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| **Title of Lesson:** | **Transportation and Movement Patterns (Second Week)** |
| **Teacher:** | **Ms. Ayers** |
| **School:** | **PVO South** |
| **Grade Level[s]:** | **Sixth Grade** |
| **Date to be Taught:** | **3/30/2017** |

 

**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 influence 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.
* **VA:Cn11.1.6 :** Analyze how art reflects changing times, traditions, resources, and cultural uses.
* **VA:Cn10.1.6 :** Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making
* **VA:Re8.1.6 :** Collaboratively interpret art and generate meanings through describing and analyzing feelings, subject matter, formal characteristics, art- making approaches, and contextual information.

**3-4 Essential Questions:**

* Building on last week’s essential questions which were:
	+ 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?
* What artistic patterns do we see in collective movement?
* What does the collective movement say about the culture and values of the members of that society?

**Vocabulary Acquisition:**

* Pattern: A repeated decorative design
* 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
* Desaturated: Without color

**Key Artistic Concepts:**

* Sketching: Practicing ideas before putting them on paper
* Writing: Using writing to assist in formulating ideas
* Drawing: drawing the location
* Printmaking: Stamps
* Stamping: using a stamp to create a repeated design or pattern

**Artmaking Materials Needed:**

* 11x14 Sheet of paper (26)
* Gray and black markers
* Paints
* Sponge brushes
* Water cups
* Paper towels

**Contemporary/Historical/Multicultural exemplars:**

* <https://www.youtube.com/watch?v=N1AHBZybjW4&feature=youtu.be>
* I will show this YouTube video of Guerilla art in Berlin where they spilt different colors of paint on the street and the cars drove over it, dragging colors based on the flow of traffic.

**Procedures:**

* DISCUSSION: (7 minutes)
	+ Have the students sit in their groups from last week.
	+ Pass out the student’s sketchbooks, ask them to tape/glue in their handouts from the past week.
	+ Show the video of the Guerilla art in Berlin.
	+ Ask the first essential question for the unit giving time for responses.
* DEMONSTRATIONS: (5 minutes)
	+ Explain to the students that they will be taking their drawing from their handout and drawing it out larger on their papers first using pencils and when they are happy with the drawing, go over it using black markers. They can use the gray markers to fill in certain areas to distinguish other value. Explain that we want to keep the location desaturated so the movement comes alive with color.
	+ Display how they will apply the paint to the stamp and use it on the finished drawing.
		- Pass out the drawing paper and have a student distribute the bins of markers.
* DESIGN/WORK SESSION: (18 minutes)
	+ Using the pencils, sketch out your drawing from the handout onto your paper.
	+ When finished, outline with black marker, fill in areas with gray.
	+ Encourage them to share with their peers where they have chosen to draw.
	+ As they talk, distribute paint cups, sponge brushes, and water cups.
	+ Tell them that once they are happy with their drawing they can begin using the stamps to display the pattern of movement.
	+ Walk around and assist students with their stamps.
	+ As they finish, pin the work up
* CLEAN UP: (5 minutes)
	+ Have students clean their sponge brushes and stamps in the sink and put their markers back in the bins. If they got paint on the tables they need to clean it off with sponges or wet paper towel.
* CLOSURE: (5 minutes)
	+ I will congratulate them on finishing an art piece!
	+ I’d like to have all the students look at each other’s work and have a few people say something they like about another person’s art piece.
	+ In their sketchbooks, I’d like them to reflect on the artmaking process and answer the second essential question: What does the collective movement say about the culture and values of the members of that society?