

Art 305 Lesson Plan			
Group Members:	Travis Cleveringa, Alexandra MacDonald, Viridiana Ruvalcaba		
Lesson Title:	Appropriation in Art - Morph Masterpiece		
Grade Level:	11-12th grade students (advanced Art course)	Length of Lesson:	8 - 50 minute lessons
Brief Description:	Students will learn about appropriation in the history of art and use Google Arts and Culture as a resource to find two different works that differ in at least two of the following categories: Person (artist, subject matter), Place (location, time period, intended audience), Thing (medium). They will create a 2D or 3D artwork that is inspired by these two works they have chosen that addresses appropriation in art. They will be provided with a self reflection worksheet to complete along with their Morph Masterpiece. To close the lesson they will participate in a Gallery Walk activity and group critique.		
State Standards:	<p><b>Content Standard 1 - Artistic Perception</b> 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.</p> <p><b>Content Standard 2 - Creative Expression</b> 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.</p> <p><b>Content Standard 3 – Historical and Cultural Context</b> 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.</p> <p><b>Content Standard 4 – Aesthetic Valuing</b> 4.5 Employ the conventions of art criticism in writing and speaking about works of art.</p>		
Common Core Standard:	<p><b>Common Core Standard (Reading)</b> - Determine the central ideas or conclusions of a text (artwork); summarize complex concepts, processes, or information presented in a text (artwork) by paraphrasing them in simpler but still accurate terms.</p> <p><b>Common Core Standard (Writing)</b> - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>		
Big Question:	Who “owns” an artwork or idea? If you create it or think it, are you the “owner”?		
Objectives	<ol style="list-style-type: none"> <li>1. Students will demonstrate knowledge of the principles of design by reflecting on their chosen works and their own artwork.</li> <li>2. Students will create their own 2D or 3D artwork that illustrates their knowledge of the elements of art and principles of design.</li> <li>3. Students will discuss how time, place, and culture are portrayed in different works of art.</li> </ol>		

	4. Students will interpret and critique their chosen works, their own artwork, and those of their classmates. They will explain the feelings they were trying to convey, and give an opinion on their success or failure.		
Art History:	Students will be presented with an art history powerpoint presentation about the appropriation of art. In order to exemplify this likely new concept, they will learn through examples such as Dada, Surrealism, readymades, assemblages, pop art, and fair use. After the presentation and a discussion guided by “big questions”, students will complete a vocabulary matching worksheet.		
Major Themes:	Students will be introduced to the idea of appropriation in art, as exemplified in a powerpoint about historical art movements such as Surrealism, Dada, and Pop Art. Students will be encouraged to think critically about ownership in appropriated art, and will apply this knowledge in creating their own piece that morphs two other artworks.		
Elements/ Principles:	As these students are in an advanced art course, their final project will demonstrate deep understanding of all elements and principles. Emphasis will be placed on <i>unity</i> and <i>variety</i> .	Vocabulary :	appropriation, collage, Pop Art, assemblage, Surrealism, Dadaism, fair use, readymade
Materials needed:	<ol style="list-style-type: none"> <li>1. Teacher will need computer and projector to show Conan O’Brien clip and art history powerpoint presentation, and printer/printer paper for worksheets and mix/match activity.</li> <li>2. Students will need smartphones to use Google Arts and Culture for inspiration and brainstorming.</li> <li>3. Teacher will provide: 18X24 mixed media paper, colored pencils, acrylic paints, paint brushes, paint palettes, water cups, water, watercolors, printer paper, glue sticks, scissors, graphite pencils, sharpies, modeling clay, wire, sticks, found objects, magazines, charcoal</li> <li>4. Students will be encouraged to bring in their own materials and found objects as they see fit.</li> </ol>		
Anticipatory Set	The teacher will show a clip from Conan O’Brien’s “If They Mated” sketch from YouTube. This clip will utilize technology that shows what a celebrity couple’s child might look like. The teacher will explain that while they won’t be mating celebrities, they will be mating two artworks in their new Morph Masterpiece.		
Teaching Strategies		Student Activities	
Day 1 - Teacher will show a YouTube clip from Conan O’Brien’s “If They Mated” skit. Students will be presented with an art history presentation that looks at works of art across cultures and over time, and presented with the concept of		Day 1 - Students will take notes during art history presentation and actively participate in group discussion. Students will complete a vocabulary matching worksheet based on the presentation. Students will use Google Arts and Culture on	

<p>appropriation in art. Teacher will facilitate a group discussion regarding the Big Questions.</p>	<p>their smartphones to research and choose two works of art.</p>
<p>Day 2 - Teacher will pass out the self reflection worksheets and set the goal for them to have chosen their two artworks and have filled out Part 1 by the end of today's class. Teacher will explain that they have artistic freedom to choose from any of the provided materials, and encourage students to bring in their own materials and found objects as they see fit.</p>	<p>Day 2 - Once they have picked out their two artworks, students will fill out Part 1 of the self reflection. Once this is complete, they can begin their artwork.</p>
<p>Days 3 to 6 - Teacher will facilitate studio time and assist students with their art as needed.</p> <p>Teacher will set following daily goals verbally and written on the board at the beginning of each lesson:</p> <p>Day 3 - Idea submitted and OK'ed by teacher, and artwork has been started.</p> <p>Day 4 - Morph artwork has been started, and inspiration from at least one original artwork is clearly illustrated.</p> <p>Day 5 - Morph artwork is at least halfway complete, and inspiration from both original artworks is clearly illustrated.</p> <p>Day 6 - Morph artwork is nearly complete, and if not just needs finishing touches.</p>	<p>Days 3 to 6 - Students will use studio time wisely and do their best to abide by the daily goals. Whatever is unfinished at the end of the day, will be homework.</p>
<p>Day 7 - Teacher will check to see that all pieces are finished.</p> <p>Day 8 - Teacher will facilitate mix/match activity and Gallery Walk and critique. To close the lesson, the teacher will once again facilitate a discussion on the Big Question.</p>	<p>Day 7 - Students will show finished product to teacher, and then complete Part 2 of the self reflection.</p> <p>Day 8 - Students will display their artwork, then participate in the mix/match activity and Gallery Walk. Students will actively participate in group critique and final discussion to close out the lesson.</p>
<p>Assessment plan:</p>	<p>Students will be assessed in two parts. The first will be their Morph Masterpiece, and they will be assessed in their effort, following directions, and demonstration of elements and principles learned up unto this point. They will also be assessed through their self reflection worksheet.</p>
<p>Closure:</p>	<p>To close the lesson, we will do a class gallery walk that showcases everyone's work. The teacher will pass out two slips of paper to each student before the gallery walk - one for them to describe their work in aesthetic terms, and one to describe the emotions associated with their piece. The teacher will then mix</p>

	<p>these up and pass them back out, so each student ends up with one aesthetic description and one emotional description. The students will then try to match these two paper slips with two artworks around the room. We will then carry out a group discussion to see who was correct in their guesses, and discuss their artworks. The teacher will finally pose the “big question” to the students again in a group discussion, and see if their opinions on ownership have changed since the original art history presentation.</p>
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