

Sample Lesson Plan
Thursday, January 23, 2014
What is “Art”?

I. Objectives

Students will be able to classify types of art.

Students will create a class definition of art.

Student will work in groups or pairs on an investigative activity to classify what is in their mystery boxes as “art” or “not art”.

II. Prior Knowledge

We are prepared to accommodate students with very limited knowledge of art history and the theory thereof.

III. Materials

This lesson will require:

- Name tags
- Print out images: Mona Lisa, Duchamp Fountain, Frick Fountain
- Pennies
- Eiffel Tower Key Chains (4 provided by Lauren)
- 4 Boxes (or 4 envelopes) to contain art artifacts (Cyrille 1, Grace 2-3)
- 4 Apples (Cyrille and Grace)
- Handout: names, their definition of art, ranking, “notes from peer,” write down facts we give, why has the ranking changed, final ranking, explain why/ how ranking or definition of art has changed.
- Slideshow of how apple has been used in art, Slide of the Duchamp fountain framed in museum context, last slide
- Flash drive with PowerPoint (Cyrille)

IV. Procedures

Preparation: assemble boxes

1. Introduction - **5-6 minutes**

a. Sci-Tech student introductions: Name, concentration, and favorite movie or TV show.

b. Program leaders will introduce themselves with their name, one serious fact (ie. major/ where you are from) and one silly fact (such as favorite color, place in Pittsburgh...)

2. Brief activity introduction **4-6 minutes**

a. Explain, student will be working in groups or pairs on an investigative activity to classify what is in their mystery boxes as art or not art.

b. Students will be told to look to their left/right and pair up with that respective person. They will then break into these groups of two, and arrange desks in groups of three (two for students, one for program leader). **2-3 minutes**

*There will be one **program leader** in each group and one program leader will float between groups (4 groups total, 2 per group). Handouts will be distributed as soon as students get into groups. The **program leader** can keep the discussion on track of thinking about art and asking questions that could lead to the kids thinking about art in another way. The floating leader (Cyrille) will take photos of the groups/engage with all of the students for a shorter period of time.

c. Students will be instructed by the program leader sitting with them as to the next steps of the activity. These instructions will be:

- To follow the handout in defining “what is art?”: It will be explained that students will be classifying art objects. In order to do so they must first establish a criteria for classifying these things, this criteria is a definition of art. This definition should reflect the student’s initial thoughts about what art is. **1-2 minutes**
After this, the students will then...

3. Look at art artifacts in the boxes and fill in handout

- Each group will be given of box containing artifacts and images. This and the program leader instruction will prompt students to define art on their handout. **5 minutes**
- They will then open the box and rank the items in according to “artness.” **5 minutes**
- Students will be paused to get additional information (visual and auditory) from Cyrille. **3-5 minutes** Student will take notes of these facts in the space Provided on their handout for later reference. These fast facts will include:
 - a. The artist who designed the penny is also the artist who made the Mary Schenley Memorial/ A song to Nature. His name was Victor David Brenner.
 - b. The apple has a large amount of symbolism in art history. The apple can be a symbol of original sin “forbidden fruit”, life, knowledge, and nature. Magritte *The Son of Man*
 - c. The Fountain is a creation of Marcel Duchamp. It was first exhibited during the society of independent artist exhibition in 1917. It was displayed and photographed by famed photographer Alfred Stieglitz.
 - d. The Mona Lisa was never exhibited while Leonardo Da Vinci was alive.
 - e. Replicas of “The Fountain” are exhibited currently at the Tate Modern Museum in London, England, Philadelphia Museum of Art, National Gallery of Canada, Indiana University Art Museum, San Francisco Museum of Modern Art, and Centre Georges Pompidou in Paris, France.

4. Students will reconvene in their groups to discuss each fast fact and how that information changes their ranking. If asked we can inform the students that the Eiffel tower was built by Gustave Eiffel for a worlds fair in Paris France. The keychain is a re-representation of the Eiffel tower does that changes its artness. Students will write down how their ranking and ideas about art have changed. **5-6 minutes**
5. Reconvene to make collective class definition of art. Students will be asked to share what they wrote on the handout of how their ranking changed and how their ideas of art have changed. Ask volunteer to share their new definition of art. Write that on the chalkboard. Ask students if they agree with that definition, does it cover everyone's conception of art? How can we improve it? Once a definition is agreed upon with the class, a volunteer from the class will write on the board to be put up in the classroom every week. **5-6 minutes**
6. Wrap up of today with explanation of what we are going to be doing tomorrow. Where do you guys see art? Use Google and find a picture of what you think is art? **4-7 minutes**
7. Just incase we have extra time draw a picture from a small part of the image of Light Up. **4-9 minutes**

V. Potential Areas of Confusion/ Problems

Lack of background awareness to our approach. Confused about our goal. Boredom
Unwillingness to think of art as something to research. Too few groups to have an in-depth/varied response.

Solution: Talk students through some of the "art objects," small discussion groups can help clear up our objectives

VI. Potential Discussion Questions

What is art? What do you think art should be? Rank which object/image in box is most art-like. (see questions listed in lesson plan)

VII. Summing Up/Check for Understanding

→ Posters with "definition" of art, and ranking of art objects

-->Asking why a student put a certain object in a certain location

Final discussion of how our thinking about art changed during our investigation of it.

Assessment through level of participation in group discussions

VIII. Special Needs Accommodations

Possibly bring scrap paper for people to write their ideas on before putting it on the poster if they are not as comfortable with forming definitions or speaking up in groups. Perhaps if a student is very introverted, another more outgoing student can present the small group findings.

IX. Back-up Plan

Our lesson does not involve leaving to school or use of technology.

Our PowerPoint will be accessible via flash drive, Google drive, and color print out.