

Lesson Plan

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Lesson Title:	Community Scavenger Hunt
Grade Level:	7-8th grade

Aesthetics, Art History, Interdisciplinary Connections

Artist/Culture/Movement Holland/ The Dutch: Throughout 17th Century .Maria Sybilla Merian (1680's): -scientific illustration	Interdisciplinary Connections Science History
Aesthetic Concepts What makes something beautiful in nature? How do we discover new places? What makes something useful?	Elements/Principles of Art Line, Shape, Color, Unity, Texture, Pattern
Art Vocabulary: Organic, Realism, tone, Rendering, implied texture, Scientific illustration, botanical, horticulturist.	Media and Materials needed: Thick paper, pencils, ink pads, scissors, glue, tempura paint, color pencils, pens, Plant Snap App. tracing paper.

Content Standards

Content Standard 1 – Artistic Perception

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Use artistic terms when describing the intent and content of works of art.

Content Standard 2 -Creative Expression

Communication and Expression Through Original Works of Art

- 2.5 Select a medium to use to communicate a theme in a series of works of art.

Content Standard 3 – Historical and Cultural Context

Diversity of the Visual Arts

- 3.3 Identify major works of art created by women and describe the impact of those works on society at that time.

Learning Objectives (related to standards)

1. Students will be able to describe Women Artist's impact in scientific illustrations.
2. Students will be able to respond to the native plants in their communities.
3. Students will be able to collaborate to create a new hybrid plant based off of observations and design a useful purpose/character.
4. Students will be able to interpret the intent of the hybrid plant using art vocabulary.

Anticipatory Set: (List specific statements or activities you will use to focus students on the lesson for the day.):

Students will walk in while nature sounds playing. They will discuss in groups, recalling the plants they saw on their way to school. While discussing the students will have different flowers, leaves, twigs, and bark with a magnifying glass on the tables that they will be able to touch and look. There will also be paper, color pencils and ink pads for the students to make at least 3 different rubbings or stamps from the plants.

Big Idea: (This is the non-art based theme that students will be creating their work about)
Develop an appreciation for natural aesthetics and the nature around us. Observe the usefulness, purpose, and/or why the native plant provides/exist in their community.

Essential Question: (an open-ended arts question that has no right/wrong or simple answer – good for debate)

Why do artists follow or break from established traditions?

How does knowing and using visual art vocabularies help us understand and interpret works of art?

How does learning about art impact how we perceive the world?

How do artists determine what resources and criteria are needed to formulate artistic investigations?

Objective/Purpose: (For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.):

In this lesson students will grow an appreciation and respond to the investigation of the world around them. Students will be able to make connections between the history of scientific illustrations, and the role women played in the determining criteria. Students will be able to use the elements/principles of art to describe the interpretations of art. Students will be able to collaborate and make connections by following and/or breaking from established traditions to express how they perceive the world.

Model: (If you will be demonstrating the skill or competence, how will this be done?):

The teacher will model how to use the plant snap app and how to use the information to make connections of the aesthetic native plants around us to the role they serve in the community.

I will model the step by step process of using the sketches of the plants observed and notes from the worksheet to demonstrate how one might create a hybrid plant.

I will also model how to transfer the sketch of the final hybrid plant to a bigger paper and a reminder on the different kinds of ways to render.

Check for Understanding: (Identify strategies to be used to determine if students have learned the objectives.):

At the beginning of the lesson, the teacher will guide short group discussions about their experience using the app and sharing pictures and drawings of the flowering plant they chose during class. The teacher will walk around and ask questions to keep students on topic and follow up and see if they understand .

In the middle of the lesson, The teacher will put students into groups to collaborate on their final hybrid plant. The teacher will check in with each group to and guide/ask questions to see if they are on task and that they understand each part of the plant they choose.

At the end of the lesson, the students will use a rubric to evaluate their work as well as briefly reflect in critique to the class about their work.

Anticipatory Set:

Students will walk in and discuss in groups, recalling the plants they saw on their way to school. While discussing the students will have a magnifying glass and different flowers, leaves, twigs, and bark on the table they are able to touch and look at. There will also be paper, color pencils and ink pads for the students to make at least 3 different rubbings or stamps from the plants.