### Lesson Title/#: Public Art Exercise

#### Learning Central Focus

<table>
<thead>
<tr>
<th>Central Focus:</th>
<th>What role does public art play?</th>
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<tbody>
<tr>
<td>What is the central focus for the Content in the learning segment?</td>
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<table>
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<tr>
<th>Content Standard:</th>
<th>Georgia Core Standards:</th>
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| What standard(s) are most relevant to the learning goals? | VA5MC.1 Engages in the creative process to generate and visualize ideas  
VA5MC.1b. Formulates visual ideas by using a variety of resources (e.g., books, magazines, Internet)  
VA5MC.3c. Observes how the visual relationship of objects and ideas (juxtaposition) affects contrast and/or proportion and how the placement may affect meaning and/or significance.  
VA5CU.1a. Recognizes the unique contributions of contemporary and historical artists and art forms.  
VA5CU.2c. Discusses how social events inspire art from a given time period.  
VA5PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (e.g., ceramics, sculpture, crafts, mixed-media) using tools and materials in a safe and appropriate manner to develop skills. |

#### Student Learning Goal(s)/ Objective(s)

**Skills/procedures**

What are the specific learning goal(s) for students in this lesson?

**Concepts and reasoning/problem solving/thinking/strategies?**

What are the specific learning goal(s) for students in this lesson?

<table>
<thead>
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<th>Students will know or be able to:</th>
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<tr>
<td>Practice safe procedure while using tools and constructing a cardboard sculpture</td>
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<tr>
<td>Practice the design process while creating their piece</td>
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<tr>
<td>Discuss public works of art and examine context within a setting</td>
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#### Prior Academic Knowledge and Conceptions

What knowledge, skills, and concepts must students already know to be successful with this lesson?

What prior knowledge and/or gaps to knowledge do

- Familiarity with monuments and public art
### Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings

What are common errors or misunderstandings of students related to the central focus of the lesson?

How will you address them for this group of students?

- Students may struggle transitioning their sketches to a 3D design or profile view
- Students may have limited or no knowledge of working in 3D or in larger scale

*Gray areas will be addressed through “commentary” at the Internship level and will not appear on the lesson plan.*

### Instructional Strategies and Learning Tasks

**Launch**

**5** Minutes

How will you start the lesson to engage and motivate students in learning?

Begin by asking students what they think public art is, explain that it includes statues like in front of out courthouse, but includes many other examples. Show students some unconventional public artworks, such as Oldenburg and Do Ho Suh’s sculptures.

**Instruction**

**15** Minutes

What will you do to engage students in developing understanding of the lesson objective(s)?

What will you link the new content (skills and concepts) to students’ prior academic learning and their personal/cultural and community assets?

What will you say and do? What questions will you ask?

How will you engage students to help them understand the concepts?

What will students do?

- Discuss with students: what do you see? Why might these artists have made these sculptures? How do they compare to more traditional public sculptures such as monuments? What do we usually make monuments of? Things we value? Can some of these pieces tell us what the artists valued? Do the artists just want us to look differently at a subject?
  - Ask students what the public may think about some of these works, ask if everybody would like these sculptures in contrast to the monuments. Why or why not?
  - Show examples of public art which was taken down or not implemented (such as the gas station)
### Structured Practice and Application

<table>
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<tr>
<th>Minutes</th>
<th>30-45</th>
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This section may be broken up into day 2, 3, etc.

**How will you give students the opportunity to practice so you can provide feedback?**

**How will students apply what they have learned?**

**How will you determine if students are meeting the intended learning objectives?**

- **Structured Practice and Application**
  - Ask students what they might make a public artwork about and why. Would they want to make people look at something in a way they might not usually do?
    - 15 minute drawing activity: pass out supplies and ask students to draw a monument or public sculpture they would make. It can be something funny or unusual like some of the ones we have looked at, or serious like a monument or some of the others.
    - Discuss student’s drawings, did they chose to make a monument to something? Where might it be displayed?
  - Inform students that they will be designing a monument or public artwork and creating a maquette out of cardboard. Introduce cardboard art by artists such as Chris Gilmour, James Grashow, and Allan Kykendall.
    - Demonstrate safe procedure for cutting material.
    - Demonstrate building techniques such as slot-and-peg construction, using panels to indicate 3D forms, and constructing 3D forms from polygonal shapes. Discuss potential to work in large scale with this medium as the artists have done.
  - Lead an exercise with the materials to familiarize students with them. Create a small form such as the animal example in the powerpoint.
  - Have students research public artworks, either in class through technology if available or as a homework assignment and create a sketch of their monument.
  - Day 2: Discuss building techniques which would work with students’ ideas and begin work on monuments.

### Closure

<table>
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<tr>
<th>Minutes</th>
<th>15-20</th>
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**How will you end the lesson?**

Critique. Ask students to consider where their sculptures would be displayed. Ask students how the public might see their artwork. Would it be funny, serious, unpleasant like some of the works they looked at? Where might it be done if we encountered an artwork like this? Where would you display it? What might change this? What materials might reinforce or change this impression? Would it make us see something as valuable or think about something differently? What artist’s work that we looked at is this sculpture most alike? Why?

### Differentiation/Planned Support

**How will you provide students’ access to learning based on individual and group needs?**

**Whole Class:**
Group discussions and demonstrations

**Groups of students with similar needs:**
Support from peers, books and online resources
| gaps in the prior knowledge that is necessary to be successful in this lesson? | **Individual students:** Support from peers, books and online resources, individual assistance  
**Students with IEP’s or 504 plans:** Accommodations provided as necessary  
**Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:** Modeling, review, group brainstorming, individual assistance |
| --- | --- |
| **Student Interactions**  
How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups? | • Students will discuss works of art as a class, participate in a group critique at the end of the lesson, and will use shared materials throughout the assignment. |
| **What Ifs**  
What might not go as planned and how can you be ready to make adjustment? | Students may require extra assistance with construction, students will likely need to be encouraged to work in a larger scale than they are accustomed to with clay or paper mache, ect. |
| **Theoretical Principles and/or Research-Based Best Practices**  
Why are the learning tasks for this lesson appropriate for your students? | This lesson is based on Design Thinking. Students will consider a purpose and setting for a work of art and then plan and create said work. By considering how these works would be viewed in the public like those they have seen in the powerpoint it encourages an understanding of the art world as well as its application and connection to the public realm. |
| **Materials**  
What materials does the teacher | Paper  
Pens/pencils  
Cardboard |
### Need for this lesson?
- Cardboard tubes
- Masking Tape
- Rulers
- Scissors
- X-Acto knives

### Academic Language Demand(s):

<table>
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<tr>
<th>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</th>
<th>Critique- vocabulary and key phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson?</td>
<td>Public art Monument Sculpture Three Dimensional Form Content Scale Context Medium</td>
</tr>
<tr>
<td>What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?</td>
<td>In-class discussion and Critique- discussing artwork and sharing with the rest of the class</td>
</tr>
<tr>
<td>What are your students’ abilities with regard to the oral and written language associated with this lesson?</td>
<td>Students will need encouragement justifying answers and providing detailed explanations</td>
</tr>
<tr>
<td>How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning</td>
<td>Modeling, prompts, review, visuals with vocabulary</td>
</tr>
</tbody>
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### Assessments:

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

<table>
<thead>
<tr>
<th>Type of assessment (Informal or Formal)</th>
<th>Description of assessment</th>
<th>Modifications to the assessment so that all students could demonstrate their learning.</th>
<th>Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal</td>
<td>critique</td>
<td>Questions can be modeled to be answered by nonverbal students or modified based on individual needs.</td>
<td>Participates and demonstrates understanding of content, monument, public art, etc.</td>
</tr>
<tr>
<td>Formal</td>
<td>Artwork</td>
<td>Procedures may be modified based on individual needs, students may be paired up or placed in groups if necessary</td>
<td>Application of procedures, experimentation with material and technique, consideration of content</td>
</tr>
<tr>
<td>Informal</td>
<td>Drawing exercise</td>
<td>Students may be permitted to describe their monument or use another form of expression if needed</td>
<td>Consideration of content and how others may experience the work is displayed during discussion</td>
</tr>
</tbody>
</table>

### Resources:

Attach each assessment and associated evaluation criteria/rubric.

**Analyzing Teaching**
<table>
<thead>
<tr>
<th>What worked? What didn’t? For whom?</th>
<th></th>
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<tbody>
<tr>
<td>Adjustments</td>
<td></td>
</tr>
<tr>
<td>What instructional changes do you need to make as you prepare for the lesson tomorrow?</td>
<td></td>
</tr>
<tr>
<td>Proposed Changes.</td>
<td></td>
</tr>
<tr>
<td>If you could teach this lesson again to this group of students what changes would you make to your instruction?</td>
<td></td>
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<tr>
<td>Justification</td>
<td></td>
</tr>
<tr>
<td>Why will these changes improve student learning?</td>
<td></td>
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<tr>
<td>What research/theory supports these changes?</td>
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