

Week Four LESSON PLAN FORMAT

SAS Spring 2019

Lead Teacher: Katy Lehman

Mentor: Sarah Thompson

Unit Title: All of the Lights

Lesson Title: Old & New Material Exploration

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)

The past three weeks in Saturday Art School we have introduced, explored, and experimented with light, shadow, darkness, reflections, and kaleidoscopes. Every week has been a complete material exploration as we offer an array of materials and mediums in an open art space for the children to dive into. The intrigue and enjoyment the children have with this ability to freely use and create has inspired week four's lesson to reintroduce all the materials we have been using to further explore objects that are transparent, translucent, reflective, and more. Week four, *Old & New Material Exploration*, will be a hands-on student-centered experience. There will be several activities around the art space for children to pick and choose what materials they explore. There will be mirror/reflective sheets that students can decorate and construct into new shapes other than just a kaleidoscope. There will be transparent mason jars that we can explore putting light fixtures or water into to see how they reflect or how materials interact with the transparent glass. Children are encouraged to use the

knowledge they have gained from previous weeks to discover what is possible with an array of old and newer materials in the art space.

II-B. ESSENTIAL QUESTIONS:

How can we explore with an array of materials in the art space?
How can we use known materials in new and innovative ways?
How does light shine through materials and objects and not others?
What are transparency, opaqueness, and translucency?
How do we manipulate light and reflection?
How does light reflect off of mirrors?
What colors can be created through reflections?
What patterns can be created through reflections?
What effect does light have on water? (Artificial and natural light)
How can we use loose parts in the art space?

III-A. LEARNER OUTCOMES

1. Students will be expected to recall vocabulary words they learned during Week one through three's lessons and connect this information and their experiences to Week four.
2. Students will be expected to explore old materials in a new and innovative way.
3. 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.
4. Students will use materials in the classroom to foster their art practice as they explore light and shadow.
5. Students will work together with their peers in the art classroom; therefore, the art space will become social practice.
6. As children move around the open space, they will learn that art practice should be playful and experimentive.
7. 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.
8. 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.
9. Students will be able to document their own work with an ipad or camera.

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.2.1.B1. Complete multi-step tasks with independence.

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

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

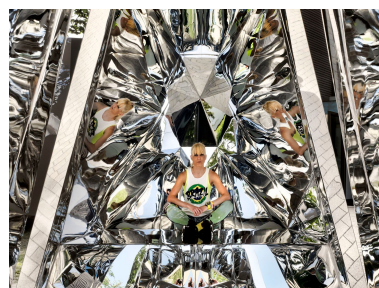
An Interactive Light and Sound Installation made from Appropriated Bottles <https://vimeo.com/93786148>

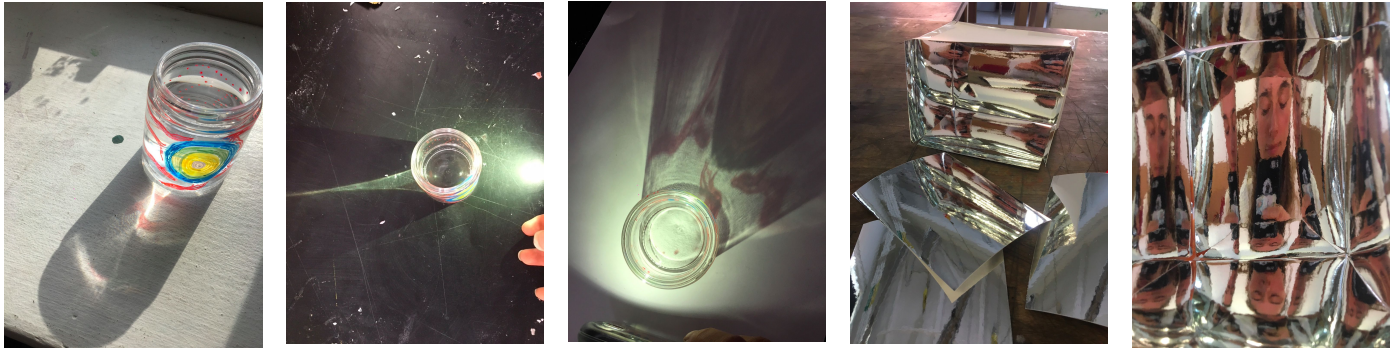
Sylvia Kind Encounters with Materials <http://encounterswithmaterials.com/>

Mattia Paco Rizzi <http://www.mattiapacorizzi.com/homepage/art/kaleidoscope-art-installation-mirror/>

Asa Jungnelius <https://asajungnelius.se/>

Flavie Audi <http://flavieaudi.com/exhibitions/>





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.

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, kaleidoscopes, 3-dimensional shapes, and patterns. They will utilize reflective/mirrored materials to construct 3-dimensional shapes and discover how these structures create reflections, patterns, shapes, and more. They will be able to use glass jars filled with water or candles and see how light shines through glass, water, and more. They will discover through these experiences how different materials and colors also create reflections and patterns. 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. Mason Jars
2. Mirror/Reflective Sheets
3. Fake small candles
4. Flashlights
5. Multi-surface paint
6. Paint Brushes
7. Multi-surface markers
8. Glitter
9. Gems
10. Glue
11. Tape
12. Scissors
13. Colorful Cellophane
14. Colorful Tissue Paper
15. Feathers
16. Water
17. iPads
18. Light Box
19. Acetate

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. Students will be able to use scissors to cut materials. They need to properly hold the scissors and only use them when they are sitting at the table working on their artwork.

4. Students will be able to move to different stations in the room to explore different art experiences; therefore, they must make sure they move around the room in a respectful manner and only use the materials for each station at that given station.
5. 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.
6. The tables will be removed and the ground will be covered in white 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.
7. Students will be able to use glass mason jars. They need to make sure they are not using them in an unsafe manner and are careful not to drop and break them. They will also be able to put water inside of the mason jars, so they should not throw the water onto another individual and try not to spill the water.

IX. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Time	Teacher Actions	Expected Learner Actions
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.

9:20-9:30	<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: What is natural light versus artificial light? When do you see shadows? How does light shine through materials and objects and not others? What are transparency, opaqueness, and translucency? How does light reflect off of mirrors? What colors can be created through reflections? What patterns can be created through reflections?</p> <p>Introduce new ideas/questions: How does light shine through water?</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>
9:30-9:45	<p>Show students how to explore with the mason jars. First decorate the jar then use water, flashlights, fake candles, and more to explore with the mason jars, reflections, light, pattern, movement, and color.</p> <p>How to:</p> <ol style="list-style-type: none"> 1. Take Mason Jars, multi-surface markers and multi-surface paint to decorate the outside of the transparent glass jar. 2. Place the jars on white or black paper. 3. Put water inside of the jar and use light shining from the window sills or light from 	<p>Students stand around the tables and attentively watch the teacher create the projects and explore the different materials.</p> <p>Students are allowed and encouraged to ask questions about materials and Kaleidoscope creation process.</p>

	<p>flashlights to shine onto and through the jars.</p> <ol style="list-style-type: none"> 4. Explore with shining the light from different angles and on the black/white papers to see the reflections and patterns that form. 5. Can also take the water out of the jar and shine the light through. 6. Or place the artificial/fake candles inside of the jars to see how the reflections and patterns change. <p>Then show students how to explore with the reflective/mirror sheets. Show them they can create other 3D objects other than the triangular shape inside of the Kaleidoscopes. Encourage them to explore with materials inside of the new reflective 3D structures.</p> <p>How to:</p> <ol style="list-style-type: none"> 1. Take scissors, tape, and mirror/reflective sheets. 2. Construct 3D shapes and tape the mirror/reflective sheets together. 3. Use multi-surface paint or multi-surface markers to decorate the inside or outside of the structures. 4. Use flashlights to shine light on the mirrors to explore the relationship between light and mirrors. 5. Place loose parts inside of the 3D structures to explore reflections. <p>There will be an array of materials on the table for students to use however they please with their mason jar and</p>	
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	reflective 3D structures. We will bring back materials with have used in past weeks and introduce new materials as well.	
9:45-10:40	<p>Walk around room and help children. Encourage them to explore materials. Have artistic conversation about materials and creations. Encourage them to document what they are making with iPad's, cameras, and video camera.</p>	<p>Students can sit at tables or on floor to create mason jars and/or 3D reflective structures.</p> <p>They will be able to use materials how they please. If they finish one project they are able to go to the other, or bring back their Kaleidoscope or sketchbook.</p> <p>Students will be able to document and take photos with the iPad and cameras.</p>
10:40-10:50	<p>Ask students to drop the materials they are currently working with and pay attention to the teacher.</p> <p>Engage in a conversation with the children about what they discovered about certain materials.</p> <p>Reask questions from the start of class discussion:</p> <p>How does light reflect off of mirrors?</p> <p>What colors can be created through reflections?</p> <p>What patterns can be created through reflections?</p> <p>How does light shine through water?</p>	<p>Students will be asked to drop their materials and pay attention to the teacher. Eyes and ears on the teacher.</p> <p>They are encouraged to raise their hand to share experiences/creations or answer questions.</p>
10:50-11:00	Tell students they can continue to explore materials and work on their	Students can continue to work on their projects or work in their sketchbooks.

	projects, or they can get their sketchbooks to finish the morning. Greet parents as they start to arrive.	When their parents arrive they will leave all of their work in the class to save for the exhibition.
11:00	Clean up the art space and save all of the children's art work.	Children will be picked up at this time.

X. ENDING THE LESSON

X-A. Closure of Lesson:

To end this lesson, Old & New Material Exploration, we will engage in conversation about what students discovered, created, experimented with, collaborated on, designed and more. We will talk about the effect that light had on different materials such as water, glass, reflective material, mirrors, and more. We will show one another the 3D reflective structures and the glass jars we have created. We will ask and answer questions about how reflective materials make patterns and the effect natural or artificial light has on different materials. We will talk about how we used old materials in new inventive and creative ways or how they explored new materials. Students will save all of their creations to later be shown in the exhibition.

X-B. Transition to Next Lesson:

To transition into the next lesson, we will continuously talk about the effect light, shadow, darkness, and reflection has in the art space. In the upcoming weeks we will introduce black light, neon light, and fluorescent light.

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.)

Sylvia Kind Encounters with Materials <http://encounterswithmaterials.com/>

Mattia Paco Rizzi <http://www.mattiapacorizzi.com/homepage/art/kaleidoscope-art-installation-mirror/>

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Flavie Audi <http://flavieaudi.com/exhibitions/>

Glass Bottle Installation <https://vimeo.com/93786148>

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. This is especially true in week four, *Old & New Material Exploration*, 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 four and four 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 two separate experiences, the mason jars and the reflective/mirror sheets. With these separate experiences there will also be a massive array of new and old materials for children to explore, experiment, and design with. Additionally, the light box from week one and week two will be reinstated into the art space. There will also continue to be artificial light fixtures, such as lamps, flashlights, and fake candles. And the large Patterson Building windows will continue to have natural light shining through them.