

Week Eight LESSON PLAN FORMAT

SAS Spring 2019

Lead Teacher: Katy Lehman

Mentor: Sarah Thompson

Unit Title: All of the Lights

Lesson Title: The Grand Finale

Grade Level: First and Second Grade

Number of Students: 20 Students

I. UNIT OVERVIEW (RATIONALE)

With the flip of a switch the lights will turn on. Every morning the sun rises and there is light. Every night the sun sets and there is darkness. As we walk down the street our shadows follow us. I see through windows. I see my reflection in the mirror. Light, shadow, and reflection are all around us but are seen as magic in the eyes of a child. In the art space we will explore light that is artificial, light that is natural, and when there is no light at all. We will explore the potential that light has to reflect, illuminate, create shadow, and more. Light will become a ‘material’ in our art space, in addition to exploration with sculpture, drawing and painting, cameras, and performance art. Light will guide us as we actively investigate and discover what this magical material can create.

II-A. LESSON OVERVIEW (RATIONALE)

Sadly, week eight will be the last Saturday Art School for Spring; therefore, we will make it *The Grand Finale*. Over the past several weeks we have created artworks that will attach onto the chandelier that will hang in the Final Exhibition. During week eight we will reflect on the artwork we have created and students will individually attach their “melted glass” and cd ornaments onto the chandelier. Students will have the artistic freedom to create the installation in collaboration with their peers. Students will see their artwork that they have created over a longer period of time come together to create one grand installation. In further preparation for the Final Exhibition, students will create artists statements that will be displayed with a candid photo of each child from a moment over the past eight weeks. Lastly, students will be able to have a neon glow stick party to celebrate the grand finale of Saturday Art School.

II-B. ESSENTIAL QUESTIONS:

1. What is collaboration?
2. What is an installation?

3. Where are installations displayed?
4. Where/how do artists showcase their artwork in unconventional or unique places/ways?
5. What is an exhibition?
6. How do artists and curators exhibit artwork in exhibitions and galleries?
7. What is an artist statement?
8. What do you want to say about your artwork or yourself as an artist?
9. Can an artist statement be a drawing or only in writing?
10. What is neon? What colors or lights are neon?
11. What is glow-in-the-dark? What objects can glow-in-the-dark?
12. How do you name a piece of artwork?
13. What does the name of an artwork add to a piece?

III-A. LEARNER OUTCOMES

1. Students will be expected to explore old materials in a new and innovative way.
2. Students will be expected to answer questions and engage in conversation; therefore, they will learn how to engage in conversation and create an art language.
3. Students will use materials in the classroom to foster their art practice as they explore light, shadow, and reflection.
4. Students will continue to learn about and create a chandelier/installation/sculptural piece.
5. Students will work together with their peers in the art classroom; therefore, the art space will become social practice.
6. Students will learn how to collaborate on an art piece together.
7. As children move around the open space, they will learn that art practice should be playful and experimentive.
8. Students will be expected to sit and listen quietly when they are told; therefore, they will learn how to respect the art space and their peers.
9. Students will be given a wide range of materials to create their artwork; therefore, they will learn how to have artistic freedom to create what they want.
10. Students will be able to document their own work with an ipad or camera.
11. Students will be expected to recall vocabulary words they learned during Week one through seven's lessons and connect this information and their experiences to Week seven.
12. Students will create artist statements.
13. Students will work with their teachers and piers to create an exhibition to showcase their artwork.

III-B. NATIONAL ART STANDARDS

VA:Cr1.1.1a. Engage collaboratively in exploration and imaginative play with materials.

VA:Cr1.2.2a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

III-C. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

Standard - CC.1.5.1.A. Participate in collaborative conversations with peers and adults in small and larger groups.

Standard - 9.1.V.1.E1. Use imagination and creativity to express self through visual arts.

IV. ART / ARTIST(S) OF RELEVANCE:

In this section, please write all the important information regarding the artist, art period, and/or political social issue you are presenting. Please include the biography on the artist(s) you are teaching in your lesson here along with 3 images of their work. List all visual resources you will be using in this lesson: children's books, reference books, visual aides, photocopied handouts, web sites

Pepón Osorio, *El Chandelier*, 1988, functional metal and glass chandelier with plastic toys and figurines, glass crystals, and other objects, Smithsonian American Art Museum, © 1988



Jessica Stockholder, [Title unknown], 2003 Carpet, metal coffee table, four butterfly lamps, chandelier, various green plastic things, aluminum/tar flashing, oil and acrylic paint, green extension cord 56 × 64 × 45 inches



Ken and Julia Yonetani, “Crystal Palace: The Great Exhibition of the Works of Industry of all Nuclear Nations” (2015). Glowing bright green and purple, the chandeliers represent four of the 31 nuclear nations of the world: the United States, Taiwan, Japan, and China. The larger the reliance on nuclear power, the bigger the chandelier. None can match the size of the United States.



Rafael Lozano-Hemmer, *Vicious Circular Breathing*, 2013, sealed glass prism with automated sliding-door system, motorized bellows, electromagnetic valve, sixty-one brown paper bags, custom circuitry, respiration tubing, sensors, computer





V. PREREQUISITES:

What skills and knowledge must students already be able to do before this lesson?

What concepts have to be mastered in advance to accomplish the lesson objectives?

1. Students need to know how to draw with markers.
2. Students need to know how to use paint and paintbrushes.
3. Students need to know how to use glue and apply materials onto each other with the glue.
4. Students need to know how to use scissors.
5. Students need to understand the difference between artificial and natural light.
6. Students need to understand reflections.
7. Students need to know how to turn on a switch, light bulb, and flashlight.
8. Students need to know how to use an Ipad, camera, and video camera.
9. Students need to know how to tie a string.
10. Students need to know how to hold a glow stick.

VI. INTERDISCIPLINARY CONNECTIONS:

This lesson relates to Science and Language Arts. The lesson connects to Science because children will continue to learn about the scientific terms natural light, artificial light, shadows, darkness, transparent, translucent, opaque, reflections, neon light, fluorescent light, black light, installations, and patterns. They will be creating art pieces or ornaments that will be attached to a larger chandelier/installation. They will learn how materials can create a sculpture, installation, and collaborated art piece. When creating an installation or a sculpture they will have to pay attention to adhesion, attachment, size, scale, and dimensions. This lesson also connects to the Language Arts, because in learning new scientific concepts they are also learning new vocabulary words. They will be asked to discuss various definitions, in addition to synonyms and/or antonyms of these words to broaden their vocabulary. Additionally, students will be given the option to draw or write an

artist statement. They will use words to describe themselves as an artist, their art process, and artworks. The art space will generate conversation and broaden their scientific and artistic knowledge.

VII. MATERIALS NEEDED FOR LESSON

1. Scissors
2. Tape
3. Fishing Line String
4. Chandelier
5. Hot glue gun/glue
6. Projector
7. Computer
8. Nice Quality Paper, smaller in size
9. Pens/Pencils
10. iPad
11. Camera
12. Glow sticks

VIII. SAFETY HAZARDS:

1. There will be lamps and light fixtures placed throughout the room. Students need to be careful they do not run into or bump over the light fixtures. Students cannot touch the light bulbs.
2. Students will be allowed to hold flashlights and glow sticks. Students are not allowed to shine the light in another individual's eyes. Students are only allowed to use the flashlight for its proper use and not as a weapon/violent object.
3. There will be an iPad, a camera, and video camera in the room that the students will be able to use to document their artwork and experiences; therefore, they must properly use these technological devices.
4. The tables will be removed and the ground will be covered in paper. Students need to be careful they do not run and fall on the possibly slippery paper. Students need to be careful they do not trip over any rips in the paper.
5. There will be hot glue guns in the room to attach the various artworks onto the chandelier. Students need to be careful not to burn themselves on the glue gun or the hot glue.
6. Students will be able to have a glow-in-the-dark party. They need to be sure that they do not use the glow sticks as weapons or in anyway to hurt themselves or one another. They will also be responsible for keeping the glow sticks in the room so that they are not lost in various places.

IX. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Time	Teacher Actions	Expected Learner Actions
8:50-9:00	Have room set up with sign in binder, cameras out and charged, sketch books out, materials accessible, white paper rolled out on floor, and Vimeo videos set up on computer and projector.	Students will be arriving soon.
9:00-9:15	Welcome students and parents into the space and sign them in. Guide students to their sketchbook.	Student's enter and are shown where their sketchbook is and are allowed to sit wherever they please on the floor. Use markers and chalk to create in their sketchbooks.
9:15-9:20	Tell students to put sketchbooks away and any marker or chalk that has landed on the floor into a bin. Sun Salutation to grab attention and create routine. Do this with teacher in the front of the room by the window and children all facing teacher. (This will be consistent every week to develop routine and an understanding of the Sun Salutations).	Students put away sketchbooks and materials that have fallen. Students are standing facing the teacher around the room. Students perform Sun Salutation routine.

9:20-9:25	<p>Reemphasize vocabulary words, natural light, artificial light, shadow, darkness, reflection, kaleidoscope, transparent, and translucent. Ask students to raise their hand and explain.</p> <p>Main ideas/questions to go over:</p> <p>What is natural light versus artificial light? How does light shine through materials and objects and not others? How does light reflect off of mirrors? What colors can be created through reflections? What is a chandelier? What is an installation? What is a sculpture? What is a collaboration? What is an exhibition?</p> <p>Introduce new ideas/questions:</p> <p>What is an artist statement? What do you want to say about your artwork or yourself as an artist? Can an artist statement be a drawing or only in writing?</p>	<p>Students sit quietly on the open space floor looking at the teacher.</p> <p>They are allowed and encouraged to raise their hands to ask or answer questions. They will engage in an open conversation and dialogue with the teacher and each other.</p>
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9:25-9:40	<p>Teacher will show an example of an artist statement, one that is written and one that is a drawing. Teacher will explain what an artist statement is and how it will be displayed with a candid photograph of each child-artist at the final exhibition.</p> <p>Teacher will hand out nice quality paper and pens.</p>	<p>Students will move to the tables (or they can continue to create on the paper floor) to create their artist statements. They have the freedom to draw or write something for their artist statement.</p>
9:40-10:00	<p>As students finish working on their artist statements, the teacher will call over students to help the teacher attach their artworks onto the chandelier.</p>	<p>Students will help teacher tie the string of their cd ornaments onto the chandelier and will direct the teacher where to attach the “melted glass” onto the installation as well.</p>

10-10:05	<p>When the chandelier has been completely put together, the teacher will grab the students' attention to begin a conversation about naming the chandelier installation.</p> <p>The teacher will remind the students about the large black canvas from week five that is name "The Neon Galaxy".</p> <p>The teacher will give simple ideas but allow the students to have a conversation amongst themselves about naming the installation.</p>	The students will engage in a conversation about what to name the chandelier installation.
10:05-10:10	<p>The teacher will decide what the three or four most popular titles are, and then pass around a piece of paper for the students to write their choice down.</p> <p>Teacher will announce the chosen title for the Chandelier installation.</p>	Students will write their title choice down on a piece of paper.

10:10-10:25	The teacher will distribute black paper and larger black canvases.	Students will be able to draw and paint with old materials.
10:25-10:45	<p>The teacher will turn off lights and close windows and hand out glow sticks to have a glow-in-the-dark party.</p> <p>The teacher will also hand out treats.</p>	<p>Students will be able to interact with the glow sticks, their artwork, and each other.</p> <p>Students will be able to enjoy treats to celebrate the final SAS.</p>
10:45-11	Teacher will engage with the students as they continue to play with glow-sticks, work on their artwork, or work in their sketchbooks.	Students will work in their sketchbooks or continue working on the projects they were creating throughout the morning.

11:00	Clean up.	Parents will pick up students.
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X. ENDING THE LESSON

X-A. Closure of Lesson:

Considering this the last week of SAS, we will end the lesson with the completion of the chandelier installation. We will have created artist statements to be displayed with our work at the exhibition, and we will have had a closing celebration with glow sticks and treats. We will have discussed in depth what the exhibition will showcase and how they should be proud of what they have accomplished as artists, collaborators, and explorers.

X-B. Transition to Next Lesson:

This is the final week of SAS. Next students will be able to see and experience their artwork exhibited in the Zoller Gallery.

XI. REFERENCES TO MATERIALS CONSULTED

This section is similar to a “references” section of an academic paper. You need to account for any and all resources that you have used to conceptualize and write your lesson plan (e.g., websites, books, exhibition materials, movies, etc.)

<https://art21.org/gallery/pepon-osorio-artwork-survey-1980s/#2>

<https://art21.org/gallery/jessica-stockholder-artwork-survey-2000s/#3>

<https://hyperallergic.com/372153/honolulu-new-biennial-makes-the-case-for-hawaiian-contemporary-art/>

<https://www.artforum.com/print/reviews/201807/rafael-lozano-hemmer-76377>

XII. THE CLASSROOM AS A THIRD TEACHER

The classroom has been a primary facilitator in how the students are able to move and create around the art space in the past seven weeks. This is once again true in week eight as we continue to create an open space that encourages movement, options, spontaneity, and opportunity for imagination. We we will have two large tables set up near the sinks. There will be six tables pushed together to create two separate large tables. The entire rest of the room will, once again, be covered in black paper on the floor and even some walls. This immediately invites children to choose either a seat on the floor where they can bring their creations with them or choose to apply materials directly onto the black paper. The chandelier base will be displayed in the room,

and students and teachers will be able to interact with it as they attach more ornaments and artworks onto the installation. The art space will also turn into a neon/glow-in-the-dark party. We will turn the lights off and close the windows, taking away natural and artificial light. We will bring out glow sticks and dance, perform, play, and celebrate our final SAS.