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| **Unit Lesson Plan Template**  **\*\*Requirements**   1. Thoroughly complete the template below. You must include all information in the template 2. Include handouts for all **student scaffolding activities** in the lesson. (visuals, culturally relevant materials, venn diagrams, charts, cloze paragraphs, Think ink pair share, KWL charts 3. Handouts for formative and summative assessment (at appropriate lesson/time)   venn diagrams, charts, cloze paragraphs, Think ink pair share, KWL charts, **TESTS, RUBRICS, VOCAB ASSESSMENTS ETC.**   1. Step -by step **description** of teacher strategy and **time needed** on lesson plan 2. Step by Step **description** of student activity and **time needed** on lesson plan 3. **PPT:**  step by step **instruction** needed for lesson PPT included as attachment 4. **One lesson of 3 must have step by step images with description of how to complete an art skill** 5. ELL needs are explicitly addressed /described in every lesson with handouts, realia etc. 6. SPED needs are explicitly addressed/described in every lesson with handouts,realia etc 7. **Aesthetics are addressed in formative or summative assessment, student reflection, scaffolding etc. THIS CAN BE: VTS lesson, gallery walk, student reflection.** | | | | | |
| Name: | Rosemary Garcia and Maxine Lubrico | | | |
| Lesson Title: | | Surrealism | | | |
| Grade Level: | | High School | Length of Lesson: | 4 | |
| Description /Rationale: | | The point of this lesson is to educate students on the surrealism art movement while simultaneously learning how to critically think about aesthetics of art. | | | |
| Essential Question: | | What is Art? How can our dreams inspire us? Should humans act on subconscious thoughts? How does art deepen our understanding of ourselves? How is this art form interpreted? How are connections represented? | | | |
| State Standards: | | **Content Standard 1 – Prof.VA:Re7.1** Hypothesize ways in which art influences perception and understanding of human experiences.  **Content Standard 2 – Prof.VA:Pr5** Analyze and evaluate the reasons and ways an exhibition is presented.  **Content Standard 3 – Adv. VA:Re7.2** Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.  **Content Standard 4 – Adv.VA:Re7.1** Analyze how responses to art develop over time based on knowledge of and experience with art and life.  **Content Standard 5 – Ptof.VA:cn11** Describe how knowledge of culture, traditions, and history may influence personal responses to art. | | | |
| Common Core  Standard: | | **Common Core Standards –** World History 10.5, 10.6 aftereffects of world war one. | | | |
| Objectives | | Students will have knowledge of the surrealist art movement and how to critique art that is inspired by subconscious thoughts and not directly representational. | | | |
| **Art History Connections:**  1.Historical Context/Movement  2. Artist Mentor: | | 1. After World War One, Andre Breton wrote the Surrealist Manifesto in paris, 1924. Surrealism is an artistic and literary art movement. Surrealism was to overcome the boundaries of rationalism by expressing unconscious thoughts and dreams. 2. Andre Breton was inspired by Sigmund Freuds notion that creativity comes from the unconscious mind, the one that produces dreams. | | | |
| Major Themes: | | Dreams, subconscious mind | | | |
| Elements/  Principles: | | Line, Shape, Form, Color, Texture, Value, Space, Composition, | Vocabulary: | Surreal, Exquisite Corpse, Subconscious, Dreams, Unconscious mind, symbol, Medium, Juxtaposition | |
| Materials needed: | | Cut-Up poem words, Surrealism Group Research Worksheet, Surrealism Critique worksheet, Vocab Test | | | |
| Anticipatory Set: | | (“HOOK”, INTRODUCTION, REMINDER, ANTICIPATE CONTENT ACTIVITY)  Day 1: Exquisite corps activity.  Day 2: Students will come into class and are each given two baggies: one baggie with a bunch of random words, and the other with the vocabulary words. Students will be instructed to make a poem with 3 lines out of their words given to them in less than 5 minutes, but each line MUST contain a vocabulary word.  Even though the students have not been taught about these words, yet the point is to see the knowledge that the students have of these words prior to the lesson.  Once students are done, they will read them aloud. | | | |
| Teaching Strategies | | | Student Activities | | |
| **Day 1 (50MIN CLASS)**  Scaffolding Strategy:  Activity: Anticipatory Set- I will give a piece of paper with two folds/ three sections to each student and have them make an exquisite corpse by first drawing the head in under a minute, once the minute is up students pass their papers to the right and be timed another minute to draw the arms and torso, Then the paper is passed to the next student who will get a minute to draw the legs.  Time: 0-10 min  Activity: I will tell students to get into groups of 4 or less to complete the **Surrealism Research worksheet** using their phones, and I will walk around the classroom to see if students are using their phones properly and to help with any issues.  Time: 10-50  Activity: Time:  **Day 2(50MIN CLASS)**  Scaffolding Strategy:  Activity: I will describe the anticipatory set and tell students to make a poem in less than 5 minutes. After students share their poems, I will briefly explain to them that this is one of the many techniques that Surrealist artists used to create literature.  Time: 0-10  Activity: Go over the **Surrealism Research Worksheet**, I will call on each group to answer one of the questions aloud.  Time: 10-20  Activity: Facilitate Surrealism lecture using PowerPoint  Time: 20-40  Activity: I will give students a note card for each vocabulary word and ask the to draw a line through the center, it can be vertical or horizontal, and then ask the to draw another line through the middle of ONE of the boxes (so that they have 3 boxes on the notecard, 1 big one, and 2 little ones) I will tell them to write the vocab word on the side without the boxes, and on the other side have them write the definition in the big box.  Time: 40-50  Homework: their homework is to write a sentence using their vocab words in one of the little boxes on the note card, and draw a picture or symbol that makes them think of that word in the other little box.  **Day 3(50MIN CLASS)**  Scaffolding Strategy:  Activity: Go over vocabulary words with class, show them my own examples of each word, and ask if any students would like to share their examples.  Time:0-10  Activity: Facilitate a VTS critique with the whole class of the exquisite corpse artworks.  Time: 10-50  Homework: **Surrealism Critique Worksheet,** students will choose a surrealist work and use this worksheet to critique a piece of art.  **Day 4(add/delete more days as necessary) (50MIN CLASS)**  Scaffolding Strategy:  Activity: Hand out **Vocab Test Word Bank** worksheet- Using a word bank, students will take a test that ensures they understand the vocabulary words. Time: 0-15  Activity: Final critique:  Time:15-50  .  **Closure:**  **\*\*AESTHETICS MUST BE ADDRESSED** | | | **Day 1(50MIN CLASS)**  Scaffolding activity:  Activity: Exquisite Corpse  Time: 0-10min  Activity: **Surrealism Research worksheet**- Students will get into groups of 4 or less, one student will be appointed the writer and another will be appointed the speaker, but all students will research the questions given on the worksheet with their cell phones  Time: 10-50  ELL Accommodation:  SPED Accommodation:  **Day 2(50MIN CLASS)**  Scaffolding activity:  Activity: Students will create a cut up word poem in less than 5 minutes using a vocabulary word in each line, and random words for the rest of the poem.  Time: 0-10  Activity: answer the questions to **Surrealism Research Worksheet** Aloud  Time: 10-20 minutes  Activity: Surrealism Lecture  Time:20-40  Activity: Vocab Note Cards Time: 40-50  Homework: Complete the Vocab sentences and picture or symbol on their vocab note cards.  ELL Accommodation:  SPED Accommodation:  **Day 3(50MIN CLASS)**  Scaffolding activity:  Activity: Review the Vocabulary Words. Students may share their examples if they want. Time:0-10  Activity: Facilitate a VTS critique with the whole class of the exquisite corpse artworks.  Time: 10-50  ELL Accommodation:  SPED Accommodation:  Homework: **Surrealism Critique Worksheet,** students will choose a surrealist work and use this worksheet to critique a piece of art.  **Day 4 (add/delete more days as necessary) (50MIN CLASS)**  Scaffolding activity:  Beginning of class, the independent **Surrealism Critique Worksheet** will be collected.  Activity: **Vocab Test word Bank** – Students will be tested on their knowledge of the vocabulary words.  Time:0-15  Activity: Final Critique  Time: 15-50  **Closure:**  Scaffolding activity:  ELL Accommodation:  SPED Accommodation:  \*\***AESTHETICS MUST BE ADDRESSED** | | |
| **Assessment plan** You must attach assessments.  You must include  **-1 Formative Assessment**  **-1 Summative assessment**:  **-Aesthetics are addressed**?? | | Students will be assessed through the vocabulary note cards and test to make sure they understand the meaning of the vocabulary words. The Surrealism Critique Worksheet will be used as an assessment for students to understand what needs to be addressed and discussed during an art critique. | | | |
| **Closure:** | | Final Critique. | | | |
| **Adaptations/ Special Needs:**  You must describe and attach accommodations for 2 of your students, ELL and SPED | | **ACCOMMODATIONS:**  ELL: Use of imagery and visuals instead of writing. Directions for homework and assignments are onto the PowerPoint for future reference. Opportunities for think-pair-share during group research activity.  SPED: Vocabulary notecards are designed to modify/adapt to special needs students with poor memory and reduce its influence on performance. Students will also be accommodated more time on vocabulary test if needed. | | | |