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| **Lesson Title/Focus** | **Lesson 1: Diptych (2D/3D)** | **Date** | 11/13/2015 |
| **Subject/Grade Level** | Art 20 | **Time Duration** | Block 1&2 (120 mins) X 3 classes |
| **Unit** | DESIGN | **Teacher** | Angela McPeake |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | | | | | |
| **General Learning Outcomes:** | 1. Compositions: Relationships 2  2. Compositions: Organizations  3. Encounters: Impact of Images | | | | |
| **Specific Learning Outcomes:** | 1. Concept A: Meaning is expressed in works of art through subject choice, media selection and design element emphasis.  2. Concept B: An important aim of the artist is to develop compositional skills  3. Concept A: The relationship of different features of a work of art may be compared to the total effect of the work. | | | | |
| **LEARNING OBJECTIVES** | | | | | |
| **Students will:**   * Demonstrate compositional skills and solve compositional problems through visual elements and content. * Create personal meaning within artwork. | | | | | |
| **ASSESSMENTS** | | | | | |
| **Observations:** | | | * Students should be creating a relationship between their ideas of the 2D and 3D objects. * Students should be critically thinking about the different concepts within their artwork and the different ways which they can approach their ideas. * Students should be critical of their artwork and their peers artwork; reflecting and providing feedback. | | |
| **Key Questions**: | | | * In what ways can a 3D and 2D object interact as one artwork? * What does unity mean within a composition? | | |
| **Products/Performances:** | | | * **Students will design a diptych artwork with a 2D element and a 3D element; in which the composition and/or content of each piece relates to one another through contrasting or complimenting elements and unity of design.** | | |
| **LEARNING RESOURCES CONSULTED** | | | | **MATERIALS AND EQUIPMENT** | |
| * Alberta Art Curriculum: Elementary Teacher Resource 1985 | | | | * Exemplar * Students will need to create a material list of what they will need. Each student project will look a little bit different. * There should be a wide selection of 2D and 3D materials for students to work with. | |
| **PROCEDURE** | | | | | |
| ***Prior to lesson*** | | **Have materials ready for students to use, exemplar and power point ready.** | | | |
| **Introduction** | | | | | **Time** |
| ***Attention Grabber*** | | Display diptych exemplar | | |  |
| ***Artists*** | | * Andy Warhol (Marilyn Diptych) * Various other artists to use work as exemplars. See PowerPoint | | |  |
| ***Advance Organizer/Agenda*** | | 1. Discussion of concepts, and explanation of project. 2. Students draft ideas 3. Work period | | | *120 mins X 3* |
| **Body** | | | | | **Time** |
| ***Learning Activity #1***  ***Diptych:***  *Students will create a diptych piece with a 2D element and a 3D element* | | Organizer:   1. Prayer 2. Demo & Instruction 3. Drafting 4. Work period   Intro to Diptych’s:   * By definition a diptych is an artwork created by using two panels, papers, or objects. Both of which responds to one another. * Any Warhol’s “Marilyn Diptych”: Colour grid vs. black and white grid. Colour represents her life, and black represents her death. Warhol fades out the grid in each print to resemble the breakdown of Marilyn’s appearance. Both of these prints responds to one another and works with each other as a whole. The idea of unity is illustrated here. * So what is Unity? Solidifying the content and composition of an artwork to create an all around cohesive piece, both conceptually and aesthetically. * Show other examples on PowerPoint of diptychs done by various artists. Identify what a triptych is, show examples. * Show exemplar and describe the concept behind it: 2D part is of an outdoor landscape. 3D part is a camper piggy bank. The concept behind this piece is a part of me (Angela). An important part of my life is to keep the balance between work and play, to work hard to do things I love in life. I think its essential to submerse myself in the outdoors and feel the peace and beauty that our world offers. I think we often get caught up in the fast pace life of the city. I’ve created a balance between my 2D and 3D objects, showing the equal importance, and how both elements need each other to strengthen the benefits. This is a complimentary composition. * To demonstrate a contrasting diptych, show the landscape print beside a cell phone. What is it saying now? I think this would represent the imbalance in life, that we often forget about what exists outside of the phone. * Instruction for project: Students will come up with their own personal idea of a concept for their diptych of something meaningful to them. This could simply be something about themselves, something they believe in, an issue that they are passionate about.   Free work period:   * Students will first draft their idea within their sketchbooks. This should include a sketch of their idea, a list of materials being used, and a short description of their concept. See teacher for approval before beginning to construct. * After idea is approved, students are free to work on their project for the remainder of classes given. * Critique will be held the following Thursday. Students must be complete their project. They are able to make changes after the critique if needed.   -circulate the classroom while students are working and assist the students with ideas, feedback, and material use.  CALL CLEAN UP 10 MINUTES PRIOR TO END OF CLASS. | | | *120 mins X 4 classes* |
| *Teacher Notes: Assessments/ Differentiation* | | Formative Assessment:   * Are students working outside of their comfort zone? Trying new materials and extending personal ideas. * Are students open to suggestions and critique to better their work? * 1:1 conference checklist * Verbal feedback is given   Summative Assessment:   * Did students compose a composition which is unified with all visual elements, material, and content? * Did students critically think about the content of their artwork? Did the student show personal growth? | | |  |
| **Closure** | | | | | **Time** |
| ***Consolidation of Learning:*** | | | “In what ways can we create a unified artwork? “ | |  |
| ***Feedback From Students:*** | | | Does anyone have any questions about what we will be working on in the next class? | |  |

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| **Sponge Activity/Activities** | Begin project of choice |

Design Unit: Art 20

By: Angela McPeake

**Rational**: This unit is intended to identify and work with the *elements and principles of design*. Students will explore how an artwork is *unified* through application of the elements and principles. Students will be challenged to make conscious decisions regarding composition, material choice, and subject matter of artworks created, and also encountered. In this unit on design, students will have the opportunity to recognize and develop personal style and expression as an artist. The lessons in this unit require technical approaches in using both cognitive and psycho-motor skills. Each of these lessons allows students to bring their individual skill levels and ideas in creating an artwork. These lessons can be adapted to various learner levels, and do not call for specific final products. The final product each student produces will be relevant to personal interests and technical skill-levels.

**Lessons:**

1. **Diptychs:** In this lesson students will create a diptych artwork. In this they will need to use and create two different pieces of artwork which work as one cohesive piece. Students will be challenged to create a unified piece with the inclusion of both a 2D element and a 3D element. Students will design their diptych using materials which may be found, recycled, created, or personal. It will be their choice on how to create the artwork according to the content they choose. The theme of the artwork is stemmed from the student’s personal inspirations; it can be something about them, something they are passionate about, or something they are interested in. Each diptych should be personalized to the student’s interests and artistic style.