



Tuesday 11/01/2022

Week 2

4th VA

Pop skulpture**Arts Standards & Common Core Connections**

VA:Cr2.1.3a Create personally satisfying artwork using a variety of artistic processes and materials.

VA:Re9.1.3a Evaluate an artwork based on given criteria.

Students are to create a free standing figure or figures from card-stock that create a dynamic pose using Pop art style as inspiration.

Vocabulary

Pop Art- An art style that started in the 1950's. To make art the style used as inspiration: advertising, comic books, cartoons, as well as everyday mass-produced objects like paint cans and cleaning supplies.

Maquette- A scale model of an artwork, often used as a pattern for an artist or architect to make a larger version.

Line- An element in art considered the most basic element, considered "a moving dot"

Pattern- the visual arrangement of elements that repeat.

Essential Question

How do artist work?

Lesson / Instruction / Narrative**Intro**

"Hello fantastic artists, I hope everyone is ready to make some art!

First, I hope everyone has their sketchbook ready and open to the fourth page.

We are going to start our quick 3 minute sketch.

Now draw... A mug with someone or something peeking out of the top!"

As students work on the sketchbook I will pass out materials for lesson. Including Glue, card stock, and color markers for lesson.

Review Classroom Expectations

- Listening and follow directions.
- Raise your hand.
- Be nice to yourself and others.

I CAN statement

At the end of the lesson I will be able to apply a set of criteria to evaluate multiple works of art.

Intro

"Today we will be making a maquette! Or a small sculpture that is used to show others what a larger version will look like. Artists use models of their art ideas or maquettes to show others what their art will look like."

Demonstration

Demonstrate different color pattern that a student could use to decorate one side of the paper. Show students on white board the points to draw on the two sheets of paper. Show the different lines that could be drawn to connect the dots and then draw those lines as well as the demonstrated "bubble line". Students will color paper, draw figure and then cut out (what now should be know as) the figures they have drawn. The figures will need to be arranged so that they are connect to the railroad board base, the figures are connected and student is happy with the result. I will apply sticky glue to the feet and the connection point of that figure and the student will stick the figure in place.

**Critique**

Students will observe their final artwork by using monocular vision and imagine it in a different scale. Students will move closer to the work and visually align it so the maquette looks as tall as the room. After students have observed their own work they will rotate around the room looking at the work of others, observing and reflecting as they go.

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

Oral Discussions

Students participating in conversations, Think-Pair Share, or conferences in groups or one to one with a peer or teacher.

Instructional Strategies

- S** Monitor Progress
- S** Modeling
- S** Work Together
- S** Check for Understanding

Materials / Resources / Technology

Scissors
Pencil
Cardstock
Colors