Visual Arts Lesson Plan

Teacher: Hofmann Lesson Date: 1/18/19

Subject: 4th Grade Art George Segal Casts

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| CONTENT STANDARD:  I. Perceiving and Responding – The student will identify, describe and interpret qualities of form that affect visual perception and response.  II. Historical, Cultural and Social Contexts – The student will demonstrate an understanding of the visual arts as a basic aspect of history and human history.  III. Creative Expression and Production – The student will demonstrate the ability to organize knowledge and ideas for expression in the production of art.  IV. Making Aesthetic Judgments – The student will demonstrate the ability to identify, analyze and apply criteria for making visual aesthetic judgments.  OBJECTIVES:  I.3.a. Describe how the elements of art and principles of design are used to communicate personal meaning in visual compositions.  II.1.a. Analyze selected works of art and describe how different artists express ideas and feelings about the human experience.  III.2.b. Identify and describe color and form, and selected principles of design, such as contrast and balance in a variety of artworks.  IV. 1.c. Use established criteria to justify personal responses to works of art. | **Agenda:** *(What is the snapshot of my class flow?)*   1. **Daily Do Now: How to draw a 3-D Hand** 2. **Motivation – Video** 3. **Discussion and introduction – Transformation from 2-D to 3-D form** 4. **Intro George Segal/ PPT/handout** 5. **Independent Practice--Cast** 6. **Clean-up** 7. **Exit ticket-Teaching Tweet** |
| **Lesson Learning Target:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  I can analyze and summarize the difference between two and three-dimensional art work.  I can identify the work of the sculptor, George Segal.  I can create a plaster cast of a hand or face.  I can tweet in a complete sentence about one thing I learned in Art, today. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 10 min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*   * Students sit in seats identified by their portfolios. (Students selected teams) * Students pass a clip-board around to sign-in for attendance. * Teacher will ask for student volunteers to read the four objectives: posted on table tents by each collaborative group. * 3-D Hand Video * Students trace their own hand, using the elements from the video to make it three-dimensional. | **Attendance Clip-board**  **Two-Dimensional Drawing of a Three-dimensional Hand**  **Table captains have been chosen for providing “table points” throughout the lesson. Students will be told when to give points and which tables they are competing against.**  **Captains has various responsibilities throughout the lessons, assisting the teacher.** |
| 10 min | **Engage/Motivation:** Transformation from Two-Dimensional to Three-Dimensional, Flat to Fat  What types of Art are Two-Dimensional? What types of Art are Three-Dimensional?  What types of Visual Arts Careers are there? Which ones are associated with Three-Dimensional Art Work? | **Students will “Turn and Talk” one question at a time.**  **Students will work collaboratively to answer questions using images and venn diagram templates. Diagrams will be displayed for a check for understanding/ student vote.** |
| 5 min | **Whole Group Instruction:**  George Segal was an American Sculptor, associated with the Pop Art Movement. Teacher will show Segal PowerPoint.  Students will have an information sheet on the work of George Segal.  The sheet will also list vocabulary: See attached  Teacher will then demonstrate the cast process. Students will be able to create a hand or small face. This will facilitate student choice and represent the Student Kindness Pledge. The symbolism of the hand will posted. According to Aristotle, the hand is the "tool of tools." In general it is **strength**, **power**and protection. However, it can just as easily mean generosity, hospitality and stability; "lend a hand". It is used in **gestures** of greeting and friendship (shake hands). | **Students have print-out of PowerPoint, allowing them to circle or take note for their “tweet” or exit ticket.**  **Students will “Think, Pair, Share” when discussing the work of George Segal.** |
| 10 min | **Group Practice/Small Group Instruction:**  Student process time. | **Students will repeat instructions prior to starting, for checking for understanding.**  **Small groups will create plaster cast to be painted next class.** |
| 5 min | * + Students are signaled by timer for clean-up.   + Table captains will give points to students that are cleaned up and read for the exit ticket. |  |
| 5 min | **Closing Activities/Summary:**  Students will recall the posted objectives.  Students will write 1-3 complete sentences reflecting on the lesson. | **Exit ticket-- tweet** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Instructional Modifications:   * Scaffolding the text and Big question * All documents and activities can be easily modified for special education students. I.E. fill in some information; highlight/underline items in readings; give clues next to ‘chart items’; students could use ‘pictures/icons’ that they create – instead of only definitions/examples * Work one on one with students to assist with reading and interpretations of handouts. * Give students extra time to complete assignments * Small group adaptations. * Text read aloud by either teacher or designated student readers * Modeled creation and use of two column notes and text codes during text analysis * Model summarizing main points in a text |  |