

Visual Arts Lesson Plan Template

Name: Brandi Neighbors
 Date: 3-12-2024
 Activity: Sculpture Lesson
 Grade: 9-12

Big Idea and Essential Questions
Big Idea: Students will learn to create 3-dimensional objects with personal significance. Essential Questions (National Visual Arts Standard): How can we use art to create personal meaningful pieces? (VA:Cr2.1.111a) How do we use materials to freely create original works? (VA:Cr2.2.111a)

North Carolina Essential Standards	
List the state academic content standards/ <u>benchmarks</u> with which this lesson is aligned.	B.V.3.2: Use a variety of media, including 2-D, 3-D, and digital to produce art. B.V.2.3: Create personal, symbolic expression as a means of communication (original, visual language)

Lesson Objectives and Demands	
Content Objectives: What will the students know and be able to do by the end of the lesson? (use observable language with measurable verbs)	By the end of the day, students will learn to “dream big”. They will be able to reflect on an object with significant importance to them and experiment and plan how to create a 3-D replica of the object that is larger than life size. They will use 2-D objects to “build” their artwork while learning to observe from life and problem solve the creation process.
Language Objective: What language will students be expected to utilize when illustrating their understanding?	Students will speak with construction terminology such as attaching, connecting, construction, spatial depth, proportions, cutting and shaping.
Key Vocabulary in Lesson:	3-dimensional, 2-dimensional, depth, proportions, realism
Key Artwork in Lesson:	Spoonbridge and Cherry by Claes Oldenburg and Coose van Bruggen

Materials
Cardboard, posterboard, newspaper, masking tape, wire hangers, floral wire, papier mache or plaster gauze, paint, markers, rulers

Lesson Considerations	
Prior Academic Learning and Prerequisite Skills: List the prior knowledge that students will need to use and build	Before taking on the “Larger than Life” project, the students will have had to have lectures in 3D Design and sculpture to understand how to create objects in 3D. Students will have needed to draw their design from the top, sides and bottom

<p>upon to be successful in this lesson. Include brief developmental overview.</p>	<p>viewpoints. So that students won't miscalculate the proportions, they will have to have also had worked with proportions and learning how to incorporate math to calculate the proportions from the life-sized drawings to the larger-than-life one.</p>
--	---

Procedure with Lesson Timeline and Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. Include questions that you might ask your students? Note: The italicized statements and scaffolding questions are meant to guide your thinking and planning. You do not need to answer them explicitly or address each one in your plan. Delete them before typing your lesson outline.

Instructional Strategies:

- 1. I will open the lesson by reviewing the past lecture on 3D Design and sculpture. We will also review how to calculate the math to ensure the larger than life project is proportionate to the actual object.*
- 2. I will build interest by asking the students about an object in their life that has personal meaning to them such as a ring, teddy bear, etc. I will also ask for a couple of them to share about those items that feel comfortable. I will also talk about how we "pour ourselves" into our art, and while they are creating to reflect on why something is special and how that can affect the outcome of the artwork.*
- 3. I will model this project by taking an object and drafting a set of plans for the object and calculating the measurements. I will include drawings from various angles and measurements.*

Independent Practice/Application:

- 1. Students will then take the information given and apply it to their own artwork. They will bring in objects to draw the viewpoints and calculate the math for each side.*
- 2. Students will then gather the materials needed and begin the foundation/structure of the object and build their object.*
- 3. After their object is built, they will add the finishing touches by painting the larger object to replicate the original.*

Closure:

- 1. Students will show what they learned by the final project. It should be in proportion to what they were studying and they will give a report on how they created the object and why it is important to them.*

Evidence and Formative Assessment of Student Learning: How will you know whether students are making progress toward your learning goal(s) and/or how will you assess the extent to which they have met your goal(s)?

Assessment Strategy #1:
I will assess what they learned by the final product and examine the proportions. Did they accurately represent it in all points of view.

Accommodations and Modifications	
How might I differentiate instruction for the range of learners	If a student has special needs, I may pair them with another student. I will also circulate through the studio time to offer suggestions.

RUBRIC:

Lessons Plans	Points	Earned
NC Essential Standards complement and reflect the lesson segment in total and aligned with other sections of the lesson unit.	.5	
“Content and language objectives” encompasses the learning for the lessons. Used observable language and measurable verbs.	.5	
Vocabulary and artwork reflect the content of the lessons and helps build students understanding of the concepts, broaden their perspective, awareness, and helps them to make connections.	.5	
Described the prior knowledge that students will need to use and build upon to be successful in this lesson and stated misunderstanding that you anticipate your students having.	.5	
Instructional strategies are broken down into a clear sequential order and are structured to facilitate learning and give students the opportunity to explore materials, learn content, and develop artistic skills and knowledge. Provided opportunities for students to apply and share what they have learned.	1	
Assessment allows you to monitor students’ progress and informs instruction and is aligned with the objectives and standards.	.5	
Made necessary accommodations to reach all learners and scaffold learning for subsequent lessons.	.5	
Total Points:	4	
Comments:		