



TEAM Lesson Plan 2nd Grade

Teacher:	
Class:	1 Class Period
Course Unit:	
Lesson Title:	Movement in Public Art- Alice Aycock

LESSON OVERVIEW	Summary of the task, challenge, investigation, career-related scenario, problem, or community link
Public art is not always static. Students will explore movement within public art by creating their own work inspired by Alice Aycock's <i>Ghost Ballet</i> . This lesson will allow students to recognize and form shapes with their bodies while practicing the skill of observation.	
STANDARDS	Identify what you want to teach. Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.

Tennessee State Standards for Art

- 2.1 Identify, understand, and apply the elements of art.
- 2.2 Identify, understand, and apply the principles of art.
- 3.1 Select subject matter, symbols, and ideas for the student's own art.
- 5.1 Analyze the characteristics and merits of the student's own work.
- 5.2 Analyze the characteristics and merits of other's work.
- 5.3 Understand that viewers have various responses to art.
- 6.1 Understand connections between visual art and other arts disciplines.

Common Core for Integrated Subject-Mathematics& Language

- 2.G.1. Recognize and draw shapes having specific attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	Clear, Specific, and Measurable – NOT ACTIVITIES Student-friendly
	<ol style="list-style-type: none"> 1. The students will define movement and sculpture. 2. In groups of five, the students will use shapes as inspiration to create a collaborative sculpture with their bodies.
ASSESSMENT / EVALUATION	Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective Formative / Summative Performance-Based / Rubric Formal / Informal
	<p>Informal Assessment- the teacher will walk around the room to monitor student behavior to ensure they are on task.</p> <p>Self-Assessment- the student will score their work on a rubric</p>

MATERIALS	Aligned with the Lesson Objective Rigorous & Relevant
	<ol style="list-style-type: none"> 1. One slip of paper for each child. 2. Each slip of paper will have one of the following shapes listed: <ul style="list-style-type: none"> • Curve • Straight Line • Circle • Triangle • Horse Shoe
ACTIVATING STRATEGY	Motivator / Hook An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions.
	<ol style="list-style-type: none"> 1. The teacher will ask students to notice and name shapes in the classroom. 2. The teacher will show examples of Alice Aycock's work and ask students to list lines and shapes they see within her sculptures. 3. The teacher will lead a discussion of Alice Aycock's <i>Ghost Ballet</i>.
INSTRUCTION	Step-By-Step Procedures – Sequence Discover / Explain – Direct Instruction Modeling Expectations – “I Do” Questioning / Encourages Higher Order Thinking Grouping Strategies Differentiated Instructional Strategies to Provide Intervention & Extension

1. See set.
2. The teacher will introduce the project and state objectives.
3. The teacher will divide the class into groups of five.
4. Each student will receive a slip of paper. The teacher will instruct students to use their bodies to create the shape listed, reminding them they can sit or stand to create their shape.
5. In their group, students will work to create a unified sculpture using each member's shape.
6. The students will decide which parts of the sculpture can stand-alone and which parts should be unified.
7. One at a time, groups will transform into their sculptures for the class to view. The teacher will instruct students to observe all sides of the sculpture to notice how the sculpture changes as you move around it.

**ALTERNATE/
EXTRA ACTIVITIES**

- Using *Ghost Ballet* as inspiration, students can create a dance with their group based on each member's shape.

CLOSURE

Reflection / Wrap-Up
Summarizing, Reminding, Reflecting, Restating, Connecting

1. After viewing each sculpture, students will answer the following questions in their journals:
What shapes did you see?
How did the sculpture's appearance change as you observed it from different viewpoints?
Which sculpture best included each member's shape?
2. The students will define movement and sculpture in their journals.

CROSS-CURRICULAR CONNECTIONS

1. Mathematics
2. Writing

Extended Learning

Books:

- *Action! Movement in Art* by Anne Civardi.
- *Alice Aycock Drawings: Some Stories are Worth Repeating* by Jonathan Fineberg

Online Enrichment:

- Metro Nashville Public Art Program:
<http://www.nashville.gov/Arts-Commission/Public-Art.aspx>
- Teacher Guidebook for *Ghost Ballet*:
<http://www.nashville.gov/Portals/0/SiteContent/ArtsCommission/docs/GhostBalletGuidebookTPAC2009.pdf>
- The Artist's Toolkit, Rhythm & Movement:
http://www.artsconnected.org/toolkit/encyc_rhythmmove.html

Additional Activities:

- PBS Kids Design Squad, Kinetic Sculpture:
http://pbskids.org/designsquad/parentseducators/resources/kinetic_sculpture.html
- PBS Learning Media, The Language of Dance:
<http://www.pbslearningmedia.org/resource/c3e48f7a-da60-4bc2-8eab-0f0497f7bbf6/c3e48f7a-da60-4bc2-8eab-0f0497f7bbf6/>

For additional lesson plans and activities, visit us online at www.fristkids.org.

This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant program under the guidance of education department staff and/or a mentor teacher.

The Teaching Assistant program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit our website at www.fristcenter.org.

