CAEA Lesson Plan Format

LESSON TITLE: Colors of Abstraction: Wall Relief Sculpture

Name of Presenter: Fran Perry, Jacqueline Truong, Kristen Ursenbach

Grade Level: Elementary, MS, HS, University, Special Needs

Background Information:
Abstract or abstraction? Often the concept of abstract art can be difficult to explain to a young audience. This workshop will delve into the artworks of contemporary living artist Amy Genser, and dissect how she took natural surroundings and made them into abstract art. We will then create an artwork inspired by her paper rolled wall reliefs. We will discuss and share how the lesson can be adapted to celebrating the Earth and using recycled materials, modifications to a younger/older audience, challenges and how to resolve them in the classroom, lesson plans, and student examples – and finally what is abstract vs abstraction?

Content Standards: (For the purposes of our lesson we will use 5th Grade standards)
1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.
1.2 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.
1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.
2.5 Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme.
4.1 Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.

Common Core Content Standards addressed with the lesson:
N/A

Vocabulary:
Abstract Art, sculpture, unity, harmony, expressive, mixed-media, two-dimensional, three-dimensional, wall relief sculpture, contemporary, living artist

Materials:
cardboard, scrap paper/construction paper, rolling tools (ie: pencils, markers, etc.), glue bottles, small cups to store glue, tempera/acrylic paint, scissors, paintbrushes, water containers, paint palette/plate, any size ziplock plastic bags
Motivation:
- Abstract vs. Abstraction Video
  - https://www.youtube.com/watch?v=HP_cSocmAOI
- Amy Genser Website
  - http://www.amygenser.com/
- Amy Genser Prezi
  - https://prezi.com/exn5osmlsu7u/amy-genser/
- Article on Amy Genser
- Nature Photographs
  - https://prezi.com/5nwgg4coampl/untitled-prezi/
- Show video of abstract art
  - https://youtu.be/GhmqO7nSMTI

Procedure:

<table>
<thead>
<tr>
<th>Summary of Culminating Task:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will apply the concepts of unity and harmony using color and contour to create an abstract work of art.</td>
</tr>
<tr>
<td>Students will create a three dimensional work of art.</td>
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</tbody>
</table>

Content Objectives:
We will create a mixed media sculpture that depicts unity and harmony.

Language Objectives:
I will describe how unity and harmony can be seen in my work of art.

- The teacher will introduce the concept of abstract art to the students.
- Abstract vs. Abstraction Video
  - https://www.youtube.com/watch?v=HP_cSocmAOI
  - The teacher will read “Action Jackson”.
  - The teacher will introduce the project to the students and introduce the paper works of contemporary artist Amy Genser (link for her web site)
    - http://www.amygenser.com/
    - https://prezi.com/exn5osmlsu7u/amy-genser/
  - The teacher will display images of nature for students to draw inspiration from.
    - Nature Photographs
      - https://prezi.com/6vr7vx7o2fvi/inspiration-from-nature-amy-genser/
  - The teacher will introduce the materials and demonstrate how students will
create the rolled paper pieces for their works.
  · Students will be directed to practice and begin creating the rolled paper pieces for their project.
  · Students will be given gallon bags with their name on them to store their rolled paper pieces.
  · Show video of abstract art
    - https://youtu.be/GhmHO7nSMTI
  · The teacher will review the project with students and reintroduce the works of Amy Genser.
  · Students will plan their artwork and develop their theme from nature.
  · Students will be given a piece of cardboard and will be directed to use paint to paint the background according to their theme. Texture may be added.
  · Students will be directed to pick up their bag of rolled paper pieces from the teacher once they are done painting their background. Students will continue making pieces for their project.
  · The teacher will display images of nature and/or play nature music for students to draw inspiration from.
  · The teacher will review the project with students and demonstrate how students will assemble their projects using white glue. Paper plate or small container with glue in it works best. They can dip/dab the rolled paper.
  · Students will be directed to get their painted boards and begin assembling their rolled paper project when ready.
  · The teacher will lead a class discussion on the differences and similarities between their three projects throughout the trimester.
  · The teacher will focus on the use of unity and harmony and the differences between representational, non-representational, and abstract works.
  · The teacher will then lead a discussion on how art galleries and museums contribute to the conservation of art.

Assessment and/or Evaluation:

**Journal Prompt/Sentence Frames:**
My work shows unity and harmony by ____________.
Extensions:
CAEA Lesson Plan Format

**LESSON TITLE:** Organizing Curriculum in Elementary Art

**Name of Presenter:** Jacqueline Truong, Kristen Ursenbach, Fran Perry

**Grade Level:** Elementary, MS

**Background Information:**

With holidays, vacations, field trips, testing, and everything else that comes with an elementary setting, not every class in the grade level will always be on the same project. It is important to stay organized and prepared for any disruptions to your plans. In this workshop, we will be discussing various ways to stay organized in the hectic world of elementary art. With easily 20 or more classes a week, juggling the curriculum can seem daunting and sometimes impossible. With these guides, you will be able to organize your lesson plans into manageable plans for each grade level. In addition, we will be providing tips and forms to help organize each class’s progress throughout their projects.

As teachers, we are always looking to improve on our craft. This workshop addresses the California Standards for the Teaching Profession in the following areas: CSTP 1.4, 2.2, 2.6, 2.7, 3.1, 3.3, 4.3, and 4.4.

**Content Standards:**

NA

**Common Core Content Standards addressed with the lesson:**

NA

**Vocabulary:**

NA

**Materials:**

Handouts:
Unit Template
Project Completion Chart
Year at a Glance
Material Inventory
Sub Lesson Plan

**Motivation:**

NA
Procedure:

We will begin the presentation with an overview of how to complete and organize an entire art unit into a single template. This will be comprised of several lessons on the same unit plan with a final culminating task. Then we will move into how to organize your units and lessons into a format that is easier to see all at once. Next, we will discuss how to manage the differing completion times for the multiple grade levels and classes. After this, we will look at how to organize your sub plans for single and multiple day absences. Finally, we will look at how to keep track of you material inventory and manage your ordering.

Assessment and/or Evaluation:

NA

Extensions:

NA