



Tuesday 09/20/2022

Week 2

4th VA

**Art and Jazz/ Basquiat Lesson #4****Arts Standards & Common Core Connections**

VA:Cr1 Generate and conceptualize artistic ideas and work.

VA:Pr6 Convey meaning through the presentation of artistic work.

VA:Cr3 Refine and complete artistic work.

Students will create a collage that shows an inventive musical instrument on a contrasting background.

**Vocabulary**

Jazz- This music developed from Ragtime and Blues in New Orleans in the early 1910's

Line- Can be created in any direction on any surface 2D/3D, broken dotted, thick, thin, implied, or erased. Can be created by almost any tool and is the simplest mark that can be made for art.

**Essential Question**

How do artists grow and become accomplished (mastered) in art?

**Lesson / Instruction / Narrative****Sketchbooks (5min)**

Students will start the lesson by drawing in their sketchbooks using the prompt "Draw yourself in a band".

**Introduction to line and artist (5min)**

We will review our hand sign communication and classroom expectations. Students will then listen to a short presentation on jazz music and the influence on art. Our inspirational artist is Jean-Michel Basquiat. Basquiat was an artist who worked mostly in painting of bright and bold paintings. He was known to have used history and poetry in contemporary context to create artwork that made bold commentary. I will introduce the idea that lines can have emotion and discuss types of lines and possible meanings. Wiggly, spiral, short, zig zag all can have different meanings to each of you. I will show them examples of how I used line to decorate the sheet of cardstock.

**Making the background (5min)**

Students will then listen to the track "Take 5" and draw different lines in color stick on black 8.5"x11" cardstock. Students will have a cheat sheet of different types of lines that they can reference. Students will use multiple colors freely to fill in the paper (no shading, no filling areas, and no scribbling).

**Invented musical instrument (20min)**

**Drawing and Coloring-** Students will then switch papers to the white 8.5"x 4.5" cardstock and pencil. I will play a "I Don't Stand A Ghost Of A Chance With You" (7.5 min). Students will draw their own invented musical instrument for the first half of the song and color the musical instrument for the second half.

**Cutting and arranging-** I will show examples of cut out instruments Students will then cut out the musical instrument If students finish early, they may add more detail to the background. I will play "There Will Never Be Another You" (3.5min)

**Collage-** I will demonstrate how I choose the placement of my collage element on the background of different lines.

Students will then place and arrange the musical instrument on their background and glue in place using glue stick. I will play "Blue Rondo a' la Turk" (6.5 min)

**Critique-** We will conduct a gallery walk or table talk to discuss the artwork that was produced. I will ask students to turn and talk in table groups and find 1 or 2 things that they found interesting on other students work... and why.

**Formative Assessments**

Direct Observation

Purposeful observation of an art performance task which can be documented by note taking, digital media, or checklists.

Kinesthetic Practice



Rehearsal of concepts taught during lesson and imitated or self-initiated to create or improve upon for informal in class performance

#### Kinesthetic Signals

Movement to signal understanding. Hand signals such a Thumbs-Up, Thumbs-Down; Point and Identify

#### Visual Representations

Images and words to represent concepts and organize information through means such as Visual Journaling, Graphic Organizers, Mind Maps, or Infographics.

#### Instructional Strategies

- S Check for Understanding
- S Expectations
- S Modeling
- S Monitor Progress

#### Materials / Resources / Technology

black and white paper  
pencil  
color art sticks  
glue stick  
scissors

#### Differentiation / Modifications

EEL and or specials may buddy with other student for assistance or given the option to draw their ideas or express in their own language. Students may move closer to the Promethean board to better view presentation. Teacher may use auditory aids to assist hearing impaired students. Printout of lessons or materials may be handed out.