# ART: Grant’s Lessons: 2018-2019: Q3. Fantastic Creature Heads

|  |  |  |
| --- | --- | --- |
| **Lesson Title:** | **Duration of Lesson (Days):** | **Date:** |
| **Fantastic Creature Heads** | **5 weeks** | **February 25, 2019** |
| **Essential Question: What are careers that benefit from having a strong background in sculpting?** | | |
| * **Anaplastologist a/k/a Maxillofacial Prosthetist: medical prosthetics** * **Medical Sculptor: creates 3D models of anatomy for office use** * **Entertainment Design: Hollywood Prosthetic Makeup Artist** * **Industrial Design: Automotive Designer** | | |
| **Learning Goals/ Skills:** | **Materials:** | **Vocabulary** |
| * SWBAT: demonstrate and model appropriate understanding of the art room rules, procedures & follow directions in respectable manner. **F3.4** * SWBAT: Use and maintain studio tools & equipment, and effectively participate in studio cleanup. Safety**. VA.68.S3.3** * SWBAT: Utilize Feldman’s Method of Art Critique for H.O.T. when completing self-evaluation & use of appropriate art vocab. ***LAFS68.WHST.2.4, C3.1, S1.4*** * SWBAT: use non-traditional thinking & various techniques to create 3-D creature heads **VA.68.F1.1** * SWBAT: recall different careers that utilize a background in sculpting. **VA.68.F2.1** * SWBAT: draw on background knowledge (history, literacy, film, etc.) and justify artistic choices **VA.68.H3.3** * Understand and explain Copyright Law **VA.68.F3.4** | Attendance Sheets  Smart Board  Computer  Rules Posted  Document Camera  Art paper  Pencils  Rulers  Foam Heads  Aluminum Turn Wheels  Sculpting Tools  Clay  Air Dry Clay  Paint  Brushes  Ready Made Objects | Feldman’s Art Critique  Elements of Art  Principles of Design  Feldman’s steps:  Describe  Analyze  Interpret  Judgement  Sculpture  Bust  Additive Sculpting  Subtractive Sculpting  Ready Made or Found Objects  **Anaplastologist**  Prosthetic Makeup Artist  Medical Sculptor  Automotive Designer |
| **Lesson Sequence or Procedures:** | | |
| 1. Students are introduced to their foam head and shown examples of Face-Off Series showing prosthetic makeup artists creating their creatures for prize money and career advancement.    1. We discuss more subtle techniques of make-up artists doing slight ageing on actors. 2. Students take notes on WHAT ARE WE DOING and PARTS OF THE PROCESS, so students know what the standards are, how they are graded and expected to participate. Also utilizing AVID strategy of seeing/hearing/writing info down.    1. Students are shown a video about ANNA COLEMAN LADD and medical prosthetics of WW1 3. Students Brainstorm their creatures with instruction to pull inspiration from historical, literary, film sources, using the classroom laptops to research visuals. Must draft three creatures, front/back/profile, sketch them out then using Kagan strategies of peer feedback, discuss which of three designs is the strongest one. 4. Create four larger color sketches to map out traditional and non-traditional materials, test out color schemes. 5. Create 1 lb. Maquette for preliminary model bust.    1. Shown video on WILLIAM RUSH and anatomical sculpting: how sculpture are used in medical school and medical offices.    2. Shown 6. Once students have suitably participated in the above planning activities, they will be able to start on sculpting the foam head, adding attachment and checking the balance. 7. Creature must cure then we modpodge multiple layers to build surface strength and for paint adherence. Students will paint with acrylic. 8. Once creatures are completed, they will complete a self-evaluation and artist statement as part of the project grade. | | |
| **Motivator/Engagement or Previous Concept Review:**  \*Remind students of Pride BUCKS | | |
| 1st part of lesson: students are shown example of SciFy’s Face-off Series to show artists competing to create dynamic creatures for prize money and career advancement. <https://www.youtube.com/watch?v=E0hkRs86JuM&feature=youtu.be>   * We discuss examples from popular films of aging an actor. EX. Mrs. Doubtfire: <https://youtu.be/NZoSGvnGNys> * Shown the video about WW1 and Anna Coleman Ladd, American sculptor who worked for Red Cross in France making facial prosthetic devices: <https://youtu.be/BJzjt_aFc00>   + Students are drafting idea and final drawings * 2nd Part of lesson: Students are creating tiny clay maquettes to practice sculpting process and see what could go wrong to problem solve. * Medical Sculpting on PBS: <https://www.pbs.org/video/friday-arts-william-rush-anatomical-sculptures/> * Automotive Sculptor: Inside the Ford Clay Studio: <https://www.youtube.com/watch?v=APNgS33HT3Y> and   + Artist speaks about sculpting and automotive design apprentice: <https://www.youtube.com/watch?v=KrkbWDvULs8>   3nd part of lesson: Heads must have cured and be primed: We are coming back from Spring Break and we are revisiting classroom rules, and expectations to get students back in swing of things.  Students\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 🡨-- To be continued when we get there.  3rd: WICOR: visual literacy and how your DDA engages your creative problem solving to incorporate shape into a recognizably drawn scene. | | |
| **Adaptations for Unique Student Needs: (ELL, Special Education, Gifted, Students who lack support for school)** | | |
| Small groups, peer partners, chunking, notes on board and orally given, open studio (students may come during any class time to work on their project or copy missing notes). ESOL have use of bilingual dictionary and extra time as needed. | | |
| **After Lesson – Teacher Reflection:** | | |
| 1. Comprehension: Did I check for understanding? Yes  2. Background Knowledge: Did I establish background knowledge? Yes  3. Purpose Setting: Did I set clear purposes? Yes-Create 3D Creature Head, follow all class rules and suitably participate  4. Active Involvement: Were my students actively involved? Yes, thumbs up, helpers, peer critiques  5. Discussion: Did I use discussion to clarify thinking? Yes: table talk, prompts, chunking  6. Writing: Did I use writing to help the learning process? Yes, students take own notes, written Self-Eval  7. Teacher Modeling: Did I do enough modeling? Yes: demo on board, individual help, chunking, peer help  8. Marzano Strategies: Did I use the Marzano Strategies? See below | | |
| **Marzano Instructional Strategies:** | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Involving Routine Events**  **Design Question 1:** Providing Clear Learning Goals and Scales  Tracking Student Progress  Celebrating Success  **Design Question 6:**  Establishing Classroom Routines  Organizing the Physical Layout of the Classroom  **Design Question 8:**  Understanding Students’ Interests and Background  Using Verbal and Nonverbal Behaviors that Indicate Affection for Students  Displaying Objectivity and Control  **Design Question 9:**  Demonstrating Value and Respect for Low Expectancy Students  Asking Questions of Low Expectancy Students  Probing Incorrect Answers with Low Expectancy Students | **Addressing Content**  **Design Question 2:**  Identifying Critical Information  Organizing Students to Interact with New Knowledge  Previewing New Content  Chunking Content into “Digestible Bites”  Processing of New Information  Elaborating on New Information  Recording and Representing Knowledge  Reflecting on Learning  **Design Question 3:**  Reviewing Content  Organizing Students to Practice and Deepen Knowledge  Using Homework  Examining Similarities and Differences  Examining Errors in Reasoning  Practicing Skills, Strategies, and Processes  Revising Knowledge  **Design Question 4:**  Organizing Students for Cognitively Complex Tasks  Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing  Providing Resources and Guidance | **Enacted on the Spot**  **Design Question 5:**  Noticing When Students are Not Engaged  Using Academic Games  Managing Response Rates  Using Physical Movement  Maintaining a Lively Pace  Demonstrating Intensity and Enthusiasm  Using Friendly Controversy  Providing Unusual or Intriguing Information  Providing Opportunities for Students to Talk about Themselves  Presenting Unusual or Intriguing Information  **Design Question 7:**  Demonstrating “Withitness”  Applying Consequences for Lack of Adherence to Rules and Procedures  Acknowledging Adherence to Rules and Procedures | |
| **Cross-Curriculars:**   * History- WW1 * Language Arts (notes, Feldman’s Method to Art Criticism), * Reading, * AVID strategies (note taking, art room Jeopardy). * Careers- Medical, Industrial design: Automotive Design, Entertainment Design | **Early finishers:**   1. Finish your self-evaluation, 2. help a peer at your table, 3. read your AR Book, 4. **Studio Maintenance**: sort crayons at your table, peel wrappers, collect tiny color pencils, test markers, refill glue bottles, | WICOR DAYS  WICOR: visual literacy and how your DDA engages your creative problem solving to incorporate shape into a recognizably drawn scene. Daily Bell Ringer Activity  2/27: Scholastic Arts Magazine: Feb 2011: Making Masks. |  | |
|  | | | | |

|  |  |  |
| --- | --- | --- |
| **Learning Targets: (write in the scale below)** | | |
| **2.0 Simpler Content:**  Students will behave responsibly in the Art Room and create something | **3.0 Target (Objective/Learning Goal):**  Students will be able to access materials, make safe choices and help maintain materials | **4.0 More Complex:**  Students will work independently and be responsible for art room procedures and maintenance. |
| *Depth of Knowledge (DOK) required from Standard: Level* 1*:* 2: 3: 4: |
|  | | |

**Reflection: In order to cover the volume of information pertaining to sculpting careers, videos to engage students in careers, in-class demonstrations, account for working time, state assessments and day to day school functions, this project was extended to a full nine weeks of student engagement. Students loved this project and so many who told me they ‘were not art kids’ left this project feeling pride in their work. Multiple times I was contacted by parents to find out more information due to their students’ excitement about their work. It was HIGHLY successful and will be a long standing staple in the 8th grade advanced art curriculum.**