

Lesson Plan Template: Rachel and Kora

Title of the Workshop: Inventing visual representations of Idioms

Level or Course: Secondary (grades 7-12)

Time Needed: 90 minute sessions

Over all Goals: Description & Purpose. Include:

- **What “big idea/concept” is the focus of this lesson?** This lesson will explore the relationship between words and their meanings through idioms. Students will explore expressions by comparing literal text to inferred meanings. This lesson challenges students to think in both abstract and concrete ways. Students build on this thinking by inventing their own idioms and bringing them to life through abstract sculpture and drawings. Furthermore this lesson showcases, (but is not limited to) the following big ideas and concepts: idioms, wordplay, visual representation, story telling, imagery, play on words, and meaning-making.
 - **Why is it important for students to participate in this experience?** Words have more than one meaning, and problems have more than one solution. This lesson will challenge students to ‘develop craft’ by experimenting with new materials. But even more importantly, students will invent their own idioms and use ‘expressive’ skills to make a visual representation of that idea.
 - **What art content/concept or technical skill are the students learning?** Students will learn about idioms and evaluate words with dual meanings, they will explore these ideas by working with model magic. Technical skills involved in model magic include: sculpting, building forms, mixing colors, ect.
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NAEA Standards: (Create, Respond, Present and Connect)

- **Anchor Standard 1:** Generate and conceptualize artistic ideas and work.
 - **Anchor Standard 2:** Organize and develop artistic ideas and work.
 - **Anchor Standard 3:** Refine and complete artistic work.
 - **Anchor Standard 6:** Convey meaning through the presentation of artistic work.
 - **Anchor Standard 9:** Apply criteria to evaluate artistic work.
 - **Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art.
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Objectives:

1. TLW actively participate in two visual warm ups to share something about themselves while becoming familiar with the materials **(9, Respond)**.
 2. TLW explore metaphorical word play/idioms and provide two examples **(10, Connect)**.
 3. TLW select an idiom from the list provided that has *concrete* examples and create a visual representation of it using model magic **(1, Create)**.
 4. TLW select an idiom from the list provided that has *abstract* examples and create a visual representation of it using model magic **(1, Create)**.
 5. TLW brainstorm and invent at least three idioms using prompts **(2, Create)**.
 6. TLW select one of their own idioms and create a piece of art that symbolizes a dual concept based on their idea **(3, Create)**.
 7. TLW build on presentation skills by sharing and explaining at least two things about their work to the group **(6, Present)**.
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Visuals: To introduce ourselves, we will show the students some of our work to help them get to know us. This will be shown via slide-show presentation. The slide show will also present students with examples of idioms and example models of the assignment we created.

Vocabulary: Form, idiom, sculpt, contour, blind-countour drawing, ect.

Supplies, Materials and Resources Needed: **Materials, Technology websites, youtube, PowerPoint:** Students will need a notebook and writing utensil to map out their ideas and modal magic to sculpt the final piece. We the instructors will provide a powerpoint slide-show to present supplemental content.

TEACHING PROCEDURE PLAN (with time needed for each part)

A. Launch: Motivation/Hook/Introduction/Play: (14 min)

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1. We will kick off the lesson with a blind-coutour exercise. Students will draw a mystery object only using their sense of touch. Then they will look at their object and draw it without looking at the paper. This warm up activity will end with some reflective follow up questions. This will engage the students and get them drawing and observing right away. **(1min)**
2. Next we will introduce ourselves with some fun facts and examples of our own works. **(3min)**
3. Finally we will give the students an opportunity to introduce themselves while working with the model magic. The prompt is: "If you were a piece of furniture what would you be and why?" students will then sculpt their pieces and we will go around and introduce ourselves and explain our piece. This way we get to know the students better while providing them with a second warm up. **(10 min)**

Powerpoint with the following slides:

https://docs.google.com/presentation/d/1VtOsu9vgf8tizV1KR3ZyEjRBI53f-o1PWuXDyBuFZCM/edit#slide=id.gbedbf22639_0_505

B. Instruction or Demonstration with Problem: (15 min)

By students being educated on the definition of an idiom they are able to invent their own using prompts. They will decide whether they want to depict their idiom in a 3-D manner (Model Magic) or 2-D using drawing materials. After this they are tasked with using their imagination to create an image to pair with the idiom they made up. They are practicing how to interpret text into a visual representation. Important problem solving will be evident in their invention of their new idiom and visual representation to match by studying a variety of well known idioms.

C. Create: Practice and Work Period (35 min)

1. Instructors will remind students of the necessary materials
2. Instructors will encourage students to start brainstorming which concrete and abstract idioms they will select using the supplemental links provided
3. Next the students will be able to use the model magic to depict both concrete and abstract idioms.
4. Throughout steps 2 and 3 the instructors will be available to go around and assist with ideas and additional questions. **(steps 1-3 20 min)**
5. Near the end of work time instructors will update students on the time remaining and address any common questions the class may have and help them with their invented idiom ideas. During this checkpoint the students will move on to creating their own idioms.
6. Students will develop several sketches and notes before they create their final illustration of the idiom they have created. They will utilize the prompts provided to come up with their final piece. **(15 min)**

D. Closure: Respond & Present (8 mins) By implementing a "gallery" students will be allowed to share their creations, giving encouragement and constructive criticism to their peers. By working alongside the students and first presenting our own work, students will feel more confident in sharing themselves. Each student will be allowed to explain their concept and their artistic choices. Implementing a guessing game to determine what idiom each student chose to represent will display critical thinking skills and will take the pressure off the students by making the presentation enjoyable.

Questions to ask students to engage them in a discussion of their art.

- What did you find challenging about this project? What did you find came easily to you?
- What techniques did you discover in making your work that would be helpful to your peers?
- Would you change the outcome of your work? What part of this assignment would you change if you had to do it again?

E. Rubric/Assessments/Evaluation/Feedback: (Be sure these align with your objectives)

https://www.edutopia.org/blog/dipsticks-to-check-for-understanding-todd-finley?utm_medium=socialflow&utm_source=facebook

Feedback--Formative: Informal or Formal-- We will be using informal feedback in this lesson. With each activity students will have the opportunity to reflect on the experience and share their thoughts which will be helpful insight for us as teachers. We also plan to check in with students about half way through their work time to help answer questions and get a feel for how things are going. Finally we will challenge the students to identify one another's idioms, this will demonstrate their level of understanding as well.

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Summative: Participation in the brainstorming, sketching and performance of the prompt will be assessed by completion. They will have a worksheet displaying their brainstorming process including their top 3 ideas, their sketches and their final pick. Additionally they will be tested on comprehension of the text, in this case idioms and their meaning. They will be able to describe the idiom they chose and what its meaning is. Finally they will be able to enrich the experiences of the other students by communicating thoughts of encouragement about their peers' work and ideas on how they could improve it. They will be able to reflect on their own work and what they would do differently next time, as well as what they learned about the material and the sculpting or drawing process.

F. Accommodations, Enrichments & Extensions

- **Students who may have difficulty with this lesson:** Students who find this lesson challenging have the option to work with colored pencil for a more traditional piece.
- **Advanced Learners:** Challenge advanced learners to select idioms that are less literal and require more abstract thinking. For example try “a blessing in disguise,” rather than “two peas in a pod.”
- **Students who finish early:** Add details to the existing piece or start another one.

G. References:

The following links provide examples of idioms:

- <https://www.dictionary.com/browse/idiom>
- <https://www.ef.edu/english-resources/english-idioms/>

The following links provide examples of artists using wordplay.

- <https://www.kerenrosen.com/>
- <https://surrealismtoday.com/christian-schloe-surreal-art/>