

Week 5 Lesson Plan: Stratton Elementary

Primary Subject Area and Grade Level:

Art Survey grades 1, 2, and 3

Interdisciplinary connections :

Week 5: Community, Collaboration, Performance

Lesson Duration:

Students will work complete one project over the course of two days (1 week).

- **Week 5, Day 1 / 2:00- 4:15pm**
 - Natalie and ? will set up the classroom
 - Game for last 10 mins of recess: Quiet student will be able to choose game for recess.
 - 10-15 mins: **Snack and Ice Breaker Activity-** Led by Becca
 - Exquisite Corpse - three Teachers will work together to show an example.
 - **1 piece of paper per student = 26 pieces of paper**
 - Each student will get a piece of paper folded in 3.
 - Students will draw the “head”, and then pass the paper to their right, folding their drawing over.
 - Not looking at what’s been drawn, the next student will then draw the “body”.
 - The student will again fold it over and pass it on
 - Now the final student will draw the “legs”
 - Now reveal your creations!
 - The student can keep the exquisite corpse.
 - 5 mins: **Bathroom Break**
 - 5 mins: **Classroom Expectations**
 - A presentation that asks questions to go 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 (3:55-4:00)
 - Needs to ask the teacher before you go
- When we want your attention, what do we do?
- How do we get ready to work?
- After snack- throw away trash, clear your desk
- 10 mins: **VTS Activity** (Presentation) - Led by Rhavin
 - Lights off, students will come to sit on the carpet.
 - Merritt Johnson



- What do these images look like to you?
- What is noticeable about this piece?
- Do you think this art celebrates something?
 - Can art be celebratory of something?
- What could they be made of?
- Could someone wear this?
- Why or when would someone be wearing something like this?
- Where might this person be going? Do they make sounds?
- How does this person see? Do they have superpowers?

- 10 mins: **Explanation of Projects & Printmedia Material**
 - Specific teachers will lead the three areas.
 - One area with Printing blocks
 - Guiding Questions:
 - Who is your creature? What is their name? How old are they? Are they male or female? Are they a type of animal or are they a hybrid? (mix of different animals)
 - Where does your creature live? Or, What planet does your creature live on?
 - What superpowers does your creature have?
 - Does your creature have a family? Parents, brothers, sisters?
 - Is your creature good or bad?
 - How does your creature move? Does your creature walk? Or crawl? How does your creature talk?
 - What is special about your creature?
- Material Demonstration and Teacher Exemplar led by Natalie and Rhavin
 - Natalie demonstrates how to cut and decorate their shirt.
 - Uses a marker to draw the line where you want to cut.
 - *Art on Parade* book
 - Sunglasses template on pg. 86
 - Different ways to cute parade t-shirt on pg. 25
 - Rhavin shows the class her finished shirt
 - I am this creature..
 - I am a....
 - I come from
 - I live in...
 - I am special because...
 - Character: Mad Scientist - “This is my lab coat. I am a mad scientist who comes from a faraway planet. I was born on Earth

100 years ago. My hair is grey and shabby and my clothes are very outdated! When I was 10, I built a time machine and miraculously, it worked! I used my time machine to travel to a far, far, away planet and I haven't been back to Earth since. But now I have returned because I am looking for a magic key. I have no clue where it is, but I NEED it! What does the magic key unlock? Well that's a secret I can't tell you. My parents might know where the magic key is, but I haven't seen them in 100 years, so I need your help. Earth is a strange place and I am still trying to find my way around. If I see you, I might ask you if you know where my magic key is."

- "I am a creature who lives below the ground. I am 13 years old. I live with my mom, dad, and brother in a house way way below your feet. We have built lots of tunnels to get around, so our claws are long and sharp (make claw shape with hands and pretends to dig). My family and I are much smaller than humans (walk with hunched back) and our skin is purple and green, and rough and scaly. We are nocturnal, which means we stay up all night and sleep during the day. I am a lonely creature. I don't have any friends down here. Sometimes when my family is sleeping, I like to come up from underneath the ground and play with the humans who live above (walks around laughing and dancing). I like to see the sunlight and I also like to eat human food- cake, pizza, and donuts are way better than dirt and worms!"

- 30-40 mins: **Work Time**
 - Students will use this time to create their T-Shirts for their Thursday performance.
- 10 mins: **Clean Up**

- Students will be instructed to place shirts on the drying table and head back to their tables to be ready to line up for their final bathroom break
- 5 mins: **2nd bathroom break**
 - Students will be asked to line up based on their table sitting quietly with their bottoms in their seat.
- **Extra time:** Noise Bracelets and Necklaces
 - Materials:
 - Scissors
 - Beads
 - Bells
 - Pipe Cleaners
 - String
 - Construction paper
 - Glue
- 4:00 pm: **Dismissal**
 - Becca and Natalie hold the “car” sign for car riders by the door in the library. Ashley dismisses car riders to line up in front of them. Teachers use the bus list to check that they are in the right line and then take the car riders into the gym. Parents pick up kids from the side door. When the kids are picked up, their parent or guardian must sign next to their name on the attendance sheet.
 - Rhavin holds the “bus” sign for bus riders by the door in the library. Ashley dismisses kids to line up in front of them. Lead them out the front of the school once the buses arrive. Rhavin and Ashley use the bus list to check that they are in the right line and then take them to wait for the buses. Teachers must check with the bus drivers to make sure they are getting on the right bus.
 - Abby / Catalina can take the remaining walkers.

Total Time: Around 2 hours

- **Week 5, Day 2 / 2:00- 4:15pm**
 - Becca and Ashley will set up the classroom
 - Last 10 mins of recess: Have a student lead a game of their choice? (end of recess time)
 - 15 mins: **Snack and Icebreaker**
 - Ice Breaker: What Am I?
 - Each student will be labeled with a food and person on their back.
 - Everyone mingles and asks a “Yes or No” question until they figure out what someone is.
 - Once they figure out they will find the person that they pair up with.
 - These categorical pairs will decide which of the three groups they will be in.
 - 5 mins: **Bathroom Break**
 - 5 mins: **Classroom Expectations**
 - Go over plan for the day
 - Review Previous classroom expectations
 - Attention Grabbers
 - 10 mins: **VTS Activity (Presentation) Led by Rhavin**
 - Lights off, students will come sit on the carpet
 - Marinella Senatore



- What do you think these people are doing?
 - Where are these people?
 - Why do you think they are here?
 - Is everyone doing the same thing?
 - Do you think they have an audience?
 - Would this be something that is exciting to watch?
 - Is this art? A parade? Or a protest?
 - Can it be more than one thing?
 - Why did we choose to show this artist? How does it relate to our project?
- 10 mins: **Introduce and demonstrate new materials**
 - Explain the performance in more detail
 - Basically, they will be playing the same game lead by Catalina at the beginning of the semester
 - First group: Passing a ball
 - Second group: Walking through and past each other at various speeds
 - Third Group: Follow the leader game/Simon Says
 - How to use the iPad and Cameras
 - Expectations
 - Keeping our hands and bodies to ourselves

- Using the iPads with care
 - Handling the cameras with a sense of care as well.
 - Once the timekeeper informs us that it is time to rotate, Students should rotate through stations; performance ---> ipads ---> cameras ---> performance (etc.)
- 30 mins: **Working on performance**
 - There will be three stations that students will spend about 5 - 7 minutes at each
 - Each station is to be marked/separated by tape in the dance room
 - iPad Station
 - All users in one area with one teacher who leads exemplar for students having difficulty with tasks.
 - Using Drum App and Piano App to play music for the performers.
 - They should make sound and also focusing on using silence to alter the performance groups movement. This should be assisted by the teacher at this station.
 - Camera Station -Abby
 - Two different angles/areas and one teacher at each
 - Teacher should assist with angles and students recording
 - To record the performance station
 - Performance Station led by Natalie
 - One teacher participates in the group's performances
 - Students wear their t-shirts and become their characters.
 - Follow prompts led by the teacher
 - This will inform what movement the students will be doing. The students will act as their creature, but following the teacher's prompts-

- Mirroring
- Move in slow motion
- Move in fast motion
- Students walk in circle. Teacher starts giving movements, students follow. At any point you can change your pace and movement and students will follow.
- “Who Am I?” Station
 - A teacher will record students and have their responses based off of the following statements:
 - I am this creature ...
 - I am a....
 - I come from
 - I live in...
 - I am special because...
 - These responses will be used in the final exhibition as either descriptions or etc.
- Catalina (or another teacher) should be documenting the project
 - Students will tell the camera about their creature and why it’s important
- 10 mins: **Clean-up**
 - Take off shirts and hand them to a specific teacher.
 - Line up quietly
 - Once everyone is ready, we will head back to the library to grab our things
- 4:00 pm: **Dismissal**
 - Discussion, story, or game on the carpet with one teacher while the other teachers get ready for dismissal.
 - Becca and Natalie hold the “car” sign for car riders by the door in the library. Ashley dismisses car riders to line up in front of them. Teachers

use the bus list to check that they are in the right line and then take the car riders into the gym. Parents pick up kids from the side door. When the kids are picked up, their parent or guardian must sign next to their name on the attendance sheet.

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Relevance/Rational:

- Students will be able to view art as more than two-dimensional forms

Outcomes/Objectives :

- Students will create creature-themed based T-shirts that they will wear in a performance-based project
- Recognize that art comes in various forms including collaboration and performance.
- Recognize how art can be used in a celebratory manner or as a form of protest.
- Students learn to collaborate through the use of different mediums in order to create their performance.
- Recognize how film/documentation, sound, and performers are all forms of art.
- View art as something used to define/bring a community together.

Content Standards and/or Common Core Learning Standards:

- Students will explore more complex art forms that provide background knowledge in areas such as performance and cultural studies. Students will be challenged and asked questions that push them to refer back to the VTS.

Use of Formative Assessment to Inform Planning:

- Informal conversations with students about their creature and what it represents and in which way did they celebrate. The video documentation of the students' performance.

Materials:

- Day 1: T-Shirts
 - Folded paper for Exquisite Corpse icebreaker
 - 1 piece of paper per student = 26 pieces of paper
 - White T-Shirts
 - Scissors
 - Rulers
 - Fabric Markers/Crayons
 - Glitter
 - Craft glue
 - Fabric Ink or Paint
 - Printmedia Stamps/Printing Blocks
 - Pipe cleaners for bracelets for extra time
 - Beads for bracelets for extra time
- Day 2: Performance
 - Labels for What Am I? Icebreaker
 - iPads
 - Video Cameras
 - (***)Speakers and maybe aux cords)
 - Extra Wiggles

Behavioral Management Plan

- Call and response
 - 1, 2, 3, eyes on me
 - Clapping responses
- Waiting for students to quiet down in order to move forward with project.