

Comprehensive Art Lesson Plan Guide

Project Title: Idiom Sculpture

Sketch Activity: Color Layout with PowerPoint Labeling

Exercise: thumbnail sketches

Reading and Writing activities

Debra Graham

Teacher Resources	Idiom, compound word handout, Project poster, project examples (sculptures), photographic files, Computer lab w/ PowerPoint program, Graphic Arts lab in class, PowerPoint handout, elements and principles of design poster. Storage for clay projects, kiln(s), paper cutter, stapler
Student Materials	Sketch paper for thumbnails, drawing paper for layout, oil pastels, colored markers, colored pencils, scissors, rubber cement. Clay boards, permanent marker, masking tape, plastic grocery bags, rags, white clay, clay tools and strainer, rolling pins and wooden slates, water buckets, newspaper, paper toweling, spray cleaner for tables, glazes and under glazes, paintbrushes
Middle Sch. Standard(s) Benchmark(s)	<p><u>ART.2.VA. Creating: All students will apply skills and knowledge to create in the arts</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> MS.3 Integrate visual, spatial and temporal concepts with content to communicate intended meaning in art works. <input type="checkbox"/> MS.5 Integrate organizational structures and characteristics to create art for different purposes. <p><u>ART.5.VA Connecting to Other Arts, Other Disciplines and Life: All students will recognize, analyze and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> MS.4 Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.
Common Core States Initiative	<p><u>CCSS.ELA-Literacy.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> CCSS.ELA-Literacy.L.8.5a <input type="checkbox"/> Interpret figures of speech (e.g. verbal irony, puns) in context. <input type="checkbox"/> CCSS.ELA-Literacy.L.8.5b Use the relationship between particular words to better understand each of the words. <input type="checkbox"/> CCSS.ELA-Literacy.L.8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).
Integration/ Science	<p>Changes in Matter MI-Science ; P-CM.M.2</p> <p>Chemical changes occur when two elements and/or compounds react (including decomposing) to produce new substances. These new substances have different physical and chemical properties than the original elements and/or compounds. During the chemical change, the number and kind of atoms in the reactants are the same as the number and kind of atoms in the products. Mass is conserved during chemical changes. The mass of the reactants is the same as the mass of the products.</p> <ul style="list-style-type: none"> <input type="checkbox"/> P.CM.07.21 Identify evidence of chemical change through color, <ul style="list-style-type: none"> ▪ gas formation, solid formation, and temperature change. <input type="checkbox"/> P.CM.07.22 Compare and contrast the chemical properties of a <ul style="list-style-type: none"> ▪ new substance with the original after a chemical change. <input type="checkbox"/> P.CM.07.23 Describe the physical properties and chemical <ul style="list-style-type: none"> ▪ properties of the products and reactants in a chemical change.

Comprehensive Art Lesson Plan Guide

Enduring Understandings	<ul style="list-style-type: none"> ❑ Artists generate and express ideas according to their own experience and visions and personalities. ❑ Looking at Art elicits in the viewer an emotional response ❑ For each area of study, there exists vocabulary and language specific to that course of study.
Concepts/ Elements of Art	Line Shape Color Form Texture Value Space Balance Rhythm Movement Unity (Harmony) Contrast Pattern (Repetition) Emphasis (Focal Point)
Student Objectives	<ul style="list-style-type: none"> ❑ Students will understand that there are many reasons for creating art, one of which is to entertain through use of humor. ❑ Students will understand grammatical idioms, and as artists see visual image and humor in their literal interpretations. ❑ Students will learn what thumbnail sketches are and how they are used by the artist to jot down quick ideas and problem solve. ❑ Students will learn how to prepare clay for use, (procedures for storing clay and techniques for creating an additive sculpture.) ❑ Students will learn about chemical change through firing, turning clay to ceramic product, and difference between underglazing and glazing work. ❑ Students will learn about the act of presenting art to an audience.
Student Assessment pieces	<ul style="list-style-type: none"> ❑ Students will create a minimum of 5 idiom sculptural thumbnails for student/teacher review. ❑ Students will create color layout (2-D) plan of idiom sculpture. ❑ Following written directions, students will create accompanying text for their Idiom Layout in the PowerPoint program. Word art must be altered from computer designs and must be placed on background shape. Work and shape must work as contrasting, unified whole. ❑ Students will create a humorous, additive clay sculpture that illustrates an idiom. <ul style="list-style-type: none"> ❑ Students will use underglaze to color greenware, and will glaze fired bisqueware. ❑ Students will be involved in the final presentation of their dual Idiom works—the two dimensional, WordArt poster, and the 3 dimensional sculpture. ❑ Students will complete a reflective artist statement and project rubric.
Assessment	Submission of: thumbnails, colored Idiom drawing with PowerPoint/ WordArt text, Ceramic, glazed Idiom Sculpture. Class critique and reflection. Individual written rubric and reflection.
Vocabulary	Idiom, thumbnail sketches, Layout, PowerPoint, Word Art, Additive Sculpture, “slice, slam, wedge”, glaze, underglaze, greenware, bisqueware. Clay, Ceramics

Lesson Plans: Idiom Sculpture

	Teacher responsibilities	Student Responsibilities
Day 1	<p>Bring attention to display, project poster, art elements and principles of design.</p> <p>Hook: “Why do people create art?” (many answers-bring to mind HUMOR,) and what artists might use HUMOR in their art/jobs --Commercial artists, Advertising...</p> <p>Motivate: Start talking in idioms; ask if they know</p>	<ul style="list-style-type: none"> ❑ Copy Planner: “Idioms-What are you talking about?” ❑ Attentive and active listening, contributing opinions, ❑ Review idiom poster and handouts.

Comprehensive Art Lesson Plan Guide

	<p>people who talk like this (usually grandparents). Introduce: grammatical concepts of idioms, puns and compound words. Discuss: as artists we don't need to know what these phrases mean to get a visual image. What do they visualize when I say "..." (Read aloud some idioms.) Introduce: pre-sculpting steps listed and illustrated on project poster:</p> <ol style="list-style-type: none"> 1. Read handout, 2. Thumbnails, 3. Teacher review, 4. Layout. PowerPoint <p>Notes:</p>	
Day 2	<p>Hook: Enduring Understandings, post and read aloud, discuss "How do these pertain to what I showed you yesterday?" "What is an <i>Enduring Understanding</i>?" Discuss and Demonstrate: (on overhead)</p> <ul style="list-style-type: none"> □ Technique for drawing quick, clear Thumbnails (Using basic shapes to define sculptural form.) <p>Notes:</p>	<ul style="list-style-type: none"> □ Copy Planner: Looking at Art elicits in the viewer an emotional response. □ Attentive and active listening, □ Gather supplies, pencils, sketch paper, idiom handouts □ Create minimum of 5 thumbnail sketches illustrating entertaining sculptural plans. □ Share thumbnails with Mrs. Graham discussing feasibility.
Day 3	<p>Hook: "Can you think of a great billboard, magazine ad, or commercial that really got your attention and surprised, and/or shocked you and made you laugh?" Demonstrate creation of Layout Use of photographic resources to move beyond "elementary clip-art" Composition, vertical / horizontal Remind students of posted project poster with illustrated steps and student examples. Guided Practice, individual help</p> <p>Notes:</p>	<ul style="list-style-type: none"> □ Gather supplies, layout handout, sketch paper, thumbnails, drawing paper, media (student's choice), photographic resources □ Create layout, Determine composition, with selected media, (draw large, dramatic for impact) □ Receive advice/critique, □ Adjust, and modify drawing as needed.

Comprehensive Art Lesson Plan Guide

Day 4	<p>Review and list student objectives for day Individually evaluate student thumbnails and layout compositions, look for weaknesses and strengths. Guided Practice, individual help Remind students: tomorrow we will be meeting in the computer lab, creating text and background shapes to illustrate Idiom layout.</p> <p>Notes:</p>	<ul style="list-style-type: none"> ❑ Copy Planner: “Artists have borrowed ideas and received inspiration from works of past artists.” ❑ Strive to complete thumbnails and layouts, demonstrating balance, accurate definition of form, dramatic impact.
Day 5	<p>*In Hall, discuss lab behavior, assign seats. Objective: to create text and unifying background shape for idiom layout. Display examples Distribute handout (PowerPoint instructions) Guided Practice</p>	<ul style="list-style-type: none"> ❑ Copy Planner: PowerPoint ❑ Attentive and active listening, observing. ❑ Independent practice, Striving for: Personalized word art Placement and grouping of words Selected background shapes Contrasting and complementing components.
Day 6	<p>Computer Lab: Last day Guided Practice Review objectives Evaluate work before printing</p> <p>* Remember to gather art materials for independent work in hall (those done in lab)</p> <p>Notes:</p>	<ul style="list-style-type: none"> ❑ Planner: Complete PowerPoint exercise ❑ Complete exercise, ❑ Teacher Approval, ❑ Print ❑ Complete layout with media, text ❑ Submit
Day 7	<p>Catch-up day Movie available for those done (Wallace and Gromit; looking for form and structure.)</p>	<ul style="list-style-type: none"> ❑ Layouts due, Catch-up Day
Day 8	<p><u>Intro. To Clay;</u> (call students to demo. Table) Discuss media of Clay, (what, where, qualities...) Clay to Ceramic Demonstrate:</p> <ul style="list-style-type: none"> ❑ Set-up ❑ Preparation ❑ Construction, Additive Sculpture 	<ul style="list-style-type: none"> ❑ Planner: Intro. To Clay, For each area of study, there exists vocabulary and language specific to that course of study. ❑ Attentive and active listening, observing.

Comprehensive Art Lesson Plan Guide

	<ul style="list-style-type: none"> ❑ Clean-up and Storage <p>*Remind students to come with little when working in clay (no room in class for books).</p> <p>Notes:</p>	
Day 9	<p>First day with Clay</p> <p>Review:</p> <ul style="list-style-type: none"> ❑ Set-up, ❑ Table captains, ❑ Preparation steps ❑ Construction steps <p>Distribute: clay and materials</p> <p>Guided Practice:</p> <ul style="list-style-type: none"> ❑ Preparation ❑ Clean-up and Storage <p>Notes:</p>	<ul style="list-style-type: none"> ❑ Planner: Setting up room for Clay ❑ Set-up, table captains ❑ Collect and label materials ❑ Prepare clay for use ❑ Start Additive Sculpture ❑ Properly store clay, and clean-up table.
Day 10	<p>Continue Additive Sculpture</p> <p>Review procedures (set-up, preparing clay, sculpting, storage, clean-up)</p> <p>Guided Practice</p>	<ul style="list-style-type: none"> ❑ Continue Sculpture, following procedures.
Day 11...	<p>Continue Sculpture—Depending upon class period length, number of students in class, size of projects...add days needed to complete sculpture.</p> <p>Hollow works and sign with pin tool before drying. Remove from plastic bag, set on open shelving. * Air-dry sculptures for minimum of one week.</p>	<p>Continue Sculpture, following procedures.</p>
Day	<p>Introduce use of underglaze.</p> <p>Sort underglazes by hues. (all blues on Table #1, greens on Table#2 and so forth.... Students circulate table to table for glazes. Students carry sculpture on 1’x1’ plywood boards.</p> <p>On each table have paint brushes and water buckets. Demonstrate application.</p> <p>Discuss fragility of work as a greenware piece.</p> <p>Demonstrate working from large background colors first, then adding small details on top.</p> <p>Demonstrate clean-up procedures, storage of drying sculptures.</p> <p><i>*Complete coloring of piece in one class period.</i></p>	<ul style="list-style-type: none"> ❑ Planner: Underglazing greenware sculptures. ❑ Set-up, table captains ❑ Collect and label materials ❑ Move from table to table when there is an empty chair available. ❑ Properly store clay, and clean-up table, brushes...

Comprehensive Art Lesson Plan Guide

	When sculptures are dry and warm to touch, fire.	
	When sculptures have been fired, demonstrate application of clear glaze. Have a center in room available for rotating group of students to glaze work and set aside for re-firing.	Students follow written posted directions at glazing center.
	Class evaluation Display idiom layouts with sculptures with defining text, and display information.	