

Week 4 Lesson Plan: Stratton Elementary

Primary subject: Art

Grade levels: 1, 2, 3

Lesson Duration:

Students will complete one project over the course of two days.

Week 4, Day 1 / 2:00- 4:15pm

Game for last 10 mins of recess: Heads up 7up

Natalie will set up the room during recess.

20 mins: Snack and Mini Art Show led by Natalie

- Flags from week 2 will be displayed at the front of the room on a ribbon
- Students will volunteer to come to the front of the class and point out their flag. They are encouraged to share any quick thoughts on their work or their artmaking process -
 - Which flag is yours?
 - What does your flag show about you?
 - Why are these things important to you?
 - How did you use symbolism in your flag? Colors?
 - What did you enjoy about making your flag?
- Reward (sticker) for those who volunteer.

5 mins: Bathroom Break

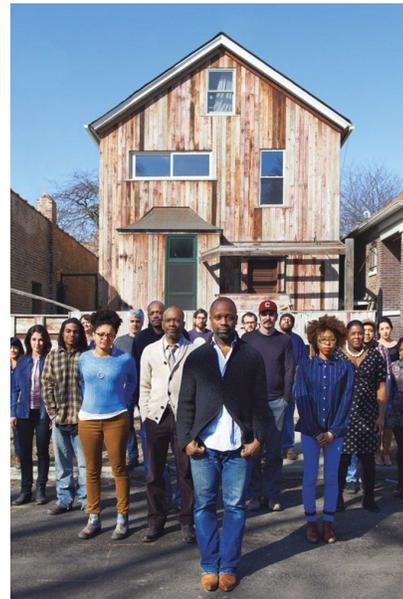
5 mins: Classroom Expectations

Presentation that goes over:

- Plan for the day
- What do you do if you have a question?
- What is the bathroom policy?
 - Two assigned bathroom breaks: After snack (2:45- 2:50), and after clean up (~4:00)

- Needs to ask the teacher before you go
- Designated teacher for the week
- When we want your attention, what do we do?
 - Go over attention grabbers
- How do we get ready to work?
- After snack- throw away trash, clear your desk

15 mins: VTS Activity (Presentation) led by Natalie



- Theater Gates
- VTS QUESTIONS (Lights off, students will come sit on the carpet)
 - What do you see?
 - What do you notice about this house?
 - What might make this house different from others?
 - Have you ever seen a house like this?

- Do you think somebody lives in this house? Who do you think lives here?
 - Would you want to live in this house?
 - Where could this house be located?
 - Why might it look this way?
 - How does the house make you feel?
 - Why/how can this house be considered artwork?
- How he relates : This house was built by Theaster Gates. He is a community based artist from Chicago, IL. Now, it may look old and drabby on the outside, but on the inside is an amazing place. People in the community can come here to hangout and have meetings, you could go here to see a play or a concert, you could watch a movie here, you can even check out a book from the library in this house! This house has gotten so popular that celebrities even come here!
 - Why would Theaster do this? Well, the house before was an abandoned, empty building, and now, he made it into something useful. Gates focuses on the south side of Chicago where he reshapes and revitalizes abandoned buildings.
 - All of Theaster Gates's art is about one thing – making people's lives better. He rebuilds/redesigns buildings in poor areas of cities. He does this in lots of ways; from doing up old empty buildings so that they become something useful, to organising conferences and other events where people can meet to discuss ways of making society better. This type of art is called socially engaged practice. Socially engaged artists collaborate with other people or communities to try and fix problems and improve people's lives.
 - Theaster Gates grew up making pottery. One day at his home in Chicago, he had trouble coming up with an idea of what kind of pot to make. His house was already filled with hundreds of pots- from teapots to flowe pots- he's made every kind of pot you could ever imagine! Frustrated, he got up from his seat and decided to go for a walk to get a breath of fresh air and maybe get some inspiration from being outside. As he walked down the block of his own neighborhood, what he saw

around him wasn't inspiring at all. There were no children outside playing if thought it was a beautiful Spring day. There were no cars parked on the street, in fact, it seemed like there was nobody home in every house he passed. He couldn't look into the houses to see if anybody was home because the windows were boarded up with wood. Has anyone seen a house or building that had wood in the windows? Theaster also noticed that some of these houses had roofs with holes in them and the paint that had once covered the houses were chipping away.. There were parks in his neighborhood Theaster could play at, but the swings were all broken and the slides were all rusty. As Theaster turned around to go back home, he thought to himself, What happened to these houses? How long have they been empty? Where did my neighbors go? Why did they all of a sudden decide to leave? Looking at all of these abandoned buildings in Theaster's neighborhood made him sad. He wanted to do something about it, he wanted his neighbors and friends to come back. He wanted to be able to play on the playground. Being the creative artist Theaster is, a light bulb went off in his head and he ran back home with a very ambitious plan in mind. He wanted to turn these dilapidated old buildings into creative playgrounds, where he could slide down colorful winding slides and swing on swings and monkey bars and seesaws. Theaster's mom liked his idea, and together they sold all the pots he ever made and used the money to buy all the old, empty houses in his neighborhood. With the help of his parents and some friends from school, Theaster turned one house into a "movie theater", where he and his friends could go watch movies. Another house he turned into an indoor jungle gym, where he and his friends jumped from rope to rope and played hide and seek. and another house was made into a huge library with thousands of books! One house he even turned into a tree house where he and his friends had secret meetings! As more and more people heard about what Theaster did to his neighborhood, more people wanted to join the fun! Theaster did something good for his town because he built new, safe, spaces in the community for the kids to play in. They didn't have to worry about rusty slides and squeaky swings. This relates to our project because

we want you to do what Theaster did for his neighborhood, We want you to transform, or change a place in your community to make it more useful and fun.

Show youtube video for two minutes from 1:50-3:55

<https://www.youtube.com/watch?v=j3izd9U9xm>

Room for a few comments about what they watched in the video.

- What did you like about the video?

20 mins: Introduce first concept of posters

- Presentation with detailed instructions
- Each student will receive watercolor paper with a template for an empty house
- Encourage each student to think about spaces differently, as potential for change
- Stresses how each place is capable of transformation, how that transformation can affect the communities around them
- Give opportunity for kids to share a story about a place they've witnessed transform, how places reflect their surroundings etc
- We can change as people and impact those around us as well
- Amanda Broward Chromotopia

Guiding questions:

- Why did we choose to create posters?
- What is the significance of displaying them?
- How will you transform your empty space?
- How could this place impact the community around it?

25 min: Work time

- Begin sketching with watercolor pencils

- Teachers will walk around and ask about student's chosen place, offer advise
- How are you transforming this empty space?
- Why would you design things to look this way?

5 min cleanup

- Students will collect their colored pencils and teachers will pick them up from the tables
- Students make sure their tables are cleared and then sit quietly until their table is called
- Students make sure their names are written on their sketches and then come up by tables and place their sketches on designated table
- After placing their paper on the table they will line up by table for bathroom break

5 min bathroom break

If there is extra time after bathroom break allow students to work on their All About Me books or free draw.

Total Duration: 2 hours

Week 4 Day 2 / 2:00- 4:15pm

Game for last 10 minutes of recess: Duck Duck Goose in two or three separate circles led by Natalie and another teacher

5-10 Minute Snack Time and Icebreaker:

- Students will be asked if they would like to share a short story about the place they chose to create with the rest of their classmates

- Students who choose to share about the place they are drawing will receive a reward (sticker)
- Teachers can share with the class a little bit about their communities, jumpstart the conversation and have students thinking about their final poster

5 Min Bathroom Break

5 Min Classroom Expectations

- Go over the plan for the day
- Review classroom expectations and attention grabbers

10 min VTS Presentation



VTS QUESTIONS (Lights off, students will come sit on the carpet)

- What do you see here?
- What do you think the artist used to create this?
- Where is this scene?
- Is this familiar to you?
- How does this make you feel?

- Where might this shop be located?
- How does this place fit in to a community?
- Why is this place important?
- How he relates: Willie Birch is an African American artist who draws inspiration from his hometown of New Orleans. By exploring the scenes of his daily life in New Orleans, Birch captures and celebrates the vibrant community in which he lives.

5 min Teacher Demo

- Pass around teacher example from Tuesday to remind students of the final poster product
- Teacher uses materials on watercolor paper, students learn how to use watercolor paint and watercolor pencils.



30 min Work Time

- Final posters are made from 12" x 18" watercolor paper
- Teachers distribute 3 watercolor palettes and 3 water cups with paint brushes to each table
- Students are called up table by table to collect their piece of watercolor paper

Outcomes/Objectives:

- Students will create posters that depict a fictional, transformed space in their

community

- Students will recognize their own potential for transformation and their potential for impact within their community
- Recognize and celebrate diversity within their classroom.
- Students will consider specific places in their community and how they can be changed

Content Standards and or common core Learning Standards:

- Asking students to transform an empty space builds their creative thinking skills as well as their spatial awareness
- Drawing comparisons between physical and emotional transformations, students see their own self worth and their capability for change through the work of Theaster Gates
- Listening to their peers describe transformation within their imagined space will allow students to consider other perspectives as well as see the transformative qualities in others. How do we impact each other?

Use of Formative Assessment to Inform Planning:

- Group discussion following the first day of drawing. Connect students work back to the work of Theaster Gates. Ask students to draw comparisons.

Materials:

Day 1:

- Mini Art Show
 - Finished flags from week 2 hung on ribbon
 - Ribbon and safety pins

- Stickers for volunteers
- Poster Sketch
 - Watercolor paper (~30 pieces)
 - Watercolor pencils
 - Watercolor paint brushes
 - Palettes

Day 2:

- Stickers for Icebreaker
- Final Poster
 - Watercolor paper
 - Watercolor pencils
 - Watercolor paint brushes
 - Palettes

