

# CONTEMPORARY ART LESSON PLAN- Anna Carter

**Lesson Title: Home Sweet Home**

**Lesson Number: 2**

**Grade Level: 2<sup>nd</sup> grade**

**Time Frame: 30 minutes/5 days**

**Enduring Idea: Change**

**Key Concept about Big Idea addressed in this lesson: Change creates new environments**

**Key Concept about Art/Visual Culture addressed in this lesson: 3D art**

**Essential Question: Where do changes occur in our environment?**

**Lesson Objective(s):**

- 1. After the lesson, stds. will know what a habitat is and how it is important to our environment.**
- 2. After the lesson, stds. will understand how change creates new environments.**

**Standards:**

NAEA:

**2. Content Standard:** Using knowledge of \*structures and functions

**Achievement Standard:**

Students

- 1. know the differences among visual characteristics and purposes of art in order to convey ideas**
- 2. describe how different \*expressive features and \*organizational principles cause different responses**
- 3. use visual structures and functions of art to communicate ideas**

**3. Content Standard:** Choosing and evaluating a range of subject matter, symbols, and ideas

**Achievement Standard:**

Students

- 1. explore and understand prospective content for works of art**
- 2. select and use subject matter, symbols, and ideas to communicate meaning**

TEKS:

**Create artworks using a variety of colors, forms, line, and media**

**Express ideas about simple subjects, ideas, stories, and constructions in artwork**

**Summative Assessment**

**Evidence: Created meaningful habitats that display their knowledge of habitats can influence and change our environments using 3D art**

**Levels & Criteria for each piece of evidence**

**Exemplary: showed good citizenship and collaboration skills to create a meaningful habitat showing how it influences the environment around it**

**Essential: worked in group to create habitat displaying knowledge of what a habitat is**

**Partial: little to no participation with group to create a habitat**

**INSTRUCTIONAL SEQUENCE/TEACHING PROCEDURE DAY ONE**

**Purpose: Introduce what the definition of a habitat is and review the meaning of environment.**

**Resources & Materials for Teacher/Students**

Cultural exemplar/Visual:

-[www.nature.org](http://www.nature.org), conservation of Texas habitats for endangered species

Supplies and Equipment:

-whiteboard	-powerpoint slide show	-antler
-dry erase markers	-bluebonnets	-paper
-projector	-oak leaves	-pencils
-pull down screen	-mockingbird	

**Introduction (approximate timings 10 min.):**

**-define habitat**

**-break stds. into groups using bluebonnet, oak leaves, mockingbird, antler(groups of 4-5 stds.)**

**Instructional Strategies/Activities (15 min.):**

- slide show of animals in habitats
- students in small groups brainstorm meaning of habitats
- brainstorm web on white board w/stds. about habitats

**Closure (5 min.):**

- remind stds. what habitat is
- tell stds. tomorrow we create and discover habitats for crazy creatures they created

**Management/Cleanup/Setup Procedures:**

- students come into classroom
- divide into groups using bluebonnet, antler, mockingbird and oak leave placed on different workstations
- remind stds. to respect ea. other while in groups
- students put away materials & push in chairs to leave
- line up quietly & dismiss

**Formative Assessment:**

- walk around while stds. in small groups
- guide them in brainstorming of habitats

**INSTRUCTIONAL SEQUENCE/TEACHING PROCEDURE DAY TWO**

**Purpose: brainstorming their habitats and work together in their groups**

**Resources & Materials for Teacher/Students**

Cultural exemplar/Visual:

Gregory Euclide

Supplies and Equipment:

- |   |                  |              |
|---|------------------|--------------|
| -projector                                | -pencils         | -antlers     |
| -pull down screen                         | -markers         | -bluebonnets |
| -youtube video of artist, Gregory Euclide | -colored pencils | -mockingbird |
| -sketchbooks                              | -oak leaves      |              |

**Introduction (approximate timings 8 min.):**

**-watch video on Gregory Euclide**

**Instructional Strategies/Activities ( 20 min.):**

- nature walk to collect items outside for putting in habitats,
- small groups: stds. work together to create one habitat for creatures
- use sketchbooks to draw out ideas

**Closure ( 2 min.):**

- put away materials
- push in chairs
- line up at door

**Management/Cleanup/Setup Procedures:**

- keep stds together on nature walk
- one std. from ea. group to put supplies away

**Formative Assessment:**

- walk around room
- check on progress of groups and brainstorm sketches

-check to see stds. understand meaning of habitat

## **INSTRUCTIONAL SEQUENCE/TEACHING PROCEDURE DAY THREE**

**Purpose: begin creating and assembly of habitats through dioramas**

### **Resources & Materials for Teacher/Students**

Cultural exemplar/Visual:

-Gregory Euclide

Supplies and Equipment:

-large packing boxes

-cardstock

-construction paper

-toilet paper tubes

-pull down screen

-markers

-paintbrushes

-jars of water

-glue

-smocks

-tubes of paint

-found objects from nature

-projector

**Introduction (approximate timings 5 min.):**

**-explain meaning of 3d art**

**-slide show with pictures of 3d & 2d art,**

**-give ea. group cards with 3 or 2 w/ea. picture stds. hold up a card to show what the slides are 2d or 3d**

**Instructional Strategies/Activities ( 20 min.):**

**-groups begin creating**

**-color and cut first before assemblage**

**-begin assembly of diorama**

**Closure (5 min.):**

**-begin cleanup**

**-put away unfinished projects**

**Management/Cleanup/Setup Procedures:**

**-have supplies laid out on tables when stds. arrive**

**-remind stds. to be respectful of one another in groups**

**-give each std. a job in group to clean up**

**Formative Assessment:**

**-walk around and check progress**

**-troubleshoot any difficulties students are having with dioramas**

## **INSTRUCTIONAL SEQUENCE/TEACHING PROCEDURE DAY FOUR**

**Purpose: finish dioramas**

### **Resources & Materials for Teacher/Students**

Cultural exemplar/Visual:

-Gregory Euclide

Supplies and Equipment:

-large packing boxes

-cardstock

-construction paper

-toilet paper tubes

-pull down screen

-markers

-paintbrushes

-jars of water

-glue

-smocks

-tubes of paint

-found objects

-projector

**Introduction (approximate timings 5 min.):**

- tell stds. we will finish project today
- next time we can present to our classmates
- have them get out supplies and their projects

**Instructional Strategies/Activities (20 min.):**

- finish assembly of diorama

**Closure (5 min.):**

- clean up supplies
- put dioramas on shelf
- allow to dry and set until next class

**Management/Cleanup/Setup Procedures:**

- have supplies laid out on tables when stds. arrive
- remind stds. to be respectful of one another in groups
- give ea. std. a job in group to clean up

**Formative Assessment:**

- check to see that ea. piece has something happening from all sides
- make sure they will be finished by end of class

## **INSTRUCTIONAL SEQUENCE/TEACHING PROCEDURE DAY FIVE**

**Purpose: Group presentations of dioramas**

**Resources & Materials for Teacher/Students**

Cultural exemplar/Visual:

- students work

Supplies and Equipment:

- completed dioramas

**Introduction (approximate timings 2 min.):**

- get everyone ready to present with groups
- gather round first group to present

**Instructional Strategies/Activities (25 min.):**

- ea. group presents to class
- allow for questions from stds. & teacher
- ask stds. to explain what their environment is and how their habitat affects it

**Closure (3 min.):**

- thank stds. for participation
- put up dioramas
- line up at door

**Management/Cleanup/Setup Procedures:**

- stds remain quiet and in seats while groups present
- raise hand for questions
- make sure every std. gets a chance to speak

**Formative Assessment:**

- watch and listen as groups present
- making sure everyone is contributing
- make sure stds. associate their 3d artwork w/key concept

## Lesson References & Resources:

-[www.nature.org](http://www.nature.org)

-www.youtube.com

-Gregory Euclide