Art Lesson Plan: Mrs. Hofmann

Alberto’s Action Figures

Grade 3

November 19, 2012 9:05-9:50

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| Type of Lesson | \_\_\_ Introduction of a Center  \_\_\_ 5 Minute Museum  \_\_\_ Technique  \_\_\_ Artist Questions  \_X\_\_ General Classroom  \_\_\_ Other |
| **Objective**  **Procedures:**  **Guided**  **Small Group**  **& Independent**  **Practice**  **Maryland Standards for**  **Visual Art**  **Grading** | Students will apply the use of form, movement, and proportion to create an abstract sculpture of a figure incorporating their knowledge of Alberto Giacometti. |
| **New Vocabulary**:  Alberto Giacometti: ([October 10](http://encyclopedia.kids.net.au/page/oc/October_10), [1901](http://encyclopedia.kids.net.au/page/19/1901) - [January 11](http://encyclopedia.kids.net.au/page/ja/January_11), [1966](http://encyclopedia.kids.net.au/page/19/1966)) was an important [surrealist](http://encyclopedia.kids.net.au/page/su/Surrealist) [sculptor](http://encyclopedia.kids.net.au/page/sc/Sculptor) and [painter](http://encyclopedia.kids.net.au/page/pa/Painter).  Surrealism: A style of art in which familiar subjects are distorted into dream-like images. Sculpture: A work of art with three dimensions: height, width, and depth. Such a work may be carved, modeled, constructed, or cast.  Form: is an element of art. It is a three-dimensional geometrical figure (i.e.: sphere, cube, cylinder, cone, etc.), as opposed to a *shape*, which is two-dimensional, or flat.  Armature A Skeleton like framework used to support other materials.  Proportion: The relation of one object to another with respect to size, amount, number, or degree.  Movement: A way of combining visual elements to produce the illusion of action or to cause the viewer’s eye to sweep over the work in a definite manner.  Figure: The shape or form of a human body.  Gesture: The act of moving the limbs or body as an expression of thought or emphasis. |
| **Art History References**:Surrealism, Alberto Giacometti |
| **Cross Curricular Support**: **Science:** *1.B.1* **Social Studies:** *5.A,6.A.3***Language Arts:** *2.1.a* **Math:** *3.B.1.a* |
| **Lesson 3: (10 min)**   1. **Video will verbatim read Artist Information and Vocabulary** 2. **Teacher will Model how to complete Frayer Model Puzzle Pieces** 3. **Class participation: Frayer Model, Statue Contest, Construction, Clean-Up, Exit Ticket** |
| **Guided Practice**: (20 min) Using posters, students will place the examples, and no-examples in corresponding boxes of the Frayer Model. Students will share information with class. Students will participate in drama lesson on miming/statue contest to reinforce *movement* within their sculpture. Teacher will demonstrate proportion guidelines and how to use the ruler. Teacher will demonstrate form construction with chenille stems on wire, wood base. |
| **STUDIO TIME (8 min):** At the end of demonstration students are dismissed for studio time. Students will work individually at this time to begin the armature of their “Action Figures.” |
| **CLEAN UP (2 min):** At the sound of the “Bell”, students begin clean up. They are responsible for putting away materials in the appropriate areas, making sure their station is clean (floor, table, counters) and returning to the carpet. |
| **Writing TIME (5 min):** Students return to the carpet. Teacher will read aloud the directions of the exit ticket. Students will work independently to complete exit ticket question: |
| Standard 3 – Creative Expression and Production - Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art. •       Indicator 1:  Create images and forms from observation, memory, imagination and feelings o       Objective c:  Create artworks that explore the uses of color, lines, shape, texture, form, space and selected principles of design, such as pattern, reception, contrast, and balance to express personal meaning. |
| |  |  | | --- | --- | | Creativity, Originality, Use of Materials, On Task, and Participation: See Rubric |  | |  |  | |  |  | |  |  | |
| **Modifications** | Differentiated instruction, one-on-one assistance, group work, material modification, visual aids, pacing accommodations, Scribe with post-it notes, Verbatim Reading to Whole class(Suggested by Pasko) |