



Tuesday 01/31/2023

Week 1

## 4th VA

**Surrealism****Arts Standards & Common Core Connections**

VA:Re7 Perceive and analyze artistic work

VA:Cr1 Generate and conceptualize artistic ideas and work.

VA:Cr2 Organize and develop artistic ideas and work.

VA:Cr3 Refine and complete artistic work.

Students will create an colorful artwork using visual prompts from surrealism to combine and create a new whimsical creature.

**Vocabulary**

**Abstract art** is art that does not try to represent an accurate depiction of a visual reality but instead use shapes, colors, forms and gestural marks.

**Surrealism** is an art form that mixes images and ideas from real life with the unconscious and dreams.

**Essential Question**

What can we learn from our responses to art?

**Lesson / Instruction / Narrative****Warm up**

- We will review my classroom expectations of 1.Raise your hand. 2.Listen and follow directions. 3.Be nice.
- In their sketchbook students will interpret "Draw a suspicious taco" and draw a taco that is suspicious.
- I will review the previous lesson and what elements and principles they had learned.

**Lesson**

-I will introduce the lessons vocabulary and discuss the difference between them.

-**Abstract** art is art that does not try to represent an accurate depiction of a visual reality but instead use shapes, colors, forms and gestural marks.

-**Surrealism** is an art form that mixes images and ideas from real life with the unconscious and dreams.

I will introduce three surrealist artworks and the combinations of ideas, physical materials, and contrast that is used to create those surrealist works.

-I will show an edited 2 minute video that shows the history and influence of surrealism in art and media today.

-Students will then look at a series of surrealist works and find the combinations of animal and objects.

-Students will watched the video and make direct observations of surrealist works

-Students will now select at random an object and an animal from a work sheet. The student will first draw the object then find a way to combine the animal by either joining the two or have them interact. If a Broom and a butterfly had been selected, the student could draw butterfly wings on a broom so that it is self cleaning or the drawing could have the butterfly use the broom.

-As the students work on drawing their new surrealist artwork I will pass out artist crayons.

-As students are working and finishing up the new creature I will ask them where the creature is at and for them to draw that place around the creature.

-As students will share the art that they created with a near by neighbor or group silently, they will look for one or two interesting things to share with the class.

**Formative Assessments**

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 Modeling
- s Check for Understanding
- s Expectations

#### Materials / Resources / Technology

Pencil  
Paper  
Artist crayons

#### Differentiation / Modifications

- Project is presented both visually and through text.
- While students are given the same materials the project can be simplified.
- Students are allowed to design and construct artwork at their own pace.
- Students with dexterity issues are allowed help from caregivers to complete assignment.
- Materials maybe modified for students with dexterity issues.
- EEL and or special needs student may buddy with other student to assist or given the option to draw their ideas or express then in their own language.