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| **Title of Lesson:** | **Transportation and Movement Patterns** |
| **Teacher:** | **Ms. Ayers** |
| **School:** | **PVO South** |
| **Grade Level[s]:** | **Sixth Grade** |
| **Date to be Taught:** | **3/16/2017** |

 

**Big Idea that drives Lesson/Unit:**

Every living being moves. When we consider the ways and reasons people and animals move we can get a glimpse of patterns in society, the values of a group of people, or the survivalist needs of a community or group. By breaking movement down individually, locally, nationally and globally, we can begin to distinguish these patterns and values and convey them through artwork.

**Key concepts about Big Idea:**

* All living things move
* Our movements individually, locally, nationally, and globally can tell us things about ourselves and society
* There are connections to the ways people move and the ways animals move
* We can learn about other cultures by considering their movement and lifestyles

**Fine Arts Goals Met by the Objectives:**

* **VA:Re7.2.6 :** Analyze ways that visual components and cultural associations suggested by images in uence ideas, emotions, and actions.
* **VA:Cn10.1.6 :** Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making.
* **VA:Cr2.3. :** Design or redesign objects, places, or systems that meet the identified needs of diverse users.
* **VA:Cr2.1. :** Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
* **VA:Cr1.1.6. :** Combine concepts collaboratively to generate innovative ideas for creating art.

**3-4 Essential Questions:**

* How do the ways we move individually relate to other people? Do other people perform these movements at similar times of day? Do we all perform these movements similarly just in different places?
* What happens when everyone is moving at the same time? And in the same space?
* Why do lots of people move at the same time or go to the same places?
* How do people move differently in different spaces and locations?

**Vocabulary Acquisition:**

* Transportation: A system of transporting someone or something
* System: A set of connecting things or parts forming a complex whole
* Collective: Done by people acting as a group
* Traffic: Vehicles moving on a road or public highway
* Time Lapse: a motion picture made so that when projected, a slow action appears to be sped up
* Culture: the customary beliefs, social forms, and material traits of a racial, religious or social group
* Society: a voluntary association of individuals for common ends

**Key Artistic Concepts:**

* Sketching: Practicing ideas before putting them on paper
* Writing: Using writing to assist in formulating ideas
* Printmaking: Stamps

**Artmaking Materials Needed:**

* Styrofoam: 4”x5” piece each (26)
* Wooden stylus to draw into the stamp
* Scissors to cut out stamp shape

**Contemporary/Historical/Multicultural exemplars:**

* Time Lapse videos of various locales:
	+ Times Square: <https://www.youtube.com/watch?v=ZfxNANiXd8g>
	+ Venice: <https://www.youtube.com/watch?v=cn5kLZHRjcM>
	+ Vietnam: <https://www.youtube.com/watch?v=08OpjYn1BlY>
	+ Amsterdam: <https://www.youtube.com/watch?v=fQdwlNkirKg>
	+ Campus (start at 00:39): <https://www.youtube.com/watch?v=4qyItmYP3E8>

**Procedures:**

* DISCUSSION: (12 minutes)
	+ Pass out the student’s sketchbooks
	+ Ask the initial essential question for the unit giving time for responses
	+ Tell the students that we will be watching a few time lapse videos of different forms of transportation and traffic in 4 different parts of the world. Tell them to pay attention to some of the similarities and differences.
	+ Show the time lapse videos then ask them if anyone noticed any differences from place to place. Are there similarities?
		- **Supportive Activity 1:** Selecting a location
		- Present them with handouts for each location. To evenly distribute locations, there will only be 6 handouts for three locations and 7 handouts for the fourth location so they will need to be somewhat diplomatic. The handouts for each location will be numbered 1 through 6 (With the seventh handout marked 7) to indicate which group they will be a part of.
		- Have them sit in the groups as marked on their handouts. There should be one (or two for the odd person) person from each locale in each group.
		- Have them read over the handout and practice some sketches of the types of transportation or people from their location.
		- Regroup as a class and share findings
		- Ask last three essential questions
* DEMONSTRATIONS: (5 minutes)
	+ Inspired by the times lapse videos, we will be demonstrating the movement or transportation of a group of people in each of our locations.
		- We will be making a stamp or if you have time and want to- a couple of stamps out of Styrofoam that we will use to represent the members of the group and the type of transportation they use in your locale.
		- I want you to decide if you want to depict a specific street or popular location in your city.
		- I want you to consider what the people they are depicting are doing, maybe where they are going. (Are they going to work or school? Are they shopping? Is it a heavy tourist destination?)
		- Have them discuss in groups so they are sharing knowledge with their group.
		- While they discuss, hand out the artmaking supplies.
	+ Show teacher made exemplar; explain that they use the wooden sticks as drawing utensils to press into the Styrofoam. ask for questions; ask if anyone needs clarification
* DESIGN/WORK SESSION: (13 minutes)
	+ Students will have their sketches on hand to refer to when drawing into the Styrofoam.
	+ Scissors will be at each table for them to cut out their shapes.
		- Remind students that this stamp will be used many times and how can it convey lots of people?
	+ Walk around room and discuss the different forms they chose and why.
* CLEAN UP: (5 minutes)
	+ Scissors and wooden stylus’ are returned to bins
	+ Styrofoam scraps are returned to container if still usable; thrown away if too small
	+ Stamps are taped into sketchbooks.
* CLOSURE: (5 minutes)
	+ In their sketchbooks, I’d like them to write about how the types of transportation they chose are different or similar in the location they chose to where they live.
	+ I will pass out a half sheet handout for them to fill out for next week. They should use Google or books from the library to find an image (bird’s eye images are good) of a street or destination in their locale and draw a sketch of it or print it out and tape/glue it to the handout.