

Service Learning Lesson Plan

Title: Favorite Place Diorama

Group/Date: CC: Sami, Julia, Laine/ March 20th, 2018

| | |
|---|---|
| <p>Lesson Idea and Relevance: <i>What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?</i></p> | <p>In this lesson we are going to teach students how to recreate their favorite place, real or imagined, by making an interactive diorama. Students will continue to explore several nontraditional mediums and techniques to see how artists can use many materials to make art. The dioramas will encourage self-reflection on personal experiences and allow students to experience interactive artwork.</p> |
|---|---|

| | |
|---|---|
| <p>Essential Understanding (s): <i>What are the "big ideas"? What specific understandings about them are desired? (one sentence)</i></p> | <p>Essential Question (s): <i>What provocative questions will foster inquiry, understanding, and transfer of learning? (1-2 Questions)</i></p> |
| <p>Artists and designers explore various media, materials and techniques to create interactive works of art.</p> | <p>Why do artists and designers create interactive artwork?</p> <p>How is interactive art different from art you cannot touch?</p> |

| |
|--|
| <p>Outcomes - Students will be able to...<i>What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast artwork; analyze sketches?</i></p> <p>Students will be able to</p> |
| <ol style="list-style-type: none"> 1. After viewing our demo art diorama, students will be able to brainstorm different kinds of places they enjoy and explain which one they want to recreate. Providing at least two ideas of possible places to recreate. 2. When given instruction, students will be able to combine 2D and 2D materials and technique by using different types of media, interactive elements and cutting and pasting techniques to create their diorama. 3. After finishing their artworks, students will be able to reflect on their design by showing the class how they can interact with their diorama; artwork is interactive in at least one way and student showcases how it works. |

| | |
|---|---|
| <p>Student Reflective Activity: <u>Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning?</u></p> | <p>Assessment Instrument (s): <u>By what criteria will "performances of understanding" be judged?</u></p> |
| <p>The class will work at their table groups. In each group, students will:</p> <ul style="list-style-type: none"> ● Explain what place they recreated and why it is their favorite place ● Express what materials they used to create their diorama ● Explain/show how their diorama is interactive | <ul style="list-style-type: none"> <input type="checkbox"/> Ideation: brainstorming favorite places <input type="checkbox"/> Cutting and pasting techniques <input type="checkbox"/> Using different types of media <input type="checkbox"/> Recreation of a place <input type="checkbox"/> Interactive elements |

| |
|---|
| <p>Pre-assessment: <u>How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?</u></p> |
| <p>The students will know where the lesson is headed through demonstration and questioning. We will start class off by showing students our example of an art diorama to get them acquainted with the idea of dioramas and interactive artwork.</p> <ul style="list-style-type: none"> ● What is a diorama? What is interactive art? ● Why would an artist want to make interactive artwork instead of art you can't touch? |

| | |
|--|---|
| <p>Motivation: <u>How will you hook all students and hold their interest?</u></p> | <p>Ideation: <u>How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their artwork?</u></p> |
| <p>We will begin by showing our diorama of the art classroom to our students and share our stories about why it is an important place to us.</p> <p>Students will be able to interact with the diorama by moving the people and the art supplies in the classroom.</p> <p>We will also show students examples of other types of interactive artwork:</p> <p>Encourage students to reflect on their personal experiences and ask for questions.</p> | <p>What is your favorite place:</p> <ul style="list-style-type: none"> - A place you can go be alone? - Somewhere with your friends or family? - A beautiful place you imagined in your mind? <p>How would you create this using a variety of materials?</p> |

Procedures: How is the lesson organized to maximize initial and sustained engagement as well as effective learning?

Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? Include literacy and numeracy?

Welcome: (5-10 min.)

- Direct students to the designated/set-up work tables
- Complete any classroom management procedures (e.g. take attendance, hand out name tags, etc.)

Introduce Diorama Project (15 min.)

- Direct students' attention to whiteboard/ table at the front of the room, where we will set up our interactive artwork.
- Explain: Today we'll be once again exploring many different materials to create a new form of art that we get to play with when its finished.
- Explain: That there will be two parts to this process the first part will be creating the environment (working with the sides of the box) and the second part will be creating elements and objects to inhabit the space the student creates.
- We will ask the students:
 - Do you have a favorite place? What is your favorite place in the whole world?
- Explain: You will be using art materials to make your favorite place. We will be drawing, painting, sculpting objects with clay and cutting paper shapes to put inside our shoeboxes to make them feel like your favorite place.

Ideation (10 min.)

- Individually brainstorm favorite places and features of that place (e.g. colors, feelings, people): Students will make a bullet list of at least 5 of their favorite places, next to that list they will make another list of colors and feelings that are associated with each of those places. Lastly students will decide which place they want to recreate.

Creating the structure/environment (15 min.)

- Paint/draw/glue on cardboard shoebox
- Use colors and features of favorite place to make it feel like the environment
- Demonstrate individually how to cut out magazine figures/words and other shapes as students work
- Teachers will go around doing mini demo's one-on-one and helping students add to their shoe boxes as they work.

Demonstrate how to add other elements or objects to inhabit the space (5-10 min.)

- Explain how we added elements to our shoebox
- Demonstrate how to create people and furniture using clay and a variety of methods such as slab building, pinch pots and coil building. Show students how to make a chair using the slab method, how to make a lamp with a lampshade using coil building and how to make a person using pinchpots.

Adding Interactive Elements (15 min.)

- Create 3D elements to make shoebox come alive
- Explore new materials like tin foil, modeling clay, and pipe cleaners
- Reflect on their design and consider painting elements

Reflective Activity (15 min.)

- Explain: In table groups, students will talk about their diorama and explain how to interact with their favorite place. Answer questions/make comments about peers' artwork.
 - Write on the board, "What did you do to make it feel like your favorite place?"
 - "How can we play with it?"

Clean Up (5-10 min.)

- Each table will dispose of their paint palettes and leftover scraps
- One person from table group will wipe table
- One person will bring paint brushes and water cups to sink
- Put away scissors, markers, and other materials

Materials and Resources: What is needed to complete the learning plan? List materials and resources in a bulleted format.

- Paint, paint brushes
- Shoe boxes (one shoe box and lid = enough for 2 kids)
- Model magic clay
- Pipe cleaners
- Yarn
- Buttons, beads
- Hot glue, Elmers glue
- Fabric scraps
- Magazines
- Aluminum Foil

Preparation and Safety: What do you need to prepare for this experience? What safety issues need to be addressed? List steps of preparation and safety in a bulleted format.

Preparation:

- Make example diorama
- Gather shoeboxes and magazines
- Prepare tables by setting up materials at the center of each table
 - Pour paint into palettes and fill rinse water cups
 - Lay materials at each table
- Set up hot glue gun station & plug in right before activity
- Divide instruction between teachers

Safety Issues:

- ❑ Address safe way to use hot glue guns
- ❑ Address that students should keep all materials on the table and use them safely/properly. No painting/marketing/gluing on any surface except their projects.

Accommodations: How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners?
...Access (Resources and/or Process) and Expression (Products and/or Performance)?

- Show visual example of diorama
- Visually demonstrate interaction with artwork
- Provide a variety of materials to work with
- Provide several types of glue for adhering materials
- Wheelchair accessible table