

Visual Arts Lesson Plan

Title: *Changing the World with Art*

Grade: 7

Timing: 60 min (intro and start); 45 min to finish studio

Overview: *This lesson is related to the 'Big Idea' of change, and examines how art is used to change contemporary society for the better. It presents contemporary artworks for discussion that aim to change how viewers see social/political issues, and then has students make a pinch pot bowl to contribute to a fundraising project that will help to alleviate hunger in their own community.*

Specific Curriculum Expectations: (at least one from each of the three Visual Art strands and other subjects as desired)

C&P – D1.1 (create art); D1.3 (use elements and principles); D1.4 (use a variety of materials, etc.)

RR&A – D2.1 (interpret artworks and identify/feelings/issues/social concerns that they convey)

EF&CC – D3.2 (demonstrate an understanding of the function of visual and media arts)

Assessment Strategies:

Process:

- Observation**
- Anecdotal Notes
- Checklist/Rubric
- Interview/Conference
- Presentation/Performance

Product:

- Sketchbook/Journal
- Portfolio Review
- Self-assessment
- Peer-assessment**
- Interview/Conference

Product:

- Presentation/Performance
- Critique
- Checklist/Rubric**
- Other:

Planning for Learning Differences:

Type: (check one only)

- Physical Challenges
- Learning Disabled
- Behavioural
- ESL**
- Gifted

Accommodations: (check those which apply to the special need you selected)

- Increase time for lesson
- Increase space available
- Written Instructions**
- Oral Instructions**
- Visual Instructions**

- Peer Tutor/Partner
- Modify Materials
- Modify Tools
- Extend Lesson
- Other:

Space: *A regular classroom is fine; desks or tables needed. Access to a sink is a bonus.*

Materials & Tools:

Digital projector and laptop

Art postcards

Low fire clay – 1x 3 inch cubed piece per student

Clay tools – etchers, clay wire, scrapers, plastic toys, etc.

Sponges, bucket of water for clean-up

Music to play during art-making (with social justice themes)

Artists/Artworks: (must also be included in the lesson)

Agnes Denes, Wheatfield: A Confrontation, 1982

Marc Quinn, Alison Lapper Pregnant, 2005

Adbuster images (eg. Baby with logos)

Set-Up: *Set up projector and laptop; ensure PPT is running. Divide clay into pieces and cover with damp towel. Set out clay tools. Fill buckets and get sponges and put paper towels out on table. Clear area for bowls to dry.*

Homework/Communication with Parents/Guardians: *Let parents know about Empty Bowls*

project in monthly newsletter. Have class design invitations to go home for the fundraiser. Parents come to the fundraiser to see the bowls and become part of the children's efforts to bring about positive social change.

Notes: *The basic idea for Empty Bowls is simple. Participants create ceramic bowls, then serve a simple meal of soup and bread. Guests choose a bowl to use that day and to keep as a reminder that there are always Empty Bowls in the world. In exchange for a meal and the bowl, the guest gives a suggested minimum donation of ten dollars. The meal sponsors and/or guests choose a hunger-fighting organization to receive the money collected. Any organization fighting hunger qualifies. Many groups choose to donate to organizations within their own community and others choose to give their donations to national or international hunger relief efforts. It is the intent of the originators that the Empty Bowls project maintain a high level of integrity; that it is a project of inclusion; that it cuts across social, political, racial, religious, age, and any other perceived boundaries; and that it provides a tool which we can all use in working towards the goal of ending hunger. We ask that some aspect of hunger education be part of your project. For more info:*

<http://www.emptybowls.com/>

<http://www.emptybowls.ca/>

Delivering the Lesson

Timing	Grouping			Sharing the Objectives: <i>As part of our 'Big Ideas' theme on 'change', we will be looking at how contemporary artists try to bring about societal change through their work. Let's start by looking at the pile of art postcards on your desks – can you find one that shows elements of change in its images or ideas?</i>
	W	S	I	
5 min	X			
5 min		X		<p>Body of the Lesson (Step-by-Step)</p> <p>Warm-up Activity: <i>Can you please turn to your elbow partner in a think-pair-share and explain what type of change you saw in the artwork?</i></p> <p><i>Introduce principle of unity; ask students to look for unity in their images.</i></p> <p>Viewing and Discussing Artworks: <i>Let's take a look at some contemporary artworks and see if we can figure out what type of change each artist wanted to bring about:</i></p> <ul style="list-style-type: none"> • <i>Agnes Denes, Wheatfield: A Confrontation, 1982</i> <i>Where's the artwork in this photo? What materials/tools/techniques did the artist use? Where was the work created? What was the artist's intention for change; what issue was she trying to address? How was the piece unified? Explain the background info on the work as needed – location, scale, effects, etc.</i> • <i>Marc Quinn, Alison Lapper Pregnant, 2005</i> <i>Note the location of the work in Trafalgar Square in London. What is the subject of the sculpture? What is unusual about this? What materials did the artist use? Did the artist strive for unity in this piece? How about in the installation in the square? What was the artist's intention for change; what issue was he trying to change?</i> • <i>Adbuster images (Baby with logos)</i> <i>Tell me about the image; what makes it unusual? What materials/tools /techniques did the artist use? How is a sense of unity created? How this supports his/her message?</i> <p><i>If you could use your artwork to make the world a better place, what issue would you tackle?</i></p> <p>Making Art: <i>We're going to use our art project to do just that, make the world a better place. Our own art project will be focusing on raising awareness about hunger in our community by participating in the Empty Bowls project. (Describe project – see notes on earlier page.)</i></p> <p><i>How many of you have worked with clay before? What ground rules do you remember about working with clay? (Review the ground rules: keep clay on the desks; no clay in the sink; wash hands in the bucket first.) Demonstrate how to make a pinch pot and attach a clay rim or decorations using the scratch-slip-smooth method. Explain that the image on the pot should relate to change in some way and have an unified image; consider doing a sketch on scrap paper first to work out your ideas. Distribute clay and clay tools via the art monitors; let class know the time line.</i></p>
20 min	X			
5 min			X	
20 min (first day)				
30 min (2 nd day)			X	

10 min	x	<p>Closure: <i>You did a wonderful job today – I like the way you stayed focused on the task of creating your bowls. How did you like making the bowls? What made it easy or difficult to make them? What elements of change did you show as part of your imagery? How did you create a sense of unity?</i></p> <p><i>Once the bowls are fired and glazed we will do a peer review process on them to assess your efforts.</i></p> <p><i>Once we have made our clay bowls they will be fired; then we will glaze them, and then use them as part of a fundraiser to address hunger in our community. We will make the soup to fill them as a class project, create the promotional materials to advertise the event as part of language arts, and then run the fundraiser as a class by inviting your parents to come to the event.</i></p>
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<p>Quality Art Education: have you included</p> <p><input type="checkbox"/> <i>Looking at Art</i> (by professional and amateur artists)</p> <p><input type="checkbox"/> <i>Talking or writing about art</i></p> <p><input type="checkbox"/> <i>Making Art</i></p> <p>-----</p> <p><input type="checkbox"/> Is it also integrated with another discipline? (if so, you must list these expectations on first page)</p>	<p>Multiple Intelligences:</p> <p><input type="checkbox"/> <i>Linguistic</i></p> <p><input type="checkbox"/> Logical/Mathematical</p> <p><input type="checkbox"/> <i>Visual/Spatial</i></p> <p><input type="checkbox"/> <i>Bodily/Kinesthetic</i></p> <p><input type="checkbox"/> <i>Interpersonal</i></p> <p><input type="checkbox"/> Musical</p> <p><input type="checkbox"/> Naturalistic</p> <p><input type="checkbox"/> Intrapersonal</p>
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<p>Extensions:</p> <p><i>Language Arts - develop the promotional materials (posters, invites)</i></p> <p><i>DT or Media Literacy – develop a website for celebration of project</i></p> <p><i>Music – identify songs that try to change the world for the better, then try writing their own</i></p> <p><i>Math – plan/budget/buy the ingredients and cook soup for fundraiser</i></p>

*Grouping: W = Whole class; S = Small group; I = Independent

Reflections (what worked/didn't work and what changes are needed for next time)