

Standard Based Lesson Plan: High School (Intro Art Class)
Inspired by Deborah Butterfield

I. Standard:

- ART.II.VA.HS.3, 4, 5, 6
- ART.III.VA.HS.1, 3
- ART.V.VA.HS. 2, 3

II. Objective/Benchmark

A) I am going to teach students:

- to use found materials (twigs) to construct a 3D animal.
- how they can use art as a tool to raise awareness about important topics in society.
- Of different ways of expressing topics to gain a specific response. (materials and ways to organize their ideas on an awareness poster)
- of potential /careers that arise in the arts in relevance to advertising. Graphic design, advertising and public relations, sculpture (public and personal)

B) Students will know they can create artwork with objects found in nature and around their homes. The students will have a greater understanding of what physical effects they have on the world/animals they live with. They will also learn different techniques to create posters to raise awareness of important issues. Some artistic skills learned will be thinking three dimensionally, problem solving, and exploration of materials.

C) This will be measured/observed by the process. An end evaluation of each individuals experience with creating their stick animals (problems encountered, why they choose the animal, what do they enjoy about their piece, and what would they change). The research of this project will be evaluated with a poster to be displayed in the school. The classmates will have a chance to share how they feel after looking and reading their posters. This will allow for the artist to understand how their poster actually effects their viewer. They will also fill out a separate evaluation relating to their posters to explain their main purpose/idea for the poster and how they believe it was carried out (was it successful, would they add or change anything with it?).

III. Anticipatory Set

A) - Find sticks at home or school.

- Watch Deborah Butterfield's Video—"Deborah: Dialogue with the Artist"

B) Have a discussion of what animals live in the area. What the habitats are for these animals and how they think humans are effecting these environments.

C) Create a plan including sketches and research of animals in the area along with their habitats using pencil, pen, colored pencil, etc. whatever they would like to use as their medium. With the sketches discuss the aspects of three-dimensionally artwork and how the students ideas successfully illustrate a three-dimensional sculpture. The research portion should include some images of the students animal(s), some main points the students would like to include in their poster, a thumbnail of the layout for the poster, and where they would like to hang the poster in the school. The student should have three separate ideas with the same animals or different animals. This will be used to help further develop their ideas. After sketches are completed at home then together the student and I will discuss which set of ideas the student would like to use out of three potential plans.

IV. Input

A) Task Analysis

1) Information learner needs: The sticks characteristics, images of the animal they are building, research about animal and habitat.

2) Step-by-step procedure:

- Collect Sticks from home

- **DAY 1:** Watch Video in class and discuss the art and three dimensional art

- What makes Deborah Butterfield's work a sculpture?

- What type of artwork is considered three dimensional

- What are some of your responses of how Deborah used her materials? Do you like it, why or why not?

- **DAY 1:** Explain the actual project rubric. The rubric will include the guidelines set by the school for posters to be hung in the school.

- **DAY 1:** Show images of awareness posters and discuss topics concerning design questions, etc.

- What do students like and don't?

- What stands out to them about certain posters?

- Do the images have deeper meanings within the posters than just the words?

- What things do you notice first?

- How long before you should be able to grab the viewer's attention?

- Due **DAY 3:** Sketch and Research on own

- What is necessary for their survival? Are humans or technology in the area creating it harder for the animal to obtain what is necessary for them?

- What type of environment do they need to live in? Are humans or technology in the area causing their environment to change?

- What can be done to help save what your animal needs to survive including their food, environment, etc.?

- **Day 3:** Discuss jobs relating to this project.

- **Day 3:** Begin to experiment how the students can manipulate the sticks or how they can use sticks to build something.

- bending

- stacking
- taping
- Dense/ sparse
- **Day 3:** Review Ideas/Plans for each students work.
- **Day 3- 6:** Build Animal from twigs previously collected
- **Day 5:** Discuss and brainstorm with the classmates at their table more about how to help each of their animals within our environment.
- **Day 6-8:** Construct a poster to be hung in school to raise awareness of what their peers can do to help their animal while following the school's sign policy. Attempt to create a tag line or something that will encourage the viewer to make a faster connection about what their topic is. (May use digital media, paint, collages, drawing, etc. to complete the poster.)
- **Day 10:** The students will then fill out an evaluation about their twig animal and poster (like/dislike, did they include anything that helps the viewer make a memorable connection about their topic, is it aesthetically pleasing, what problems did they encounter, did they take risks, did they follow the school's sign policies, why did they choose to hang their poster where they did?)
- **Day 10:** class critique about their posters
- **Before day 10:** School approval to hang the posters.
- **Day 10:** hang posters in school

B) Thinking Levels: Blooms' Taxonomy

1) Knowledge- know:

- What are Principles of art and design are included with this project? **Form, Line, Shape, Color, Texture, Space, Value, Emphasis, Balance, Harmony, Variety, Movement, Rhythm, Proportion, Unity**
- What materials have you used prior to this project to create art (2D and 3D)?
- Can you identify any other artists who have used nature or found objects in their work? **Andy Goldsworthy, Deborah Butterfield**
- Why would artists use found objects as their material of choice? **environmentally friendly, making a statement, affordable, textures, aesthetics, etc.**
- What are some animals you have found in your backyard?
- What do you know about human's (lifestyles, technology, etc.) effects on the environment?
littering, factories, water pollution, new home/business developments (taking away the animals homes), cars, drivers, etc.
- In what ways could these effects harm the animals you see in your backyard?
loss of their habitat, less clean water for drinking and living, garbage causing animals to suffocate or strangle themselves, oils on skin/fur, less food in area, etc,

- 2) Analysis- break down:
- 3) Comprehension- understand
- 4) Synthesis- create
- 5) Application- use
- 6) Evaluation- judge

D) Method and Materials

1) Way(s) of presenting: lecture, discussion, demonstration, simulations, recitation, videotaping, etc

2) Materials Needed

- Sticks
- Tape
- String
- Raffia
- Paper
- Computer Design Software to design a poster (?)
- Magazines (collages, images, etc.)
- Scissors
- Poster board
- Glue
- Drawing materials
- Painting Materials

V. Modeling

- A. Show as well as tell—Show personal example of a stick piece
- B. How to do as well as what to do
- C. Visual input accompanied by verbal input
- D. Student involvement using several learner modalities

VI. Checking for Understanding:

A) Sample of questions to be asked:

- What design principles of 3D design should you be aware of while creating your animal?
- How did Debrah Butterfield make her connections?
- How do you feel about working with the twigs as a material?
- What other materials could you make your animal out of? Would you rather make it out of that material?
- What size are you planning on making your piece and why?
- What do you want people to notice when they first view your poster?
- Is your poster easy to read?
- Does your poster allow for the view to make for a quick connection to your topic?
- Do you enough information on your poster, not enough information?
- What are some ways that us as humans are harming the environment for the animals in our area?
- What's sustainability?
- What are some ways that you have come up with to help the animals that we are sharing our environment with?

- B) Teach Some- Stop & Check- Resume Teaching- Stop & Check, etc.
- C) Provide ways for students to respond (i.e. choral response, signal response, etc.)

VII. Guided Practice:

- A) Repeated practice of new learning as stated in the objective/benchmark
- B) Modeled first
- C) The teacher is available to catch errors independently:
 - Start class with questions
 - Allow students to work
 - Circulate to table and ask questions at each table.

VIII. Independent Practice

- Research
- Complete the construction of animals

IX. Closure:

- A) Evaluation--- following the project objective and guidelines, the students feed back of own work, changes, etc.
- B) Critique of posters
- C) Posters Hung in hallway

X. Assessment/Reflection:

- A) How well did the students perform? Evaluate student performance after completion of the lesson.
- B) Did I meet my teaching objective? What is my overall reflection/evaluation of this lesson?

Images/Articles:

http://www.cbc.ca/arts/story/2005/11/24/Twigartists_051124.html

http://columbiariverimages.com/Regions/Places/butterfield_horses.html

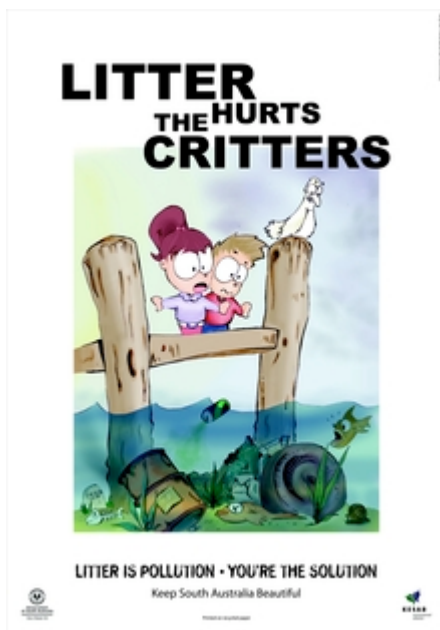
http://columbiariverimages.com/Regions/Places/butterfield_horses.html

http://www.wakeuptowaste.org/index/business/greening_government/awareness_posters.htm



From

Flickr.com



<http://www.wow.sa.gov.au/moodle/course/view.php?id=10>

Suicide Awareness Ads

Posted July 21, 2007

Filed under: [ads](#) |



The visual impact of these Suicide Awareness posters are already very high - but what I really liked about them are also perhaps the depth behind. The core message on the posters read: "Help yourself"- and it's so cool that the falling men/women were rescued by the outline that they were cut from - the concept here isn't simply a superficial visual trick to grab attention, but gels really well with the message itself.

