

**UNIT PLAN OVERVIEW**

(Revised 2011)

**Teacher Candidate: Betsy Heimlich**

**School: Thomas Elementary**

**UNIT TITLE: Dali Animals**

**Grade Level of Unit: 4<sup>th</sup> Grade Length of Class Period 45 min Approximate # of Students in Each Class Period 20 students**

**Beginning Date for this Unit: January 10, 2011 Ending Date for the Unit: February 8, 2011**

**Unit Goal(s) (what academic content standards and learning outcomes will this unit address?):**

**Historical, Cultural and Social Contexts**

Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people

**Benchmark A:** Recognize and describe visual art forms and artworks from various times and places.

**Benchmark B:** Identify art forms, visual ideas and images and describe how they are influenced by time and culture.

**Benchmark C:** Identify and describe the different purposes people have for creating works of art

**Creative Expression and Communication**

Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.

**Benchmark A:** Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.

1. Identify and select art materials, tools and processes to achieve specific purposes in their artworks.

**Benchmark B:** Use the elements and principles of art as a means to express ideas, emotions and experiences

2. Discuss their artworks in terms of line, shape, color, texture and composition.

**Benchmark D:** Recognize and use ongoing assessment to revise and improve the quality of original artworks

5. Give and receive constructive feedback to produce artworks that meet learning goals

**Analyzing and Responding**

Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.

**Benchmark B:** Apply comprehension strategies (e.g., personal experience, art knowledge, emotion and perceptual and reasoning skills) to respond to a range of visual artworks

1. Describe how artists use symbols and imagery to convey meaning in culturally representative works.

**Connections, Relationships and Applications**

Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art

**Benchmark A:** Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication

**Benchmark B:** Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts

### **CRITICAL ISSUE or BIG IDEA:** Understanding Surrealism

Possible integration: Science (study of dreams and the subconscious mind). History specifically World War 1 (in the 1920's)

Rationale: Students will develop a clear understanding of Salvador Dali and his influence on Surrealism for which he is best known. Students will explore and consider alternative ways to tap into their subconscious mind to create unusual twist on "normal art practices." Considering that surrealism focuses on how the viewer perceives nonrealistic, symbolic clues the students will play a game creating an exquisite corpse to see the outcome of the unexpected. After gaining an understanding of how to explore work spontaneously, students will create an unusual work of art using paint and collage to push the edges of normal to create impossible scenarios. The instructor will encourage the students to mix dreams with the imagination to create strange and unusual paintings (using water colors) that allow new expression and new emotions opening up new possibilities in art making techniques and art making collaboration.

### **Essential Questions (provocative, engaging, critical):**

#### **1. What is an Exquisite Corpse?**

*This is a poem, story or drawing made by a group of people. One person starts the writing or drawing and folds the paper so that only one word or one part of the drawing can be seen and the rest of the writing or drawing is hidden from the next person. Then the next person must continue the drawing or add to the story before folding to hide the work from the next person. This can be continues with any number of people. In the end the work is unfolded to reveal the entire story or image. The results cannot be predicted and is often disjointed and strange.*

#### **2. What is Surrealism?**

*Surrealism is a period that was created by artist just after World War 1 in response to the atrocities of war. The work is meant to make the viewer think. The artist uses symbolism and hidden meaning within the work. Surrealism is a visual response that relates to the subconscious mind much like dreaming.*

#### **3. When did Surrealism originate and why?**

*Surrealism is a response to the atrocities of World War 1.*

#### **4. Have you ever had a strange dream? Why do you think you had this dream?**

*This question is meant to involve the student in higher order thinking and a deeper understanding of self. There is no wrong answer to this question.*

#### **5. What is symbolism?**

*The practice of expressing things, as in art or literature, by means of symbols.*

### **Description of the essential educational content of this unit:**

- Historical content involving one of the most important movements of the 20<sup>th</sup> century.
- Gaining knowledge through exploration and discovering the unexpected in art making.

**Title of each lesson and lesson description:**

- **Lesson One**

**Title: Introduction to Dali**

**Lesson description:** Students will watch a 10 min. video about Dali called “Get Surreal.” The video is from the Dali Education center. After watching the video students will work in groups of four to create an Exquisite Corpse, which is an exercise in surreal practices.

- **Lesson Two**

**Title: Dali Landscape**

**Lesson description:** On a 9x12 sheet of paper students will create a surreal background that considers color and shape based on the paintings of Dali. Students will be encouraged to use their imagination to stretch the limits of what is normal. In addition students will use magazines to add to the surreal background.

- **Lesson Three**

**Title: Dali Animals**

**Lesson description:** Students will choose one animal to be repeated at least 3 times to be included in the painting mimicking the way Salvador Dali included animal imagery in his work. The animal must be distorted in some way. Extending the limbs of the animal will be encouraged but the student may use their own discretion.

**Explain how technology has been used in this unit structure:** Computer generated educational video to incorporate movement, sound and fun. The video will add audible and visual information.

## LESSON PLAN FORMAT

**Lesson # 1 Title: Dali the Surreal Deal**

**Teacher Candidate: Betsy Heimlich School: Thomas Elementary**

**Grade Level of Unit: 4<sup>th</sup> Grade Length of Class Period 45 min Approximate # of Students in Each Class Period 20 students**

**Beginning Date for this Unit: January 10, 2011 Ending Date for the Unit: February 8, 2011**

### **Lesson Components:**

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**Critical Issue/Big Idea: Students will become familiar with Surrealism and Salvador Dali. More important students will develop and explore untapped mental reserves to create unusual art processes and results by working in cooperating groups.**

### **Content Standard(s) Addressed:**

#### **Historical, Cultural and Social Contexts**

Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people

**Benchmark A:** Recognize and describe visual art forms and artworks from various times and places.

**Benchmark B:** Identify art forms, visual ideas and images and describe how they are influenced by time and culture.

**Benchmark C:** Identify and describe the different purposes people have for creating works of art

#### **Creative Expression and Communication**

Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.

**Benchmark B:** Use the elements and principles of art as a means to express ideas, emotions and experiences

2. Discuss their artworks in terms of line, shape, color, texture and composition.

### **(Stage One) Performance-based Assessment Objectives:**

- **Students will work in cooperating groups to obtain unpredictable outcomes.**
- **Students will gain experience in making art with impossible and imaginative imagery.**
- **Students will combine landscape and subject arranged compositions.**
- **Students will combine at least two art mediums to create the final image.**
- **Students will be able to identify Surrealism as an important historical movement.**

### **(Stage Two) Performance-based Assessment Strategies:**

- **Students will experience working in small groups to create a final artwork.**

- The instructor will assess the final artwork by using a student's self-assessment. (Attached)

### Age-appropriate Vocabulary:

- **Exquisite corpse** is a method by which a collection of words or images is collectively assembled, the result being known as the exquisite corpse or *cadavre exquis*. It is used as a technique by surrealists and based on an old parlor game called Consequences in which players wrote in turn on a sheet of paper, folded it to conceal part of the writing, and then passed it to the next player for a further contribution.
- **Surrealism** is a movement that emphasizes the critical and imaginative powers of the unconscious. Often misinterpreted as an artistic movement, it transformed post-World War I visual art, writing, poetry and film.
- **What is symbolism?**  
*The practice of expressing things, as in art or literature, by means of symbols.*

### Accommodations for Special Populations:

I will provide definitions on the board for students to use to remind them of important points. I will also use a video for visual and audible learners.

### Art/Visual Culture Examples:

The video provides many examples of Dali's work.

### Preparations

Materials/Resources for Teacher

- Link uploaded to Dali video from the Dali museum.
- Teacher example

Materials for Students

- Pencil and paper for Exquisite Corpse

Safety Procedures

- I will remind students to slowly walk their chairs up to the video viewing area and to carefully and quietly move back to their desk.

### (Stage Three) Learning Activity

#### Getting the Classroom Environment Ready:

- I will load video on the computer so it is ready prior to class.

#### Procedures for the Teaching/Learning Structure:

(Indicate approximate time for each step, example: 7 minutes)

- Greet students and introduce project. (5 min.)
- Watch video with students. (10 min)
- Discuss video and important points. (5 min.)

I will ask critical questions to reinforce concepts such as Surrealism, the historical timing, who was involved and the effect surrealism has on video, pop culture, etc.

- Explain the Exquisite Corpse and group students into groups of 4 or 6. (3 min)
- Students work on story together. (7 min)
- We read the results out loud. (5 min.)

- Students work on Exquisite Corpse drawing. (7 min)
- Students look at results and we talk about the unexpected results. (3 min)
- Clean up and lining up. (5 min)

**Clean-up Procedures (Room, Materials & Work Storage):**

- Students will put away paper and pencils
- Students will place chairs under tables
- Students will line up for their class teacher.

**Closure, Review & Anticipation (what's next?):**

- Students will be told that they will work on their surreal landscapes in the next class session.

**Supplemental activity:** Students may work in drawing books that are in the class and consider practicing on their surreal animal.

**Teacher reflection focused on the lesson after it has been taught:**

- I intend to keep a working journal that my co-op and write in and discuss strategies with me.

**Be sure to attach to the full instructional unit:**

Teacher example

Bibliography in APA format

Any printed material that relates to the unit and/or the lessons

**LESSON PLAN FORMAT**

**Lesson # 2 Title:** Landscapes in Dali Vision

**Teacher Candidate:** Betsy Heimlich **School:** Thomas Elementary

**Grade Level of Unit:** 4<sup>th</sup> Grade **Length of Class Period** 45 min **Approximate # of Students in Each Class Period** 20 students

**Beginning Date for this Unit:** January 10, 2011 **Ending Date for the Unit:** February 8, 2011

**Lesson Components:** \_\_\_\_\_

**Critical Issue/Big Idea:** Surrealism via watercolor. Students will develop and explore watercolor processes to create a basic background with sky and land.

**Content Standard(s) Addressed:**

Creative Expression and Communication

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**Benchmark A:** Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.

1. Identify and select art materials, tools and processes to achieve specific purposes in their artworks.

**Benchmark B:** Use the elements and principles of art as a means to express ideas, emotions and experiences

2. Discuss their artworks in terms of line, shape, color, texture and composition.

**Benchmark D:** Recognize and use ongoing assessment to revise and improve the quality of original artworks

5. Give and receive constructive feedback to produce artworks that meet learning goals

**(Stage One) Performance-based Assessment Objectives:**

- **Students will combine landscape and subject arranged compositions.**
- **Students will combine at least two art mediums to create the final image.**
- **Students will be able to identify Surrealism as an important historical movement.**

**(Stage Two) Performance-based Assessment Strategies:**

Attached.

**Age-appropriate Vocabulary:**

- **Surrealism** is a movement that emphasizes the critical and imaginative powers of the unconscious. Often misinterpreted as an artistic movement, it transformed post-World War I visual art, writing, poetry and film.
- **What is symbolism?** *The practice of expressing things, as in art or literature, by means of symbols*

**Accommodations for Special Populations:** Visual images will be provided on each table.

**Art/Visual Culture Examples:** Examples of Dali by means of Scholastic art magazine.

**Preparations**

Materials/Resources for Teacher:

- Teacher example.
- Water color Paints for modeling
- Paper for modeling.
- Water

Materials for Students:

- Water color paints
- Paper
- Water
- Paper Towels

Safety Procedures:

- Students will be asked to properly care for paint brushes and cleaning of brushes.

### **(Stage Three) Learning Activity**

#### **Getting the Classroom Environment Ready:**

- Paint will be ready
- Paper will be pre-cut for students by the instructor.
- Brushes will be made available
- A Dali example will be made available (Art scholastic magazine)

#### **Procedures for the Teaching/Learning Structure:**

(Indicate approximate time for each step, example: 7 minutes)

- Greet students and introduce project expectations for the day. (5 min.)
- Teacher will model watercolor techniques. (5 min)
- Students will be allowed to paint their backgrounds. (30 min.)
- Clean up and lining up. (5 min)

#### **Clean-up Procedures (Room, Materials & Work Storage):**

- Students will put away brushed and watercolor paints
- Students will place wet paintings on the drying rack
- Students will place chairs under tables
- Students will line up for their class teacher.

#### **Closure, Review & Anticipation (what's next?):**

I will remind students that on our next class meeting they will be adding their surreal animals from magazine cut outs of their choosing.

**Supplemental activity:** Students may work in drawing books that are in the class and consider practicing on their surreal animal.

**Teacher reflection focused on the lesson after it has been taught:** I will discuss the possible ways to improve the lesson with my co-operating teacher and reflect In my teacher journal.

#### **Be sure to attach to the full instructional unit:**

Teacher example

Bibliography in APA format

Any printed material that relates to the unit and/or the lessons



## LESSON PLAN FORMAT

**Lesson # 3 Title:** Animal ala Dali

**Teacher Candidate:** Betsy Heimlich **School:** Thomas Elementary

**Grade Level of Unit:** 4<sup>th</sup> Grade **Length of Class Period** 45 min **Approximate # of Students in Each Class Period** 20 students

**Beginning Date for this Unit:** January 10, 2011 **Ending Date for the Unit:** February 8, 2011

**Lesson Components:** \_\_\_\_\_

**Critical Issue/Big Idea:** Understanding Surrealism

### **Content Standard(s) Addressed:**

Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.

**Benchmark A:** Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.

1. Identify and select art materials, tools and processes to achieve specific purposes in their artworks.

**Benchmark B:** Use the elements and principles of art as a means to express ideas, emotions and experiences

2. Discuss their artworks in terms of line, shape, color, texture and composition.

**Benchmark D:** Recognize and use ongoing assessment to revise and improve the quality of original artworks

5. Give and receive constructive feedback to produce artworks that meet learning goals

### **(Stage One) Performance-based Assessment Objectives:**

- Students will explore collage techniques to create unusual images.
- Students will discover how to create dream-like images by combining two images to stretch the limits of reality.
- Students will master combining paint and collage techniques.

### **(Stage Two) Performance-based Assessment Strategies:**

Student self-assessment attached.

### **Age-appropriate Vocabulary:**

- **Surrealism** is a movement that emphasizes the critical and imaginative powers of the unconscious. Often misinterpreted as an artistic movement, it transformed post-World War I visual art, writing, poetry and film.
- **What is symbolism?**  
*The practice of expressing things, as in art or literature, by means of symbols*

**Accommodations for Special Populations:** Visual examples of Dali's work will be made available.

### **Art/Visual Culture Examples:**

Students will be provided with Dali examples.

## **Preparations**

### **Materials/Resources for Teacher**

- The instructor will provide magazines for cut outs.
- Glue will be made available

### **Materials for Students**

- Magazines
- Glue
- Sharpies
- Colored Pencils
- Crayons

### **Safety Procedures**

- Students will be warned to be cautious when using scissors.

## **(Stage Three) Learning Activity**

### **Getting the Classroom Environment Ready:**

- Supplies will be made ready before the class. Supplies include scissors, pencils, glue, magazines, crayons, sharpies and colored pencils.

### **Procedures for the Teaching/Learning Structure:**

(Indicate approximate time for each step, example: 7 minutes)

- Greet students and introduce project expectations for the day. (5 min.)
- Teacher will use teacher example to demonstrate non-reality combination from magazine cut outs. (5 min)
- Students will be allowed to use cut outs from magazines and glue them to their work. (30 min.)
- Clean up and lining up. (5 min)

### **Clean-up Procedures (Room, Materials & Work Storage):**

- Supplies will be put back into bins. (pencils, sharpies, colored pencils, glue, crayons)
- Scissors will be collected
- Magazine scraps will be recycled
- Magazines will be put away

### **Closure, Review & Anticipation (what's next?):**

- Students will have the next class session to finish their work.

**Supplemental activity:** Free drawing in the class drawing books.

### **Teacher reflection focused on the lesson after it has been taught:**

I will journal about my experience with this lesson and discuss the final outcome with my co-operating teacher.

**Be sure to attach to the full instructional unit:**

**Resources:**

- 1. (1999). *Kids.net.au*. DOI: Kids.Net.Au**
- 2. *The dali museum*. (n.d.). Retrieved from <http://thedali.org/>**



Teacher example