

## **Art 31004-002: Teaching Practicum Lesson Plan Format & Assessment**

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Date Submitted: 2/22/12

Ages to be taught: 6-7

### **1. Title**

The title of this lesson is: “Magic Trash.” It is connected to our group’s sub-theme, “Imagination”, because students will be forced to learn how materials that are stereotypically thrown away or discarded can be transformed into something of aesthetic beauty. Students will have to utilize their creativity to transform these materials within their artworks. The sub-theme, “Imagination”, is related to the theme of “A World of Possibilities” because with imagination, anything is possible. Imagination is about creating awareness to important questions in our lives. Imagination is about using creativity to envision a better world than the one we live in and to arrive at dynamic solutions. Imagination is also self-expression.

### **2. Overview**

In this 1.5-hour lesson, 6 and 7 year olds will learn about transformation and sustainability. They will learn this by examining and discussing the artworks of Jason deCaires Taylor, Christo and Jeanne-Claude, and Andy Goldsworthy. Students will make use of various packaging wrappers, recyclable materials, and cardboard to create a collage of an underwater atmosphere. Students will utilize their imagination when it comes to taking these packaging materials, which are used for one purpose, and transforming them into something entirely different to serve another purpose. Students will learn and practice the proper way to use scissors and to glue different materials for their collage, and they will also learn how to best use their pictorial space effectively.

### **3. Learners**

**A.** Artistically, six and seven year old students need to further develop their cutting and pasting skills. Students need to learn the proper use of scissors as well as the proper way to use glue in their projects, and collages are an excellent source of teaching such lessons (Clements & Wachowiak, 2010). It will give them an opportunity to work with nontraditional materials, using their imagination and creativity to start with one thing and turn it into something else.

**B.** According to Clements and Wachowiak (2010), the theme of *Imagination* will relate to six and seven year old children because they enjoy fantasy, creating their own worlds and ideas. They love to pretend and play make-believe games (Clements & Wachowiak, 2010). The theme of *Transformation* is one that will require students to use their imagination to picture how one thing can become something else. While the before and after conditions can be clearly documented with photography, the process and stages are not as evident, so students will have to utilize their imaginations to understand how the changes occur. The theme of *Sustainability* is equally as relevant in today’s world, especially with the need for green, eco-friendly practices to lessen our ecological footprint and to conserve the earth’s resources for future generations. These three artworks will be meaningful to six and seven year olds because they are not traditional artworks they see everyday, and this will broaden their definition and understanding of what exactly art is.

### **4. Visual Resources**

*The Silent Evolution*, Jason deCaires Taylor, 2009

*Surrounded Islands*, Christo and Jeanne-Claude, 1983

*Carefully broken pebbles scratched white with another stone*, Andy Goldsworthy, 1985

In progress works poster

Studio model

Poster of pictures of underwater life for inspiration

## **5. Materials**

### Expendable

- A wide variety of wrappers, packaging materials, recycled materials, etc. (I will collect a large base of these materials myself with the help of friends and classmates, and I will also send a note home with the parents the week before the lesson, asking them to save colorful wrappers and such. I will give each student a bag of the same variety of pieces and colors to use as a starting point. The remaining materials will be kept on a materials table, and all students will have the equal chance to use these supplies.)
- 9"x12" pieces of cardboard or chipboard to use as the base for the studio project
- Paper towels
- Paper of some sort to protect the tables from the glue
- Magic wand and space paper tokens for use during the critique at the end of class
- Colored paper for the backs of chairs for the clean-up procedures

### Non-Expendable

- Pencils
- Crayons
- Bottles of Elmer's glue
- Scissors
- Carpet squares
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## **6. Objectives**

### **II. Creative Expression and Communication (45 minutes)**

**A.** Students will make use of all materials (recyclable materials, scissors, glue, and cardboard) to cohesively create a paper collage that depicts an underwater atmosphere of their choosing by transforming various wrappers and recyclables into something of aesthetic beauty. Students will make good use of pictorial space while creating their collage, and they will practice the proper techniques of cutting and pasting.

**B.** Grade 1: II: 1 Demonstrate beginning skill in the use of art materials.

**C.** My most able students will be able to transform the wrappers and recyclable materials into a work of art, creating a paper collage that depicts an underwater atmosphere. Students must create their art that is at least 9"x12" leaving no white or empty space, utilizes the entire page, and uses at least two underwater animals, and one underwater plant.

**D.** I will know my students have completed the objective when they have created a collage of an underwater scene using the principle of transformation that is at least 9"x12" with no white or empty space, and includes at least two animals and one plant.

### **III. Analyzing and Responding (10 minutes)**

**A.** Students will examine their own artwork and artworks of others during the closing activity for the use of space as well as how the artist transformed his or her materials.

**B.** Grade 1: III: 1 Notice and describe multiple characteristics (e.g., colors, forms, materials and subject matter) in their own artworks and the works of others.

**C.** My most able students will be able to properly identify effective use pictorial space and the theme transformation in their own artwork as well as the artworks of other students, and they will begin to note how given materials can be transformed into something entirely different.

**D.** I will know when my students have effectively completed the assessment when students can apply new vocabulary terms to describe successful characteristics in their own work as well as the works of others.

### **7. Advance Preparation Needed**

**Classroom setup:** Four tables will be set up in the shape of a “U”, facing the front of the room. One table will be placed at the front of the room, which will be used for the demonstrations of the studio project.

**Visual set up and preparation:** The three artworks, *The Silent Evolution* (2009), *Surrounded Islands* (1983), and *Carefully broken pebbles scratched white with another stone* (1985) will be posted along the front wall for all of the students to see. The rules poster and the in progress works poster will also be hung on the front wall, but they will be placed further away from the artworks so the students can clearly view the artworks separately. Because students will be in the shape of a “U”, they will all be able to see the artworks, the rules poster, and the in progress works poster.

**Discussion corner setup:** Students will use carpet squares to sit on the floor in the discussion corner. This corner will be at the front right corner of the room, directly in front of their tables.

**Material supply corner setup:** The demonstration table will be set up at the very front of the room. At this table, I will have students stand around and watch as I demonstrate the studio project. There will be a materials table set up towards the back of the classroom where a large collection of wrappers and recyclable materials will be. Although students will each be given a bag of the same variety of materials to begin the project, they may need extra pieces to supplement what they have been given. I will allow a few students at a time to go over to the materials table throughout the studio portion of the lesson. To make it clear and easy for students to find precisely what they are looking for, the pieces on the materials table will be separated into individual piles for each color.

#### References:

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