Visual Art Lesson Plan 2019-2020

**Clearly Stated Objectives (in student terms):**

Day 1 and 2: I can experiment with new materials, use sculpture tools properly and safely, challenge myself to overcome problems.

**5th Grade Process Components & Standards**

**Creating: Conceiving & developing new artistic ideas & work**

* **Cr1.1.5** Combine ideas to generate an innovative idea for art making.
* **Cr.1.2.5** Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
* **Cr.2.1.5** Experiment and develop skills in multiple art-making techniques and approaches through practice.
* **Cr.2.2.5** Demonstrate quality craftsmanship through care and use of materials, tools, and equipment.
* **Cr.2.3.5** Identify, describe, and visually document places and/or objects of personal significance.
* **CR3.1.5** Create artist’ statements using art vocabulary to describe personal choices in art-making.

 **Presenting: Realizing artistic ideas and work through interpretation and presentation**

* **PR4.1.5** Define the roles and responsibilities of a curator, explaining the skill and knowledge needed in preserving maintain, and presenting objects, artifacts, and artwork.
* **PR5.1.5** Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.
* **Pr6.1.5** Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

**Responding-Understanding and evaluating how the arts convey meaning**

* **Re7.1.5** Compared one’s own interpretation of a work of art with the interpretation of others.
* **Re7.2.5** Identify and analyze cultural associations suggested by visual imagery.
* **Re8.1.5** Interpret art by analyzing characteristics of form and structure, contextual information , subject matter, visual element, and use of media to identify ideas and mood conveyed.
* **Re91.5** Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

**Connecting—relating artistic ideas and work with personal meaning and external context**

**Select**

* **Cn10.1.5** apply normal and conceptual vocabularies of art and design to view surroundings in new ways through art making.
* **Cn11.15 Identify** how art is used to inform or change beliefs, values, or behaviors of an individual or society.

**5th Grade**

**Date:**

10/3/18

**Day 2 Materials:**

Chipboard, recyclables, paper tape, water, bowls, scissors, paper, brads, tape, glue, hot glue with sticks.

**Day 1 Materials:**

Chipboard, recyclables, paper tape, water, bowls, scissors, paper, brads

**Day 2 Anticipatory Set:** ***Essential Question:*** *How do artists solve problems? How do we use tools and materials safely and properly?*

**Day 1 Anticipatory Set: *Essential Question:*** *How do artists solve problems? How do we use tools and materials safely and properly?*

**Day 2 Lesson Procedure:**

* Enter the room and sit in front of the couch.
* Review over objectives through the back of the room
* Ask essential questions and have students remember what they created last course.
* Students continue sculpture or can create a new one.
* Let students shop again.
* Once students have 5 attachment techniques, they can use glue and tape.
* Students will finish up their ideas to present again to the class at closure.

 **Day 1 Lesson Procedure:**

* Enter the room and sit in front of the couch.
* Stater objectives through the PowerPoint and point to standards at the back of the room
* Watch recorded videos on attachment techniques
* Present attachment test poster and state that 5 attachments must be made before they can use glue or tape
* Restate objectives and questions then let students get materials from a “store”
* Select quiet students to go “shop” for materials
* Each table is preset with paper tape, scissors, water needed for attaching
* Student creation time.
* Observe if students are struggling or if they’d like to work in a group
* Students continue to create, and problem solve
* 10 minutes ‘til clean up
* Last 5 minutes share and present closure and plan for next time.

**Input/Modeling, Guided Practice, Checking for Understanding, Independent Practice**

**Closure:**

Share in a group critique to discuss difficulties of the process, problems we solved and attachments we used. Also, our plan for next time.

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**Assessment:**

Presenting to the group and using mastery connect to come up with original ideas, safety and craftsmanship.

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