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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:** | **04/13/2017** |

 

**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:**

* Our movements individually, locally, nationally, and globally can tell us things about ourselves and society
* There are connections and differences to the ways people 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: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: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

**3-4 Essential Questions:**

* Building on last week’s essential questions which were:
	+ 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:**

* Drawing: drawing the location
* Printmaking: Stamps
* Stamping: using a stamp to create a repeated design or pattern

**Artmaking Materials Needed:**

* Artwork from last week
* Gray and black markers
* Paints
* Sponge brushes
* Paper towels

**Procedures:**

* DISCUSSION: (5 minutes)
	+ Have the students sit in their groups from last week.
	+ Pass back artwork from the previous week
* DEMONSTRATIONS: (5 minutes)
	+ Display how they will apply the paint to the stamp and use it on the finished drawing.
		- Pass out paint colors and sponge brushes with a different color at each table so the students can move around to get to the color they want.
* DESIGN/WORK SESSION: (20 minutes)
	+ 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 ask them to answer the essential question that you put up on the board: What does the collective movement say about the culture and values of the members of that society?
* CLEAN UP: (5 minutes)
	+ Have students clean up their desk and floor area. If they got paint on the tables they need to clean it off with sponges or wet paper towel.
* CLOSURE: (10 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.
	+ Collect their artwork so it can dry, document it and return it to them next week.
	+ 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? Have them share a few things if they already wrote something earlier