

Art 31004-002: Teaching Practicum Lesson Plan Format and Assessment

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Ages to be taught: 6-7

1. Title

The title of this lesson is: “Phenomenal Paper Places.” It is connected to our group’s sub-theme, “Imagination”, because students will learn that not everything in our society, particularly buildings and spaces, have to be made or created in the stereotypical, traditional ways that we see everyday. Students will have to utilize their imaginations to create their own unique and unusual space that can be made any way they like and can defy any normal expectations. 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 old students will learn about unusual spaces. They will learn this by examining and discussing the artworks of Frank Gehry, James May, and M.C. Escher. Students will make use of construction paper, scissors, and glue to produce a three-dimensional paper sculpture that depicts an unusual space of their own fantasy. Students will utilize their imagination in designing a space that has never been created before and does not abide by the normal stereotypes or expectations associated with buildings and spaces we see in real life. Students will also learn to use scissors and glue properly with the paper in their sculptures, they will learn to apply a variety of lines, and they will make use of their three-dimensional 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 within their projects. Younger elementary school students enjoy working with three-dimensional pieces because it makes their art come to life, giving them a greater sense of accomplishment when they feel that their creations are actually real (Clements & Wachowiak, 2010).

B. According to Clements and Wachowiak, 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 *Unusual Spaces* is one that will require the students to utilize their imagination to accept that things such as buildings and spaces do not have to be created in such stereotypical fashions, which are seen everyday. These three artworks will be meaningful to six and seven year old students because they are not examples of traditional spaces. Rather, they are unusual spaces. Each of these three artworks possesses a certain whimsical, cheery quality, which is perfectly suited for a child’s imagination. Because these artworks are such unusual spaces, it will allow the students to believe that they can think big and make their imaginary creations become a reality.

4. Visual Resources

Art and Media Center Rhine Haven (1999) by Frank Gehry

Lego House (2009) by James May

Concave and Convex (1985) by M.C. Escher

In progress works poster

Finished studio model and in progress model

Poster defining/showing examples of different lines

Poster showing different 3D cutouts with the construction paper

5. Materials

Expendable

- A large selection of construction paper scraps in all different colors
- Pre cut/folded templates for the larger building base (Although I will be having the students cut and glue all of their own shapes to use in their building, I will prepare the bases for their building ahead of time because properly folding the base is a bit tricky. This will save time during the studio portion of the lesson. I will make all of these bases the same color so students cannot fight over who gets what color, and I will remind them that they can cover up the bases with different colored paper if they do not like the color of the base.)
- Pre cut mat board scraps to use as the base for the building
- Wet paper towels to use during clean up
- Toothpicks and marshmallows to use during the motivation
- Colored squares of paper to go on the backs of the chairs that will be used for assigning clean up jobs

Non-expendable

- Pencils
- Bottles of Glue
- Scissors
- Tokens for the critique/closure part of the lesson
- Colored paper squares/shapes to put on the backs of chairs for the clean up portion
- Carpet squares
- Lego brick that is built the same as the ones used in the *Lego House* by James May for use in the discussion to help students better understand and visualize how Lego blocks can be turned into a house
- Masking tape
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6. Objectives

II. Creative Expression and Communication (45 minutes)

A. Students will make use of all materials (mat board, construction paper, scissors, and glue) to cohesively create a three-dimensional paper sculpture that depicts an unusual space of their own imagination. Students will use at least three different types of lines within their paper sculpture, 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 use at least three different types of lines to create a three-dimensional paper sculpture that depicts an unusual space of their own design. Students must create their art that is at least twelve inches tall, uses at least three different types of lines, and contains additional elements on all sides of their building.

D. I will know my students have completed the objective when they have created a three-dimensional paper sculpture of an unusual space of their own design, uses at least three different types of lines, and contains additional elements on all sides of their building.

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 lines as well as how the artist created an unusual space.

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 the different types of lines and unusual spaces in their own artwork as well as the artworks of other students.

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 very 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. One table will be set up off to the side and towards the back of the room to serve as the materials table, which will contain the box of construction paper scraps. The scraps on this table will supplement the variety of scraps that will be placed at the students’ tables.

Visual set up and preparation: The three artworks, *Art and Media Center Rhine Haven* (1999), *Lego House* (2009), and *Concave and Convex* (1985) will be posted along the front wall for all the students to see. The rules poster, the in progress poster, and the examples of lines posters 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, the in progress poster, and the examples of lines posters.

Discussion corner setup: Students will use carpet squares to sit on the floor in the discussion corner. This corner will be set up at the front right corner of the room, directly in front of their tables, which are in the formation of a “U”.

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 construction paper scraps will be. Although students will receive a pile of all different colors of paper scraps initially, they may decide they need more of one particular color or they need a larger piece of a specific color. I will allow a few students at a time to go over to this materials table throughout the studio portion of the lesson. To make it clear and easy for the students to quickly find exactly what they are looking for, the pieces on the materials table will be generally separated into piles of similar colors.

9. Bibliography

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