

UWM Lesson Plan Template
(adapted from PSOA Art Education Area)

Name:	Olivia Griepentrog	Email:	Griep22@uwm.edu
Lesson Title:	How Do We Adapt?	# of Sessions	3-4
Level/Grade/Age:	Elementary (2 nd Grade)		

BIG IDEA

(Describe how the big idea is important to this age group in relation to student assets and the content area):

For this lesson, our big idea is the earth’s environment and how we adapt to earth’s climate change. At the second grade level, students are introduced to basic geography, different climates and animal habitats. Building onto these topics, students will have the opportunity to explore new perspectives on how humans also have a major impact on the earth’s environment.

OBJECTIVES AND NATIONAL STANDARDS:

<p><i>Form & Structure (i.e., how does the lesson allow students to analyze and demonstrate art making approaches using art elements and principles of design to convey meaning?)</i></p> <p>1. Students will observe and ask questions about the work of Kathleen Walter to prepare for their own research and investigation. Students will use principles of design such as shape, form and positive/negative space to create their own diorama display about their animal and its habitat.</p> <p><i>VA:Cr1.2.1a: Use observation and investigation in preparation for making a work of art.</i></p> <p><i>VA:Re8.1.4a: Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.</i></p>
<p><i>Production (i.e., how does the lesson allow students to analyze and use techniques and materials through methods of experimentation and investigation to develop art and/or design?)</i></p> <p>Through experimenting with shape, form and space of these pieces, students will develop an understanding of how to manipulate materials such as clay and paper (materials also used by our artist) in new forms to create emphasis on specific elements of the display. Students will first create their own individual diorama display about an animal and its habitat before working collaboratively as a larger group to create a final sculptural “habitat” depicting two extreme climates.</p> <p><i>VA:Cr1.1.1a: Engage collaboratively in exploration and imaginative play with materials.</i></p>

Context (i.e., <i>how does the lesson allow students to relate art to personal, social, cultural and/or historical perspectives?</i>)
While observing and working with the artist-in-residence, Kathleen Walter, students can relate these pieces to her work, which addresses climate change and our impact on the earth. Students have the freedom to create a climate in which it either benefits or destroys the environment and its inhabitants, while providing clear explanation on why this would happen from their research.
VA:Cn10.1.3a: Develop a work of art based on observations of <i>surroundings</i> .
Personal Perspective (i.e., <i>how does the lesson provide opportunities to students for personal choices with content, methods, or styles?</i>)
Students have the choice to which animal they will research and how their animal’s habitat does or does not provide practical elements needed for this animal’s survival. Students can manipulate clay with their own styles and techniques and use colors of their choice. Objects found within the habitat are also a personal choice.
VA:Cr1.1.2a: <i>Brainstorm collaboratively multiple approaches to an art or design problem.</i>

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ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

Academic language to be used:	Habitat, adaptation, diorama, assemblage, foreground, middle ground, and background.
Where academic language will be practiced (<i>i.e. through writing and art making</i>):	Academic language will be practiced in our discussion during the looking and talking activity. Students will also practice repeating these terms while presenting their final diorama displays.

LANGUAGE FUNCTION USED THROUGHOUT LESSON:

Type of language function:	Discuss
Emphasis of language function (<i>describe the main purpose of using this language function for your lesson</i>):	Students will use academic language, the artwork of Kathleen Walter and photographs of their chosen animal to discuss the importance of adaptation in specific habitats. We will discuss how artists re-create their own diorama box using foreground, middle ground and background to emphasize crucial elements in the habitat.
Where language function will be practiced (<i>i.e., through writing and art making</i>):	This discussion will occur during our looking and talking activity with Kathleen Walter’s assemblage boxes presented on the screen. Students will then brainstorm specific characteristics of their animal and its’ habitat to be created using air-dry clay.

UNIT or LESSON OVERVIEW:

Interpreting Art: While observing Kathleen Walter’s assemblage art, students will describe what objects appear closer or larger and how these objects are arranged in a specific manner. Students will have the opportunity to ask Mrs. Walter questions about the position of objects and the importance of gathering these materials into one display.

Developing Works of Art/Design:

Reflecting on the observations made about Mrs. Walter’s work, students will research information about a specific animal of their choosing and its’ habitat. After researching, students will gather information and photographs to replicate this animal within its habitat using air-dry clay and focusing on the use of foreground, middle ground and background. Mixed materials can also be used to emphasize key elements found within this animal’s habitat. Students will refer to this diorama when starting our final collaborative project, combining all of our clay-model animals and elements found in nature. This final collaborative piece will be a sculpture of a landscape (tree) depicting two opposite climates, showing how different animals and people adapt differently to specific climates.

Relating Art to Context:

While there is an emphasis on animals and their habitats, this lesson can be very relatable to human nature and our impact on the earth’s environment. These students live in the Midwest, where we see our climates change drastically throughout the seasons. (Cold winters, rainy springs, and hot summers). Students will explore these climates in depth as we elaborate on how animals and humans adapt to these changes, and reflect on what it may look like if we had to adapt to a climate more severe.

UNIT or LESSON DETAIL *(provide for each lesson session):***Session One**

Motivation/introduction:	“What habitat does your animal live in?”
Art Making:	<p>Supplies: Cardboard box (diorama), white air-dry clay, cardstock paper, colored markers, Ipads.</p> <p>Teacher instruction: Mrs. Walter and I will co-teach the class, introducing the lesson by asking students which animal they have chosen to research (they have chosen animals from another class and we are integrating this lesson with an art lesson). We will ask students to describe what they initially know about this animal, and where they think this animal lives.</p> <p>Before researching, I will also introduce the work of Mrs. Walter, our artist-in-residence using actual pieces provided in class and photographs of her work displayed on the projector screen. We will then practice a looking and talking activity for students to describe what they see, and how these objects together create a story.</p> <p>Objective: Today’s objective is for students to reflect on their animal, its habitat, and what objects can be used inside their own diorama assemblage to display its habitat.</p>

	<p>Students at work: Students will be asking questions, researching their animal, brainstorming objects related to its habitat, and will start creating their animal using air-dry clay.</p> <p>Closure: We will come together as a class to review what we learned about Mrs. Walter, and continue our diorama for next class.</p>
<p>Session Two:</p> <p>Art Making:</p>	<p>Supplies: Diorama boxes from previous class, along with students' clay animal, colored markers and pencils.</p> <p>Teacher Instruction: To finish our diorama boxes, I will express to the class that they must have finished all of the requirements. (Use of space, research matches natural elements in the habitat, and a written statement reflecting their piece using academic language.) I will be walking around the room, meeting with students individually to see their progress and make sure they are on schedule to finishing in time.</p> <p>Students at Work: Students will continue working on their animals from previous class, completing their habitat with various objects utilizing foreground, middle ground, and background.</p> <p>Closure: As students finish their diorama boxes, we will transition into creating a collaborative sculptural piece which conveys the same messages and ideas about how we adapt to our environments. Students will brainstorm a few things they learned about their own animal to add ideas to new habitats.</p>
<p>Session Three:</p>	<p>Supplies: Wooden box (or display), Paper mache, mixed paper materials, air-dry clay, colored markers.</p> <p>Teacher Instruction: To begin our final collaboration piece, we will start with a discussion reflecting what we learned from our diorama boxes, and how this information can be useful in combining multiple animals, people, and natural elements together in specific climates. Students will be grouped into smaller teams to focus on different aspects of the sculpture. I will be looking for an equal contribution from each student on ideas and art-making.</p> <p>Students at Work: Students will work in teams to create separate portions of the display, contributing ideas and information gathered from individual research. Different groups will work on different climates (cold, frozen climate versus a warm, sunny climate)</p> <p>Closure: As our final collaborative piece comes to a close, we will discuss ways of presenting this final piece as a movable, shareable piece that</p>

	can be easily accessible for any students or staff to use in their classrooms. We will discuss where it will be located, how students can interact with the piece, etc.
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ADAPTATIONS:	Work by our artist, Kathleen Walter, will be projected onto the screen in front of the classroom for students to reflect on the use of found objects, assemblage, and the use of foreground, middle ground and background. I will also provide an unfinished diorama box of my own for students who want to see what size their diorama box and animal will be.
RELEVANT THEORIES:	Since this lesson is unique in that second grade students collaboratively work with an artist-in-residence, I believe Lev Vygotsky’s zone of proximal development plays an important role. Students first work independently on their diorama displays, but then come together as a class to build onto that knowledge.
ASSESSMENTS:	<p>Initial (formal/informal): I will ask students: What animal did you choose to research? What do you know about them/what does it’s’ habitat look like?</p> <p>Progressive/Formative (formal/informal): How is foreground, middle ground and background being used in your display? How have you created a sense of depth in your display? How does your animal survive in the conditions you created?</p> <p>Final/Summative (formal/informal): I will assess students’ use of foreground, middle ground, and background, amount of research used to create its habitat (How many elements in nature used). Students will also create a final written statement explaining what habitat they created for their animal using at least two of our academic language.</p>