Loo

Content Connections:

Science: Emotions; Senses

Reading/SS: Biography/Inventor

Writing: Advertisement

**Roosevelt**

**Elementary**

**SALT Integrated**

**Lesson Plan**



Art Standards: 4.1.5 *Know how different visual art media, techniques, and processes are used to*

*communicate ideas, experiences, and stories.*

Alignment Standards:

Science: 5.1.1, 5.6.2

Social Studies: 5.2.4

Writing (Opinion): W.5.1

Vocabulary:

 **Art:** gesture drawing, proportion/ scale

Lesson description:

Students will learn drawing techniques that will assist them in drawing the detailed parts of an old, non-working device.

|  |  |
| --- | --- |
| **Art Elements** | **Art Principles** |
| [ ]  Line | [ ]  Pattern |
| [x]  Shape/Form | [ ]  Rhythm/movement |
| [ ]  Color  | [x]  Proportion/Scale |
| [ ]  Value | [ ]  Balance |
| [ ]  Texture | [ ]  Unity |
| [ ]  Space/Perspective | [ ]  Emphasis |

21st Century Skills:

[ ]  Global Awareness

[x]  Creativity and Innovation

[x]  Critical Thinking and Problem

 Solving

[x]  Communication and Collaboration

[ ]  ICT Literacy

[ ]  Flexibility and Adaptability

[ ]  Initiative and Self-Direction

[ ]  Productivity and Accountability

[ ]  Understand the Art World

Artists Habits of Mind:

[x]  Engage & Persist

[x]  Envision

[ ]  Express

[ ]  Observe

[ ]  Reflect

[x]  Stretch & Explore

[ ]  Understand the Art World

Materials: old, non-working devices, pliers, hammers, screwdrivers, drawing pencils charcoal pencils, and parchment or antique looking paper.

Grade: 5th Grade

Time: 2 art sessions + writing time

Leonardo Reincarnated

Teacher Background Knowledge

Teachers will need to have an understanding of gesture drawing and the drawing of 3-D shapes. The following sites will be able to help you with these skills.

**Gesture Drawing**

<http://www.mmwindowtoart.com/gesturedrawing.html>

**Start at 4:06 minutes for gesture drawing**

<http://www.mmwindowtoart.com/gesturedrawing.html>

**Drawing 3D Shapes**

<http://www.youtube.com/watch?v=C_88zW9MsbQ&safe=active>

**Lesson**

**Art Component:**

**Part 1: Shape Observation (10-20 minutes)**

1. Begin by having several objects on display (vase, mug, action figure, etc.) and hold a discussion about the types of shapes that students see within the object.
2. Introduce the skill of gesture drawing to the students. Give a brief explanation from the sites provided and then either demonstrate for the students how to do a gesture drawing with one of the display objects or use the video to guide this portion of the lesson.
3. Students are to create a gesture drawing by using one of their shoes.

**Part 2: Drawing 3D Shapes (10-25 minutes)**

1. Play the video on drawing 3D shapes several times.
	1. Watch the first time.
	2. The second time, watch a portion of the video and have students practice drawing the shape in a sketchbook or on practice paper.
	3. You can repeat the watching of the video until the students are comfortable with drawing each shape.

**Part 3:** **Leonardo’s Horse (50-60 minutes—maybe two class periods)**

1. Read the biography *Leonardo’s Horse* by Jean Fritz and discuss his role as an inventor and an artist. Have students really study his “technical sketches” of the inventions he created and look for commonalities between the drawings. List the elements Leonardo incorporated in his sketches.
2. Students will now choose an old, non-working device (pedometer, pencil sharpener, phones, clocks, toys, and anything mechanical) and observe the object by paying attention to the basic shape of the device.
3. Using practice drawing paper, have students do a gesture drawing of their object.
4. Now…the fun begins! Have students carefully take a part the object, piece by piece.
5. Student should store any smaller pieces in a plastic bag.
6. Once the majority of the device has been taken a part, students are to draw the various components found within the object.
	1. Hold a discussion on proportion and scale in regards to drawing. Demonstrate an incorrect example where a cover might be as big a whole pop bottle.
	2. Also talk about the organization of the drawing. Will the original object be in the center and the smaller pieces circling around it or will the original object star in one corner of the paper and the other pieces mapped around it like a clock or a game board (start to finish)?
	3. The drawings can be first done on practice paper or they can start immediately on the parchment or antique like paper.
	4. Because there are many parts, you may want to limit the # of smaller pieces they have to place on their paper.

**Extension:** **New Inventions (50-60 minutes—maybe two class periods)**

1. In this task, you could have students take pieces from the devices that were taken apart and have them design a new invention.
2. Again students would draw their new invention and a few components or features of it that are important to the “operation” of the invention.

I Cans

Write opinion pieces\* on topics or texts, supporting a point of view with reasons and information.

1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
2. Provide logically ordered reasons that are supported by facts and details.
3. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
4. Provide a concluding statement or section related to the opinion presented.

Preparation:

1. Collect old, non-working devices from students or other adults in the building.
2. Have sketch books or practice paper available.
3. Purchase parchment or antique looking paper.
4. Gather a set or two of charcoal pencils.
5. Hot glue con and clue sticks.

Writing: Advertisement (opinion writing)

1. Art of Persuasion
	1. It’s all about ice cream: use the information in this line to study various ice cream advertisements.

 <http://www.readwritethink.org/classroom-resources/calendar-activities/commercial-cream-first-sold-20510.html>

* 1. Next walk through this student interactive link to demonstrate the elements of writing to persuade. You can use the information you learned from studying the ice cream advertisements.

 <http://www.readwritethink.org/classroom-resources/student-interactives/persuasion-30034.html>

1. Invention Advertising
	1. Have students contemplate their new inventions and complete the persuasive student interactive to help them organize their thoughts.
	2. Students will then create an advertisement about their new invention. Let students be creative in the how their finished advertisement looks (video, drama, poster, magazine cover, etc.)

***Assessment***

Source

 Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Thumbs Down** | **Don’t Know** | **Thumbs Up** | **Assessment Question** |
|  |  |  | Did you use your personal best during this lesson? |
|  |  |  | Did you actively listen and follow directions? |
|  |  |  | Did you use your creativity? (Is it original?)  |
|  |  |  | Did you complete your project? |
|  |  |  | Did you incorporate the art media? |
|  |  |  | Does the artwork show the elements and/or principles discussed?  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |