

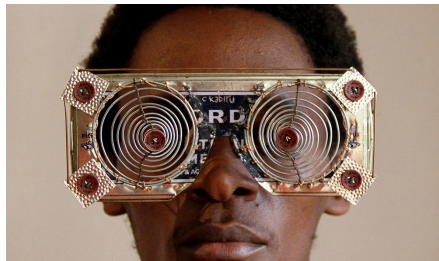
Unit Plan- Power Glasses

Johnnie Lay Burks ES- Dean

Sadie Pijanowski

Big Idea:

- Students will be creating recycled material glasses to understand 3-D sculpture processes. They will use their imagination to design these glasses to hold a superpower and then learn about illustrating their ideas through drawing diagrams.
- The relevant artist is Cyrus Kabiru. He creates futuristic glasses out of recycled computer parts. Once he has a photograph of himself wearing the glasses he often collages and paints a representation of the image.



Relevance for Learners:

- At the elementary level, especially with young students, it is important to introduce a survey of artists and art materials for a glimpse into the expansive world of art. These first graders had not tried 3-D assembly sculpture yet as a material or talked about Cyrus Kabiru. They also have demonstrated excitement in art and very vivid imaginations. So with all three factors in mind, this lesson combines new information for students in a format that will spark creative thinking and excitement. Students will also have wearable artwork which expands their view of art and motivation to make.

Rationale Grounded in Contemporary Theories of Art Education:

- Process over Product
 - When designing this unit, I wanted to focus on engaging students in a new art-making process, with low pressure, and high motivation. This manifested in a wearable sculpture. A key element was materials as idea generation. Students felt less pressure and jumped right in excited by the materials and imaginative aspect of the project.

- *Shifting Perceptions of Quality in Art Education*, Jillian Hogan, Diane Jaquith, and Lauren Gould
- Contemporary Art Focus
 - Contemporary art can be discussed and included in curriculum for elementary. Contemporary artists are often more relevant to young students as they respond to constantly changing culture. Cyrus Kabiru is an exciting contemporary artist that responds to pollution and social issues through his sculpture. Students responded well immediately and were excited to know he is still living and working.
 - *Contemporary Practice in the Element Classroom: A Study of Change*, Anne Thulson

Key Concepts/Understandings (Objectives):

- Students will understand how recycled materials can be used to create art.
- Students will learn about wearable sculptures and 3-D assembly.
- Students will challenge their imagination and understand art is powerful.
- Students will learn about drawing from observation and translating their 3-D artwork into a 2-D artwork.
- Students will learn how to illustrate their thinking process through a diagram format.

Essential Questions:

- How can we use recycled materials to create art?
- How can we show art is powerful with imaginative artwork?
- How can we make artmaking fun and exciting through wearable sculptures?
- How can we best represent our glasses through drawing from observation?
- How can we show others what our glasses mean to us through writing and drawing?


Established Goals:

- NAEA National Art Standards,
 - VA:Cr1.1.1a Engage collaboratively in exploration and imaginative play with materials.
 - VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design.
- Georgia State Standards
 - VA1.CR.4 Understand and apply media, techniques, and processes of three-dimensional art.
 - VA1.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.

Evidence of Understanding:

- Students will create a pair of superpower glasses with recycled materials using imaginative and creative means of assemblage.
- Students will create an illustration of their superpower glasses to demonstrate their creative thinking and challenge their drawing skills.

Instructional Materials:

- Powerpoint:  1st Project- Power Glasses
- Overhead camera for demonstrations

Lesson Plan 1: Making Power Glasses

Dates: March/April

Lesson Rationale:

- Students will create sculptural glasses inspired by Cyrus Kabiru. They will learn about recycled materials in art. Students will respond creatively to the prompt “create glasses that can give you any superpower” and push their imagination and sense of play.

Key Concepts and Understandings:

- Students will understand and recycled materials can be used to create art.
- Students will learn about wearable sculptures and 3-D assembly.
- Students will challenge their imagination and understand art is powerful.

Essential Question(s):

- How can we use recycled materials to create art?
- How can we show art is powerful with imaginative artwork?
- And how can we make artmaking fun and exciting through wearable sculptures?

Lesson Goals (National and State Standards):

National Standards:

- VA:Cr1.1.1a Engage collaboratively in exploration and imaginative play with materials.
- VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design.

Georgia State Standards:

- VA1.CR.4 Understand and apply media, techniques, and processes of three-dimensional art.
- VA1.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.

Evidence of Understanding/Objectives:

- Students will create their own pair of “Power glasses” inspired by Cyrus Kabiru using recycled materials.

- Students will push their imagination to create artwork that is meaningful to them.

Differentiation:

- We will keep the presentation very brief and to the point for students who have trouble focusing or sitting still during instruction. The demonstration will also be slow and simple for this reason. We will repeat past tips on things like scissors and glue for those who need reinforcement.
- Individual time and help will be given to students with disabilities that may need help with instruction or thinking through the theme. ELL students that may need translation or one-on-one time will also be helped through the process. Often, another student in the class is bilingual and can help these students understand the content, so they may be asked to help as well. But, the verbal instruction is minimal and lots of physical and visual demos help minimize a language barrier.
- While they work, students will be allowed to stand and move in their area to help engage those who struggle to sit still.
- Students with behavior plans will be considered by thinking through triggers or dynamics that may take them off track. If there is a disruption or a student is struggling we will handle it individually with that student.

Important Vocab and Definitions:

- Recycled materials- trash and objects that have been thrown away, but can be reused to make something new
- Cyrus Kabiru- Kenyan artist using electronic waste to create intricate wearable sculpture glasses
- Wearable Art- art that can be worn !
- 3-D- art that has volume and extends beyond the flat plane
- 2-D- art that is flat

Lesson Overview:

- **Starter:** I will greet students outside the classroom in the line and explain their daily sculpt prompt. Then students will come in quietly, sit in their assigned spots, and sculpt with play-doh for about 4 minutes.
- **Overview of lesson:** I will jump right in and engage students by talking about the project quickly (“Today we are making some awesome glasses”).
- **Tap into prior knowledge:** I will review our art room expectations and through the demonstration talk about tips and tricks for gluing, cutting, drying rack, etc.

- **Introduction of artist:** First thing, we will talk about Cyrus Kabiru, look at his work, and talk about his use of recycled materials. We will also look at how he creates his glasses, then creates paintings and collages of those glasses.
- **Art making activity:** I will demonstrate and explain how to create the glasses with the overhead camera. I will include information on the workspace, material bin, gluing and cutting, and procedures for clean up. Then, we will pass out materials as students put up their play-doh from daily sculpt. I will ask students as they work what their superpower is and check-in if they need help. I will aim to check in with every student before the end of the class period. Students will add recycled materials to their paper glasses and work until the end of class. If they finish early, they may read in the rug area or free draw at their desk.
- **Monitoring of students:** I will walk around the room and check in with students about their glasses and potential superpower. It is great to hear students talk about their work and hear their excitement when discovering cool pieces of recycled materials.

Clean-up Procedure/ Closure

- At the end of class, students have a clean-up song and must clean up by the end of the song for full points on their art note. We will ring the bell, explain clean up instructions, and play the song.

Lesson Plan 2: Illustrating the Power Glasses

Dates: March/April

Lesson Rationale:

- Students will revisit their glasses by making illustrations / diagrams of their glasses and the superpowers they represent. Students will learn about drawing from observation, exploring imagination and demonstrating thinking through writing and drawing combined.

Key Concepts and Understandings:

- Students will learn about drawing from observation and translating their 3-D artwork into a 2-D artwork.
- Students will learn how to illustrate their thinking process through a diagram format.

Essential Question(s):

- How can we best represent our glasses through drawing from observation?
- How can we show others what our glasses mean to us through writing and drawing?

Lesson Goals (National and State Standards):

National Standards:

- VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art.
- VA:Cr2.3.1a Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

Georgia State Standards:

- VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.
- VA1.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

Evidence of Understanding/Objectives:

- Students will create a drawing representing their glasses and the meaning behind them.

- Students will break down what they are seeing into shapes and add detail in both drawing and writing.

Differentiation:

- We will keep the presentation very brief and to the point for students who have trouble focusing or sitting still during instruction. The demonstration will also be slow and simple for this reason. We will break down the instruction on drawing from observation into simple and more complicated steps.
- Individual time and help will be given to students with disabilities that may need help with instruction or thinking through the theme. ELL students that may need translation or one-on-one time will also be helped through the process. Often, another student in the class is bilingual and can help these students understand the content, so they may be asked to help as well. But, the verbal instruction is minimal and lots of physical and visual demos help minimize a language barrier.
- While they work, students will be allowed to stand and move in their area to help engage those who struggle to sit still.
- Students with behavior plans will be considered by thinking through triggers or dynamics that may take them off track. If there is a disruption or a student is struggling we will handle it individually with that student.

Important Vocab and Definitions:

- Cyrus Kabiru- Kenyan artist using electronic waste to create intricate wearable sculpture glasses
- Illustration- a type of drawing that includes more information than a picture, it demonstrates the artist's ideas

Lesson Overview:

- **Starter:** I will greet students outside the classroom in the line and explain what we are doing for the day. Then students will come in quietly, sit in their assigned spots, and daily doodle for 4 minutes.
- **Overview of lesson:** I will jump right in and engage students by talking about the project quickly (“Today we are making drawings of our glasses”).
- **Tap into prior knowledge:** I will review our art room expectations and through the demonstration talk about tips and tricks for drawing from observation. I will also review Cyrus Kabiru and how we made our glasses the first day and now we are responding to them.
- **Introduction of artist:** We will review Cyrus Kabiru and how he paints his glasses after they are finished. We will also talk about scientific and mechanical illustrations.

- **Art making activity:** I will demonstrate and explain how to get started with drawing from observation by breaking down the objects into shapes. I will engage the class by asking them what shapes they see and confirming while drawing. I will talk through adding details and try to take the pressure off by emphasizing no one will be perfect and it shouldn't be! We will talk about first-grade "fearless spelling" and adding details and descriptions through words.
- **Monitoring of students:** I will walk around the room and check in with students about their drawings and encourage their progress.

Clean-up Procedure/ Closure

- At the end of class, students have a clean-up song and must clean up by the end of the song for full points on their art note. We will ring the bell, explain clean up instructions, and play the song.