

Week Seven LESSON PLAN FORMAT

SAS Spring 2019

Lead Teacher: Katy Lehman

Mentor: Sarah Thompson

Unit Title: All of the Lights

Lesson Title: Chihuly

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)

Dale Chihuly, a renowned multifaceted artist, creates magnificent paintings, sculptures, installations, and more with a variety of media including glass, paint, charcoal, graphite, neon, ice, and more. His artwork is displayed in museums, in the ceilings of important buildings and galleries, alongside nature in botanical gardens, and even inside of wooden boats in bodies of water. He is the most famous for his glass blown art and creative installations with neon and vibrant colors in all different shapes, sizes, and settings. In week seven of Saturday Art School, Chihuly will be our main inspiration for the next addition to our hanging Chandelier that will be showcased in the final exhibition. We will continue to explore light and reflection as we create our version of blown glass to add to the installation we have already introduced in week six. We will use clear plastic cups decorated with vibrant colors and place them in an oven to melt down and reshape into unique, abstractly shaped ornaments. Week seven we will continue to explore light and reflections, create the chandelier, and prepare for the final exhibition.

II-B. ESSENTIAL QUESTIONS:

1. What is a chandelier?
2. What is an installation?
3. Who is Dale Chihuly?
4. Where/how do artists showcase their artwork in unconventional or unique places/ways?
5. What is glass blown/melted artwork?
6. How does light shine through glass?
7. How does glass create reflections?
8. What effect does color have on light?
9. What effect does color have on reflections?

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 six's lessons and connect this information and their experiences to Week seven.

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.

Standard - AL.2.2.E1. Employ new and familiar strategies to recall information for a purpose.

Standard - 9.31.G1. Compare and contrast the characteristics of works of art.

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

Dale Chihuly

<https://www.chihuly.com/>

<https://www.chihuly.com/life/writings/chihuly-artist-breathing-life-glass>

<https://vimeo.com/44578779>

<https://vimeo.com/60338025>

<https://vimeo.com/287141855>

Making Stained Glass with Melted Plastic Cups

<https://www.youtube.com/watch?v=qbPlaK4q1zs>



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.

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. The art space will generate conversation and broaden their scientific and artistic knowledge.

VII. MATERIALS NEEDED FOR LESSON

1. Scissors
2. Tape
3. Colorful permanent markers
4. Fishing Line String
5. Hula Hoop

6. Strong Wire
7. Large White Sheets of Paper
8. Toaster Oven
9. Spatula
10. Projector
11. Computer

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. 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 a toaster oven in the room for melting the plastic cups. Students need to allow the teacher to move the cup into and out of the oven. Students can watch, but should not get any body part too close to touching so that they do not get burnt.
6. Students will be able to cut their cut before it is melted. Student needs to be careful they use the scissors properly. Student needs to make sure they do not cut themselves on the plastic after it is cut and sharper.

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	<p>Welcome students and parents into the space and sign them in.</p> <p>Guide students to their sketchbook.</p>	<p>Student's enter and are shown where their sketchbook is and are allowed to sit wherever they please on the floor.</p> <p>Use markers and chalk to create in their sketchbooks.</p>
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9:15-9:20	<p>Tell students to put sketchbooks away and any marker or chalk that has landed on the floor into a bin.</p> <p>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).</p>	<p>Students put away sketchbooks and materials that have fallen.</p> <p>Students are standing facing the teacher around the room. Students perform Sun Salutation routine.</p>
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?</p> <p>How does light shine through materials and objects and not others?</p> <p>How does light reflect off of mirrors?</p> <p>What colors can be created through reflections?</p> <p>What is a chandelier?</p> <p>What is an installation?</p> <p>What is a sculpture?</p> <p>What is a collaboration?</p> <p>What is an exhibition?</p> <p>Introduce new ideas/questions:</p> <p>Who is Chihuly?</p> <p>What is glass blowing art?</p> <p>Where are unconventional places that artists place sculptures and installations?</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>

9:25-9:30	<p>Teacher will bring out the CD ornaments from week six and, with the students help, attach the ornaments onto the chandelier.</p> <p>We will engage in conversation about installations, sculptures, and the final exhibition.</p>	<p>Students will be able to look at their own and their peers CD ornaments. They will help the teacher attach the ornaments onto the chandelier.</p> <p>Students are encouraged to talk about installations, sculptures, and the final exhibition. They will collaborate with each other and the teacher to assemble the installation.</p>
9:30-9:40	<p>Teacher will show students pictures and videos of Chihuly.</p> <p>We will engage in conversation about installations and Chihuly's artwork.</p>	<p>Students will watch pictures and videos of Chihuly.</p> <p>Students are encouraged to engage in conversation.</p>
9:40-10	<p>Teacher will distribute cups and markers. Teacher will engage with students as they decorate their cup.</p>	<p>Students will decorate their plastic cup.</p>
10-10:10	<p>Teacher show students what happens when they put the cup in the toaster oven and it melts.</p>	<p>Students will watch teacher put a few cups in the toaster oven.</p>

10:10-10:30	<p>Teacher will walk with students over to the Hort Woods playground.</p> <p>T</p>	<p>Students will play in the Hort Woods playground.</p>
10:30-10:40	<p>Teacher will walk with students back to the art space.</p>	<p>Students will walk back to art space.</p>
10:40-45	<p>Teacher will show students all of their Chihuly inspired melted cups.</p>	<p>Students will look at their cups.</p>

10:45-11	Teacher will engage with students as they work in their sketchbooks.	Students will work in sketchbooks until parents arrive.
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X. ENDING THE LESSON

X-A. Closure of Lesson:

Week seven will conclude after the students have create their Chihuly inspired melted glass ornaments. They will be able to attach the ornament onto the hanging chandelier. Students are apart of the single ornament creation process on their own, but they are also apart of a greater project of putting the installation together as a community and collective art group. Students will be able to collaborate with their piers, create an installation, have conversation about the final exhibition, and engage in a constant material exploration with old and new materials.

X-B. Transition to Next Lesson:

For week eight of SAS, we will complete the chandelier and prepare for the SAS exhibition.

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://www.artsonia.com/museum/art.asp?id=10365755>

<http://www.artteacherdiaries.com/diary/chihuly-sculptures-made-with-plastic-bottles>

[https://campuspress.yale.edu/exploringartismycba/c hihuly-in-plastic/](https://campuspress.yale.edu/exploringartismycba/c%20chihuly-in-plastic/)

Dale Chihuly

<https://www.chihuly.com/>

<https://www.chihuly.com/life/writings/chihuly-artist-breathing-life-glass>

<https://vimeo.com/44578779>

<https://vimeo.com/60338025>

<https://vimeo.com/287141855>

Making Stained Glass with Melted Plastic Cups

<https://www.youtube.com/watch?v=qbPlaK4q1zs>

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 six weeks. This is once again true in week seven as we continue to create an open space that encourages movement, options, spontaneity, and opportunity for imagination. 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 white 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 white paper. On the tables there will be markers and plastic cups for the students to create their Chihuly inspired “melted glass”. In addition to the Patterson art space, we will be journeying to Hort Woods Child Care Center’s outdoor playground. With the change of season to spring time, the weather looks beautiful and the students will be able to explore outdoors and enjoy the weather. While the students are in the playground they will be told to look for signs of light, shadows, and reflections. They will also be able to document their findings and play with iPads and cameras. The two environments will foster play, creation, and discovery.