

Surrealism Lesson

Teacher Credo:

I will teach my students the joys of art. I will celebrate their successes and lift them up through their failures. I will show them how to look at the world in a new light. I am an art teacher!

Teacher: Mrs. Snyder

Grade level: 7th/8th–Ind. Art

Time allotted: One week

Title of lesson: Surrealism

Description of lesson:

Students will learn about the history of surrealism through my presentation in a video. Afterwards, they will use a “Mad-Libs” worksheet to show them the nature of the randomness of the genre. They may use this worksheet as a base from which to build their composition, or may just have it as a reference to generate further ideas. Once their concept sketches are complete, the students will transfer them to acrylic paper—students will learn how to mix and use mediums into their acrylic paint to create a compelling finished product.

NAEA Standards and Learning Objectives:**Create:**

FA 8.2.1.a Investigate ideas and materials to demonstrate planning and refining.

1. Students will create at least one sketch to plan their finished product.

FA 8.2.1.b Recognize personal voice and make stylistic choices to reflect personal identity.

1. Students will have free choice to illustrate their surrealism project however they choose, as long as the images are school-appropriate.
2. Students will have the option to use the provided mad-libs as inspiration for their project or they can forgo it completely.

FA 8.2.1.e Investigate and demonstrate the relationship between technique, skill, and craftsmanship).

1. Students will use acrylic glaze to add highlights and contrast to their work.
2. Students will use acrylic medium and taping techniques to create straight edges around their finished paintings.

Connect:

FA 8.2.4.b Investigate and classify works of art from a variety of contemporary, historical, and cultural contexts.

1. Students will describe, analyze, interpret, and judge a variety of surrealist artwork as compared to realism.

Respond:

FA 8.2.3.d Explain why a work of art can evoke different interpretations and how artwork is

interpreted and evaluated by the way it is displayed or presented.

1. Students will discuss how the interpretation of the “meaning” of a piece of artwork can change from its original intent without the help of context, title, or linguistic barriers.

Present:

FA 8.2.2.a Analyze and present reflections of personal growth in an artist statement

1. In Artsonia, Students will answer questions about their artwork and defend their artistic choices in an artist statement.

Day 1:

Activator/ Introduction / Motivator / Anticipatory Set / Bell ringer:

On the TV, I will have a picture of “Object” by Marret-Oppenheim for the students to react to. Once everyone is seated, I will ask the students how it makes them feel.

Transition / Segway:

I say “Mona,” students respond “Lisa.” Students know that this signals that they need to stop working and be ready to listen. Mrs. Edgren and I were surprised at how well this works with older students!

Class Discussion:

After discussing the opening slide, I will ask the students if they have any familiarity with the definition of Surrealism.

Materials, Media, Technique, and Process:

📺 Intro to Surrealism

📺 Surrealism The Big Ideas (Director's Cut)

📖 Surrealism Mad Libs

-acrylic paper

-acrylic paint

-acrylic mediums

-paintbrushes

-pencils

Vocabulary (terms in red are review):

Realism—art that is made to look as much like the subject as possible, almost photographic

Noun—person, place, or thing

Verb—an action word: jump, run, slap, cry

Adjective—a word that describes a noun: colors, textures, etc

Plural: “plural” describes when there is more than one of something (The plural form of “dog” is “dogs”)

Surrealism—an art movement that sought to unlock the unconscious mind

Salvador Dali—Spanish artist

Direct Instruction:

After the video, I will pass out the Mad-Libs worksheet. As per my instruction, students will fill in the blanks at the same time so no one gets too far ahead. When everyone is finished, I will pass out the other worksheet so students

can match the blanks to the story. Once they are done, I will have two or three students read their story out loud to the class.

Individual Practice / Independent Practice:

After the presentation, the video, and the Mad-Libs exercise has been completed—if there is time left in class—students are encouraged to sketch out ideas for their composition. Students may reference the scene that was written in the Mad-Libs, may alter any part of it to their liking, or may not use it at all. The point of the exercise is to illustrate the random nature of surrealism and to give them a jumping-off point to generate their creativity.

Closing:

Students will be instructed to put away their sketches and—if they have not chosen a starting point from the worksheet—to come prepared with ideas for the next time they come to class.

Day 2:

Activator/ Introduction / Motivator / Anticipatory Set / Bell ringer:

I will have a picture of Salvador Dali on the TV. I will ask students what his name is. Last day to draw sketches.

Transition / Segway:

I say “Mona,” students respond “Lisa.” Students know that this signals that they need to stop working and be ready to listen.

Individual Practice / Independent Practice:

Students will continue sketching/refining their ideas until approved. Once approved, they will transfer their drawings to acrylic paper.

Closing:

Students will be instructed to put away their sketches and transfer paper.

Day 3:

Activator/ Introduction / Motivator / Anticipatory Set / Bell ringer:

I will have a picture of one of Bosch’s artworks on the TV. I will ask students how it makes them feel. Last day to transfer sketches.

Transition / Segway:

I say “Mona,” students respond “Lisa.” Students know that this signals that they need to stop working and be ready to listen.

Direct Instruction:

I will demonstrate how to mix and use matte medium to create straight edges around our paintings. Mrs. Edgren will demonstrate how she would like us to use the “glaze” medium to add highlights to colors.

Studio / Guided Practice:

Students will work on their paintings and ask if they need help.

Days 4-5:

Students will continue to paint.

Assessment and Evaluation:

Informal (formative; in-progress)- discussions, thumbs-up/thumbs-down

Formal (summative; final product)- checklist

Checklists:

Surrealism–Ind. Art Name _____

____ 10 pts Name and Homeroom

____ 20 pts Artist Statement

____ 20 pts Work Ethic

____ 20 pts Composition

____ 10 pts Glazed Highlights

____ 10 pts Neatness of edges