Lesson Plan 4 Title: Anthropomorphic object Length: 3 classes

**Note:** Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know *and* what they willneed to know to be successful.

|  |
| --- |
| **Pre-Assessment:**  ***This will need to be done prior to teaching your lesson.*** Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge. |
| Are students able to:   * Explain the meaning of anthropomorphic * Create a clay sculpture using pinch, slab, or coil-building techniques |

|  |
| --- |
| **Performance:**  **What will students accomplish as a result of this lesson?** This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic) |
| For this lesson, we will think about our favorite place in the world, and then focus on our favorite object from that place. Imagine your favorite object, then imagine that you are asleep in your bed and that object comes to life! Today, we will make a painting of our favorite object as **anthropomorphic** meaning we will give it humanlike characteristics. In the next class, we will use our paintings as a reference to make our favorite object creature 3D. |

|  |
| --- |
| **Concepts:**  List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.** |
| * Intent * Purpose * Expression * Influence * Observation * Connection |

|  |
| --- |
| **Enduring Understanding (s):**  Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.** |
| * Artists make connections between their art and the world around them by observation.   + I can connect art to the world around me. * Artists use intent and purpose to create art   + I can make decisions on what I want my art to mean. |

|  |
| --- |
| **Standards: (All lessons should address all standards.)**  1. Observe and Learn to **Comprehend**  2.Envision and Critique to **Reflect**  3. Invent and Discover to **Create**  4. Relate and Connect to **Transfer** |

|  |
| --- |
| **Objectives/Outcomes/Learning Targets:**  Objectives **describe a learning experience** with a **condition → behavior (measurable) → criterion.** Aligned to: Bloom’s – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom’s: \_\_\_\_\_ - Standard: \_\_\_\_\_ - GLE: \_\_\_\_\_ -Art learning: \_\_\_\_\_ -Numeracy, Literacy, and/or Technology) |
| * Using storytelling and pastel/markers, students will be able to generate ideas and a plan for creating their sculpture.   + ***Blooms****: Creating* ***Standard/ GLE****: Observe and Learn to Comprehend - Artists make choices that communicate ideas in works of art* ***Art Learning****: Conceptual/ideation/ personal grounding* * Using clay, students will be able to use slab, pinch, or coil building techniques to create a sculpture.   + ***Blooms****: Apply* ***Standard/ GLE****: Invent and Discover to create - Demonstrate basic studio skills* ***Art Learning****: Materials/Techniques* * Using clay, students will be able to create a sculpture that anthropomorphizes one of their favorite objects.   + **Blooms**: Apply, Creating **Standard/ GLE**: *Observe and Learn to Comprehend - Artists make choices that communicate ideas in works of art* **Art Learning**: *Expressive features and characteristics of art* * Using completed artwork, students will be able to evaluate how the artistic decisions of their peers created an anthropomorphic object.   + ***Blooms****: Evaluating* ***Standard/ GLE****: Relate and Connect to Transfer - Works of art connect individual ideas to make meaning/ Envision and Critique to Reflect - Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design* ***Art Learning****: Critical Reflection/Aesthetics/Transfer* * Viewing contemporary artwork examples, students will be able to identify methods for anthropomorphizing objects.   + ***Blooms****: Remember, Understanding* ***Standard/GLE:****Relate and Connect to Transfer -**Works of art connect individual ideas to make meaning* ***Art Learning:*** *Historical and Multicultural Content* |

|  |
| --- |
| **Differentiation:**  Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives**. |

|  |  |  |
| --- | --- | --- |
| **Differentiation:**  (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Use of 2D and 3D materials   * Use of either markers/ pastels/ or colored pencils | Choice of Media |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Use of sketchbooks for planning/ clay for modeling | * Using clay to create 3D features * Planning their project through sketching |

|  |
| --- |
| **Literacy:**  List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.** |
| Vocabulary: Anthropomorphic, Slab-building, pinch-building, coil-building, Artist Statement  Literacy: Ideation/brainstorming around characteristics of favorite object and creating an artist’s statement |

|  |
| --- |
| **Materials:**  Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.** |
| * Sketchbooks * Clay * Sculpting tools * Powerpoint * Pastels * Acrylic paint * Pallets * Paint brushes |

|  |
| --- |
| **Resources:****List** all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.** |
| * “Marcel the Shell with shoes” to illustrate anthropomorphic * Contemporary artists/sculptors   + Annie Montgomerie - “Fox cub and kitten”   + Nemo Gould - “Dilator”   + Ben Butcher “Self-Fulfillment”   + Indira Johnson “Ten thousand ripples” * MOMA video: https://www.youtube.com/watch?v=BDwxeGEeXeY |

|  |
| --- |
| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Gather art materials * Powerpoint * Pre-divide clay * Artist statement WS: Type, print and tape into sketchbook |

|  |
| --- |
| **Safety:** Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.** |
| * Don’t eat clay/ paint/ or other materials |

|  |
| --- |
| **Action to** **motivate/Inquiry Questions:**  Describe how you will begin the lesson to **stimulate student’s interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc. |
| * “Imagine your favorite object. Now imagine that you are asleep and that object comes to life!”   + What characteristics makes an object come to life? * Show examples   + “Marcel the shell with shoes on”   + Annie Montgomerie |

|  |
| --- |
| **Ideation/Inquiry:**  Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract.List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork. |
| * Prompt students to think of their favorite object coming to life. Have them close their eyes and imagine their object while asking questions:   + How does it make you feel?   + What personality does it have   + What does it do? * Students will describe their thoughts/ideas to a classmate while they write/draw them in their sketchbook |

|  |
| --- |
| **Instruction:**  Give a detailed account **(in bulleted form)** of **what** you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience |

|  |  |  |  |
| --- | --- | --- | --- |
| Day 1 | Ring chyme - have students gather in circle to begin class  LAUREN - “Alright crew, today we are going to be continuing our lesson on place and working in 3D. Remember when we talked about our favorite place? Well, today we are going to talk about our favorite object from that place”   * Play “Marcel the Shell” Video   + “What was Marcel? Does a shell actually talk in real life? When an object comes to life, it becomes “Anthropomorphic” * Introduce work samples and contemporary artists   + Gary Hovey     - Notice how this creature comes to life, but really it is just spoons and forks? They came to life! * Begin the ideation by having them imagine their object coming to life. * Imagine you are tucked in and asleep in bed with your favorite object near you. Now imagine while you are sound asleep that your object came to life!”   + Name ten things about that object and how it looks when it comes to life   + What characteristics make it come to life? Does it have a face? Maybe arms or legs?   + Have students turn and talk to their partner about what their object was and how it came to life * Have students return to their seats and draw a few ideas in their sketchbook * After 5 min of sketching, send them to the table to do a quick pastel demo   + Blending colors, layering, smudging * For the rest of class (pending on student participation and whether or not they use the remainder of the class working) students will use markers, colored pencil, or pastels to create a drawing of their favorite object as it comes to life   + Go around asking questions like, “What characteristics makes this object come to life?   + Are there different ways to make the object come to life?     - Ie- baseball having baseball gloves as hands * Reflection -   + Have students briefly write about their object - does it have a name? What does it like to do for fun? What is his personality like?   + Do a turn and talk with a partner * Cleanup   + Have one student collect all of the pastel boxes from the tables   + Have students stack their sketchbooks |  | **Time**  **10 min**  **5 min** |
| Day 2 | Intro - students will be seated on carpet in a circle   * Greet students and let them know we’ll be continuing to work on our projects from last week * Ask students to describe what we talked about and worked on last week   + While talking about anthropomorphic, show examples of contemporary artist and ask how they created human characteristics     - Annie Montgomerie       * Human body       * Human clothes     - Nemo Gould       * Faces, eyes, mouths       * Shoes   + Re-iterate LT on board   + “I can use clay to create an object with anthropomorphic features” * Tell students that before we start working with clay, we need to revisit our ideas/plans from last week. To do this, we’re gonna share our ideas with a partner. Ask students to grab their sketchbooks, pair up with a classmate, and sit around the room.   + Study your partner’s drawing, tell them what you see, and identify what they did to make their object anthropomorphic * Ring chime and ask students to gather around the kidney table for clay demonstrations   + Ask students to raise their hand if they’ve worked with clay before   + Ask them if they remember important rules/things about working with clay. Need to guide comments to these items:     - Thickness - no thicker than your finger     - No air bubbles   + Ask students what they know/remember about building with clay. Need to guide comments to demonstrate:     - Making a shape by pinching clay     - Making a slab by flattening clay with hands and rollers. Using slabs to create a shape     - Rolling coils to create shapes     - Using a little bit of water like glue when attaching pieces * Tell students to grab one block of clay and return to their seats * Hand out one paper plate per table with tools   Work time   * Allow students to work on their objects for the remainder of the class * Stop students midway through and ask if anyone has had discoveries with clay (building, creating texture, etc.)   Clean-up   * Give one student from each table the following jobs:   + Pick up leftover clay pieces on the table/ground and throw away   + Gather tools and place on the kidney table   + Two students wipe down tables with wet paper towels | Analyze, reason, describe  Describe, evaluate, generate ideas  Interpret information, generate ideas for making  Make reasoned decisions | **5 min**  **5 min**  **10 min**  **40 min**  **10 min** |
| Day 3 | **Intro** - students will be seated on carpet in a circle   * Greet students and let them know we’ll be continuing to work on our projects from last week * Explain that we will be painting our clay pieces today. * Show students acrylic painting mixing squares to remind them about how they mixed colors for their last project.   + “See how many different colors you can mix using few colors!”   + Have three people in front point out a color that sticks out to them, or that they might want to use for their own sculpture * Go over rules for painting clay sculpture   + Use two thin coats   + Cover the entire surface   + Only mix colors on your personal mixing plate * Do the big reveal!   + Lift up a sheet that uncovers all of the fired anthropomorphic sculptures   **Work time**  **Clean Up -** Designate one student at each table for each task: Paintbrushes, water bowl, pallets/plates   * Students will leave painted clay sculptures at their seat   **Intro Artist Statements -**   * “Has anyone ever been to an art museum before? Maybe the Denver Art Museum, or another place?”... “Well today we are going to virtually visit the museum of modern art, in NY, together!” * **Show video:** Beginning to 1:30min <https://www.youtube.com/watch?v=BDwxeGEeXeY> * **Turn to a partner:** Tell them What you saw/noticed. * “Did you notice any writing? How about people reading something?” * Explain that what people were reading was an Artist Statement:   + An **artist's statement** is an artist's written description of their work. The brief verbal representation is for, and in support of, his or her own work to give the viewer understanding * Show example one from 1974 (Artist: Ben Butcher), Ask students “Who can tell me when this was written?” Explain that people write artist statements a long time ago! * Show example from 2011 (Artist Indira Johnson), Ask students “Who can tell me when this was written?” Explain that artist statements are still written today. * “Today we get to learn how to write our own artist statements! Raise your hand if you have written one before?” * “To learn how to write an artist statement we will break it down and answer individual questions.” * **Read:** Student sample   + I like to make art because it is fun and if makes me feel happy. I used water colours for this piece. I sketched it first and then added the colour. I enjoy expressing myself through my artwork. I am working on new blending skills and taking my time. I am inspired by my Grandfather who also paints with water colours.   - Denae Bartella   * **Return to your seat:** Open your sketchbook where you will find your artist statement worksheet.   Worksheet Includes:  · Student name  · Title of Piece  · What did I make?  · How did I get my idea?  · How did I make it?  · What did you learn from the proj?  · Why do you like to make art?  **Extra time…**  **Gallery Walk:** Set up students artist statements with their artwork. Have students find an artwork across the room and stand by it. Read the artist statement and look at the art. When the light flickers find a new person's work across the room and repeat. | Reflect, Analyze, Recall Prior knowledge | **5min**  **30min**  **5min**  **10min**  **15min**  **10min** |

|  |
| --- |
| **Student reflective/inquiry activity:**  Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.) |
| During class three   * Have students create an artist statement that explains what they created and the story how their object came to life or what it does. * Have students evaluate their work in a gallery walk, and have students share what they like about each other’s work |

|  |  |
| --- | --- |
| **Post-Assessment (teacher-centered/objectives as questions):**  Have students achieved the objectives and grade level expectations specified in your lesson plan? | **Post-Assessment Instrument:**  How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc. |
| * Did students use storytelling and pastel/markers to generate ideas and a plan for their sculpture. * Did students use slab, pinch, or coil building techniques to create a sculpture. * Did students create a sculpture that anthropomorphizes one of their favorite objects. * Did students evaluate how the artistic decisions of their peers created an anthropomorphic object. | * Check (+) - Student created a clay sculpture of an object with clearly defined human characteristics. * Check - Student created a clay sculpture of an object with somewhat defined human characteristics * Check (-) - Student created a clay sculpture |

|  |
| --- |
| **Self-Reflection:**  ***After the lesson is concluded*** write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.) |
|  |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title of Piece\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anthropomorphic Object

What did I make? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How did I get my idea? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How did I make it? (include steps and materials)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What did you learn from the project?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why do you like to make art?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



