

TEAM LESSON PLAN TEMPLATE

Teacher: Beth Reitmeyer / Nashville School of The Arts (NSA)

Lesson Title: Assemblage Sculpture of Our Favorite Things

Lesson Overview:

Students identify and sketch their favorite things. They will learn about the different methods of creating sculpture: subtractive: modelling, molding, carving; and additive: assemblage. Then they will learn about Pablo Picasso's and Marisol's wooden assemblage sculptures. Using scrap wood, students will use assemblage techniques to assemble scrap wood into a sculpture of one of their favorite things. Wood will be attached using hot glue, wood glue, screws, and wire. Students will add details by drawing and painting parts of their sculptures. Students will present their artwork to the school in its hall display cases.

Objective/Target and Criteria:

1. Students will assemble a sculpture of their favorite things by using scrap wood, glues, wire, and screws.
2. Students will add details by drawing on the wood with pencils.
3. Students will add details and color by using acrylic paint and brushes.
4. Students will document their sculpture by taking a photograph on a seamless backdrop.
5. Students will present their sculptures to the school within the school's main display cases.

Instruction: I DO. (Tell, show, give examples, use analogies, explain, demonstrate, define, use mnemonic devices, illustrate, label, segment, describe, imitate, impersonate, dramatize.

Students will learn about assemblage sculpture from looking at assemblage sculptures by Pablo Picasso and Marisol. We discussed the original source of the wood and how we know what the sculptures are about. We learned about subtractive and additive forms of sculpture. We talked about creating an assemblage sculptures without a preconceived plan, using the materials available to us.

The presentation for this project is posted here:

<https://drive.google.com/drive/folders/1mJnAU1zg26hSM-mx4LGvPfTVZJoc5Quh?usp=sharing>

Guided and Independent Practice: I do. We do. You do.

Students select scrap wood and use hot glue, wood glue, wire, and/or screws to assemble their sculptures. Students receive independent feedback as they build.

Students will use pencils to draw details on the wood.

Students will use acrylic paint to add details. Students will mix paint and apply it appropriately.

Check student work. Give feedback. Reteach.

All sculptures should:

Depict a recognizable object that is one of the artist's favorite things. This is called *abstraction*, which is art that depicts an object in the real world, but doesn't represent it representationally.

Assemble the sculpture from multiple pieces of wood.

Add details by using paint.

Add details by drawing on the sculpture.

Assessment: Reflection, summarization, one question quiz, ticket out the door, 3-2-1, journal, write a test question, true/false quick quiz, peer instruction, hand signals, green/red cards, oral questioning. (Formative assessment)

Students will take photos of their final sculptures, using a seamless backdrop. They will present their final sculptures in a display case in the main hallway of the school.

Closure:

Photos of sculpture are posted here:

https://drive.google.com/drive/folders/1ASuLEV33GKa726YA_5UpUif49-qRSL1I?usp=sharing

TN Standards:

Create:

HS1.VA.Cr1.A Formulate and develop creative approaches to art-making.

HS1.VA.Cr1.B Investigate an aspect of contemporary life utilizing art and design.

HS1.VA.Cr2.A Make art or design without having a preconceived plan, using course specific craftsmanship.

Respond:

HS1.VA.R2.A Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

HS2.VA.R2.A Evaluate types of contextual information relevant to the process of constructing interpretations of an artwork or collection of artworks.

Connect:

HS1.VA.Cn1.A Document the process of developing ideas reflecting awareness of personal experiences, interests, and art-making approaches.

Present:

HS1.VA.P2.A Analyze and evaluate traditional and emerging presentation spaces and methods.

TEAM LESSON PLAN TEMPLATE

Teacher: Beth Reitmeyer / Nashville School of The Arts (NSA)

Lesson Title: Animation

Lesson Overview:

Students will create an animation. They learn about the history of animation and film by watching key early films. We discuss the films, characters, settings, and narratives. Students first plan their characters, identifying key characteristics. They identify the setting. They also create a storyboard of their animation, planning the narrative. Then they create the characters, accessories, and backdrops/setting. They create the animation within a Stop Motion app. Sound effects and sound may be added within iMovie. Once completed, the animation is posted to YouTube.

Objective/Target and Criteria:

1. Students will design at least one character using a character design chart.
2. Students will create at least one character by drawing it, using markers, pens, and colored pencils. The characters' appendages will be articulated by using fasteners.
3. Students will plan their animation by completing a storyboard with at least six frames.
4. Students will design a backdrop/setting that is at least 12" x 17" using markers, paint, and/or paint sticks.
5. Students will create the animation using the Stop Motion app, which is on the class' iPad. Students may also download it onto their phones (it's free). They will shoot at least 50 frames.
6. Students will present their completed animations on the class' YouTube playlist.

Instruction: I DO. (Tell, show, give examples, use analogies, explain, demonstrate, define, use mnemonic devices, illustrate, label, segment, describe, imitate, impersonate, dramatize.

Students will learn about the history of film and animation by watching and discussing early works. Then students will learn how to design and make their characters using cardstock or watercolor paper, markers, pens, colored pencils, and fasteners. Students next identify their setting and create it on large paper. Students learn about strategies to create various kinds of space, including landscapes, linear perspective, and isometric space. The teacher shows examples of storyboarding from contemporary film, explaining how to use one in planning an animation or film. Storyboard frames are shot in Stop Motion to see how they play. The teacher then shows examples of various kinds of space and how to build the space using large paper and paint sticks. Then the teacher demonstrates the tools within the app. Once the animations are completed, sound effects may be added within iMovie. Completed animations are uploaded to YouTube.

The presentation, character chart, and storyboard for this project is posted here:

<https://drive.google.com/drive/folders/1Q7UZ-X13TtYV935Mo4SNMvu1TeX6AWw5?usp=sharing>

Guided and Independent Practice: I do. We do. You do.

Students design and develop their characters by completing a character chart. Students receive independent feedback as they complete the chart and sketch their character(s).

Students create characters using cardstock or watercolor paper, fasteners to articulate appendages, colored pencils, markers, pens.

Students create a large backdrop as their animation's setting.

Students plan their animation using storyboarding. The teacher review and gives feedback about the storyboard.

Students shoot their animation using Stop Motion. The teacher gives feedback as the students shoot their animations.

Students transfer files to the teacher for posting to YouTube. Students give permission to post to YouTube.

Check student work. Give feedback. Reteach.

All animation should:

Plan characters by completing a character chart.

Include at least one character with articulations.

Plan the narrative via storyboarding.

Include a large backdrop drawing.

Have at least 50 frames.

Final animation is posted on YouTube.

Assessment: Reflection, summarization, one question quiz, ticket out the door, 3-2-1, journal, write a test question, true/false quick quiz, peer instruction, hand signals, green/red cards, oral questioning. (Formative assessment)

Students will take transfer animation files to the teacher via email or AirDrop. The final animation is the final formative assessment. The class watches the animations as a film festival.

Closure:

Animations are posted here:

<https://www.youtube.com/watch?v=GhU28YVBaqo&list=PLefYei7wDVgSRGiZHN6hGAFAqVOBB4rSs>

TN Standards:

Create:

HS1.VA.Cr1.A Formulate and develop creative approaches to art-making.

HS1.VA.Cr1.B Investigate an aspect of contemporary life utilizing art and design.

HS1.VA.Cr3.A Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

HS2.VA.Cr1.B Choose from a range of materials and methods of traditional and contemporary practices to plan works of art and design.

HS2.VA.Cr2.A Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form using course specific craftsmanship.

Respond:

HS1.VA.R3.A Establish relevant criteria and apply them to an evaluation of a work of art or collection of works.

HS2.VA.R2.A Evaluate types of contextual information relevant to the process of constructing interpretations of an artwork or collection of artworks.

Connect:

HS1.VA.Cn2.A Describe how knowledge of culture, traditions, and history may influence personal responses to art.

HS3.VA.Cn1.A Synthesize knowledge of social, cultural, historical, and personal experiences with art-making approaches to create meaningful works of art or design.

Present:

HS1.VA.P2.A Analyze and evaluate traditional and emerging presentation spaces and methods.

HS2.VA.P2.A Select, evaluate, and apply effective methods or processes to display artwork in a specific traditional or emerging presentation space.