoint or flag examples (optional)
Additional Recommendations	<ul style="list-style-type: none"> • Historical connection with flag design could be tied to history standards. • Connection to theme “Art is Natural” could be tied to science standards.

Tasks & Process	
Task Scenarios	<ol style="list-style-type: none"> 1. Students complete <u>Flag Design Planning Packet</u>. Packet includes information on flag design through reading, reflection on vocabulary terms, and sketches. 2. Students will design a flag based on the theme “United Through Art.” 3. Students will complete flag design using materials of their choice or the teacher’s choice. 4. Students will write an artist statement to explain their design.
Process Steps	<ol style="list-style-type: none"> 1. Student completes reading on flag design. 2. Student completes reflection on vocabulary. 3. Teacher shows examples of flags. 4. Student completes sketches. 5. Student will draw flag design on final paper. 6. Students finish design using art materials of their choice or teacher’s choice. 7. Student writes an artist statement based on their flag design.

Rubric

	Advanced 4	Proficient 3	Basic 2	Below Basic 1	Incomplete 0
Planning Packet	Exceeds expectations by developing comprehensive definitions for vocabulary, sketches are thoroughly developed, and questions are answered with complex connections to vocabulary.	Vocabulary definitions clearly defined, sketches are developed, and questions are answered making connections to vocabulary.	Limited definitions of vocabulary, sketches are completed, and questions are answered making limited connections to vocabulary.	Little or no definition of vocabulary, sketches are incomplete, and questions are answered with no connection to vocabulary.	Incomplete vocabulary, sketches, and questions.
Development of Theme	Student exceeds expectations by thoroughly communicating theme "United Through Art." Theme is illustrated in great detail.	Student successfully communicates theme "United Through Art." Theme is illustrated in detail.	Student communicates theme "United Through Art." Theme is illustrated.	Student attempts to communicate theme "United Through Art" with little to no detail.	Theme "United Through Art" is not communicated.
Design & Composition	Student shows mastery by designing a composition that is successfully organized and balanced using the principles of design.	Student organizes the composition and successfully balances the design using the principles of design.	Student organizes the composition and the composition is generally balanced using the principles of design.	Student partially balances and organizes the composition using the principles of design.	Composition is not balanced or organized using the principles of design.
Application of Materials	Student shows mastery by skillfully applying materials using learned techniques. Consideration is made to color, style, and craftsmanship.	Student applies materials using learned techniques. Some consideration is made to color, style, and craftsmanship.	Student applies materials using some learned techniques. Limited consideration is made to color, style, and craftsmanship.	Student does not utilize learned techniques and little to no consideration is made to color, style, and craftsmanship.	No techniques or consideration to craftsmanship, style, and color are used.
Artist Statement	Exceeds expectations by making complex connections between the design and theme. Identifies and reflects upon their reasons for creating the artwork.	Clearly communicates their reasons for creating the artwork, and explains their choice of design and how it relates to the theme.	Limited descriptions of how the design relates to the theme.	Little or no description of the design relates to the theme.	No description of how the design relates to the theme.