

Lesson Plan: The Shape of Our Caregiver	Grade: 5th	Length: 8-10 50 minute periods
Big Idea: The relationship between ourselves and our caregivers.		
Key Concepts: (What students will know) 1. Creativity and innovative thinking are essential life skills that can be developed. 2. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. 3. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. 4. Individual art choices and empathetic awareness developed through interactions with art can lead to better understanding and appreciation of our caregivers. 5. Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.		
Essential Questions: 1. How can an artistic investigation help me create a shape about my caregiver? 2. Why is it important to persist when creating art? What role does persistence play in revising, refining, and developing work? 3. Why is it important to follow correct procedures in handling materials and tools? 4. How do life experiences influence the way you relate to art? How does creating an artwork about someone who cares for you influence your feelings about art? 5. How does art-making help people understand more about their lives? How does art-making help us understand more about our lives?		
Vocabulary (key terms) Symbol Layer		

Craftsmanship
Collage
Overlap
Organic Shapes
Geometric Shapes
Artist Investigation
Collagraph
Printmaking
Monoprint
Collagraph Plate
Brayer
Ink
Proof
Pull a Print
Transfer

Objectives: (what students will do)

1. Students will create a meaningful artwork about a caregiver of their choice after completing an artistic investigation about their caregiver.
2. Students will observe and discuss the work of Tschabalala Self and Henri Matisse.
3. Students will participate in a VTS discussion.
4. Students will demonstrate quality craftsmanship while creating their artwork about a caregiver.
5. Students will discuss the meaning of their work and their artistic choices with an artist statement.

Standards:

1. VA:Cr1A.5 Combine ideas to generate an innovative idea for art-making.
2. VA:Cr3A.5 Create artist statements using art vocabulary to describe personal choices in artmaking.
3. VA:CrB.5 Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
4. VA:Re.7A.5 Compare one's own interpretation of a work of art with the interpretation of others.
5. VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

Teaching Resources:

Art: (Artists, please insert thumbnail photos of examples shared)

A Day at the Beach-Kadir Nelson



Barbacoa Para Cumpleanos- Carmen Lomas Garza

Le Lanceur De Couteaux- Henri Matisse



Self, Tschabalala, *Thigh High*

Self, Tschabalala, *Racer*

Interdisciplinary Connections:

ELA uses brainstorming pages, mind maps, and other planning resources. Using a planning technique will encourage a transferring of information/skills and demonstrate how lessons are interrelated. The artist investigation sheet promotes questioning and reasoning for an answer like ELA or science. Another ELA connection is through speaking. Students are assessed on their speaking and responding for ELA. This lesson provides space for students to speak and respond to the teacher and to each other.

Lesson Plan sequence (This will be lengthy and may span several days, please differentiate days)

Day 1: VTS, Project Introduction and Vocabulary Review: Students will begin the lesson with a VTS discussion on Kadir Nelson's, "A Day at the Beach," or on Carmen Lomas Garza's, "Barbacoa Para Cumpleanos." Afterwards, students will complete a review of vocabulary like overlap, layering and craftsmanship.

Day 2: Shapes and Venn Diagram: The teacher will introduce students to an artwork by Henri Matisse and an artwork by Tschabalala Self. Students will complete a Venn diagram through Think/Pair/Share. Then students will be introduced to the artists Henri Matisse and Tschabalala Self. Students will view some of her work. This will not be a VTS discussion. The teacher will show clips of Tschabalala Self's interview with the Art Assignment. The clips will be a part of Tschablala's interview and students will

watch the explanation of the assignment. Students will use the rest of class to complete a reflection sheet on the videos and complete the Venn diagram if they haven't completed it.

Day 3: Artist Investigation-The teacher will show the steps: filling out the artist investigation, selecting three or four items and then drawing the images on a 9x10 paper. Students will work on the artist investigation until the end of class. The students will be given the breakdown of the assignment again and the teacher will present the "Teacher Look Fors." Students will complete their art investigation. Students who are stuck will be encouraged to walk around and look at their classmate's responses.

Day 4 and 5: Finish Artist Investigation, Draw Objects, Cut Out Objects, Assemble and Make Collagraph Plate: Teacher demonstrates cutting the images out, overlapping the shapes to create a brand new shape, trace the shape, cut the shape, trace onto adhesive foam, cut and stick to cardboard piece. Students have the class period to complete the artist investigation and to create a collagraph plate.

Day 6: Monoprint Day: Create two monoprints using aluminum foil and washable markers.

Day 7: Another Monoprint Day If Needed

Day 8: Printing Day: Introduce or review printing vocabulary and printmaking steps. Begin printing

Day 9: Artist Statement: Students use the class period to start and complete their artist statement.

Differentiation/Accommodations/Modifications

1. Students are required to fill out a sheet. Early finishers will be asked to help other students (with both students' permission). The teacher may provide more time for students to fill out the paper if necessary. Some students may be allowed to go to another teacher for individual help (I.E.P.).
2. For the drawing of ideas, students may only draw three items instead of four.
3. Students may draw their responses on the artist statement instead of writing. The guideline to tell students is, "You need to know what your drawing means so that you can explain your choices."

4. Students can be exempt from the last box on the artist investigation.
5. Tape may need to be used to hold images in place as a student traces around all of them to create their new shapes.
6. Students are required to complete an artist statement. I will provide more time for students to fill out the paper if necessary. Some students may be allowed to go to another teacher for individual help. Students may also provide a verbal artist statement.

Assessment Strategies:

Formative:

Teacher will conduct the formative assessment during student work times. This will look more like a checklist with a space for note taking for reference during the summative assessment.

Summative:

The student display and artist statement will be the summative assessment. Teacher will check for the connection of the final project to the Big Idea, reasoning behind the shape and what materials and colors selected to fill it by using a rubric. The VTS section will be assessed with a checklist.

Insert photo of teacher created exemplar here:

Name Ms. Cook

Class 5th

Artist Investigation Work Sheet

Teacher Look For: Students will be able to demonstrate methods of artistic investigation to choose an approach for a beginning work of art.

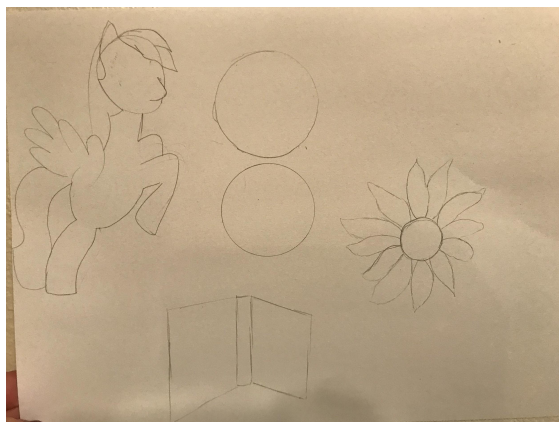
Please complete the following to the best of your ability. Answering honestly will help your artwork be authentic.

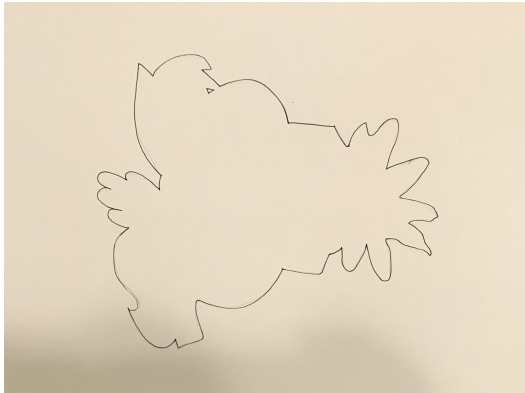
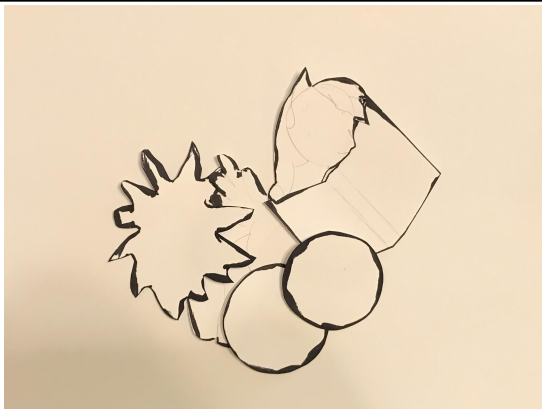
The caregiver I have chosen for this project is my aunt.

Write down five adjectives to describe your selected caregiver.

1. Funny
2. Silly
3. Thoughtful
4. Adventurous
5. Particular

What does your answer look like? Silly looks like My Little Pony Particular looks like a picked up living room and organized books. Adventurous looks like a plane ticket	What does your answer feel like? (Emotions) Funny feels like a tired belly after a hilarious joke. Particular feels like the satisfaction of having exact change.
Does your answer sound like something? Adventurous sounds like horns honking and a jet engine. Silly sounds like laughter.	Does your answer smell like something? Thoughtful smells like a new book and flowers.





Materials/Tools/Art supplies needed

Pen

Sharpie marker

Sponges

Aluminum Foil

washable markers

6x6 cardboard pieces (one for each student)
6x6 cut self adhesive foam (one for each student)
scissors
9x12 drawing paper (one for each student)
9x9 80-90lb sheets of paper for monoprint (two for each student)
Paper towels
Paint smocks
Artistic investigation worksheet
Pencil
Eraser

References: (Sources of resources)

Green, Sarah Urist, *You Are an Artist: Assignments to Spark Creation*. Penguin Books, New York. 2020.

The Art Assignment, Sarah Urist Green. "Draw a Shape That Represents You. | Tschabalala Self | The Art Assignment." *YouTube*, YouTube, 13 Oct. 2016, www.youtube.com/watch?v=7mGC_zxcp5k.

Matisse, Henri, *Le Lanceur De Couteaux*. 1947. MOMA, New York City. <https://www.moma.org/collection/works/105393>

Nelson, Kadir, *A Day at the Beach*. 2019. <https://store.kadirnelson.com/product/adayatthebeach/95>

Self, Tschabalala, *Thigh High*. 2019. <http://tschabalalaself.com/ts/wp-content/uploads/2020/01/TS-Thigh-High-Install-Shot-5.jpg>

Self, Tschabalala, *Racer*. 2019. Archive — TSCHABALALA SELF

Stewart, Marilyn G., Walker, Sydney R., *Rethinking Curriculum in Art*. Davis Publications, Inc., Worcester, Massachusetts. 2005.

Walker, Sydney R., *Teaching Meaning in Artmaking*. Davis Publications, Inc., Worcester, Massachusetts. 2001.