

Surrealistic Snowmen

Grade: 3 rd grade		Subject: Visual Arts	
Materials: large black construction paper, white construction paper, a variety of magazines the students can cut apart, glue sticks, scissors, pencil, white crayons or colored pencils		Technology Needed: Access to a projector and the wifi; https://youtu.be/_ST52WsmUIM The active board to list supplies, directions and show pictures.	
Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Hands on project		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 4.2.2 Know how expressive images cause different responses and communicate ideas.		Differentiation Below Proficiency: Students may be given an example if they seem to be struggling with visualizing what they would like to do. Above Proficiency: Have students try to use images to tell a story or show some of their fears like Salvador Dali. Approaching/Emerging Proficiency: Students will demonstrate an understanding of how expressive images cause different responses, by creating a work of art inspired by the art movement surrealism. Modalities/Learning Preferences: Hands-On, Tactile, Visual	
Objective(s) By the end of the lesson students will demonstrate an understanding of how expressive images cause different responses, by creating a work of art inspired by the art movement surrealism. Bloom's Taxonomy Cognitive Level: Application and Synthesis			
Classroom Management- (grouping(s), movement/transitions, etc.) With the help of the regular classroom teachers students will be asked to sit with a group that they can work with and remain focused. Students will go and get their supplies, and can move around the classroom if they are not finding what they would like in their magazines. Students are encouraged to do art however they feel comfortable they may stand or sit. Various attention getters will be used throughout the lesson.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The supplies will be laid out so the students can get it in an organized fashion. Students will be asked to follow various directions on the board. Students must not glue down their magazine clippings until they have been authorized to.	
Minutes	Procedures		
5 min	Set-up/Prep: Pull up video, pictures and lists and make sure sound is ready to go. Set out all supplies in an assembly line style so student can easily get what they need and sit down.		
7-10 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Get the students attention and introduce Salvador Dali. Say, "Today we will be learning about an artist who was the star of an art movement called surrealism. He was a funny looking guy with a wild imagination, his name was Salvador Dali." Show the picture of Salvador Dali and a couple of his works of art. Start the video https://youtu.be/_ST52WsmUIM , play the video until the 2.22 minute mark.		
10-15	Explain: (concepts, procedures, vocabulary, etc.) After the video ask some questions to check for understanding: What is surrealism? What parts make up a surrealism piece? Who is Salvador Dali? Explain to students that we will be doing our own surrealistic piece. Students will be given the objective and you will help to define it. We will be taking something ordinary and twisting it into something surreal. Tell students they will be making surrealistic snowman. They will start with a large black piece of paper. They will then cut out 2 or 3 circles for the snowman body and glue them to their paper the hamburger way. The students will then look through the magazines set out for them and choose images they could use instead of the typical snowman		

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	<p>parts; hat, coal, carrot, etc. to make their snowman look dreamlike and surreal. Explain that they may use a house for a hat or a cat for a nose. It is important to remind them to put all their magazine clippings on their snowman BEFORE they glue them down. They will be instructed to raise their hand to have you check to make sure it is appropriate and that they look ready to glue their pictures down. After they have gotten the OK from you they may glue their pictures down. Students must look to the "When Done" checklist on the board and follow it. This will include putting their name on it, adding snowflakes if they want, cleaning up and completing the formative assessment on surrealism. Ask for any questions or concerns and assure students that you will be walking around for help if they need it.</p>
<p>20-25 min</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Call tables of students by tables to get their supplies. As students begin to get their snowman bodies glued down, put various magazines on the tables. Students will see the magazines and ask if they can start cutting and they may. Allow students to work and talk about their art without getting too loud. As you walk around do some probing of questions about their pieces and why they are choosing what they are choosing. Confirm if the students may glue their magazine pictures on individually. As the students start to finish instruct them to check the list on the board. Have the formative assessment on surrealism ready for the students that get done early. If students are still finishing early ask them to pick up scraps and help clean as the others finish.</p>
<p>5 min</p>	<p>Review (wrap up and transition to next activity): Once students have all finished ask how they feel they were able to show what they learned about surrealism on their snowman. Take care of any last minute questions and dismiss the students back to their class.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Students will be given a word puzzle to do to check for their understanding of surrealism and how artists use their work to communicate a message.</p> <p>Consideration for Back-up Plan: If time is low students may answer one question and use it as an exit slip.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The students will use their work of art as their summative assessment, to check did they use their knowledge of surrealism and the visual art to create a piece that can communicate an idea or give a response?</p> <p>If applicable- overall unit, chapter, concept, etc.: N/A</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson was intended for forty-five students. Going into this lesson I knew to expect organized chaos. The students really enjoyed the video and if I had more time I would have been able to go into more detail on surrealism and Salvador Dali. The students thought surrealism was really cool and after the lesson they were able to give their own examples of what surrealism might look like. It was so fun to hear all the things they were coming up with in regards to surrealism.</p> <p>Almost every time I do an art lesson I think about giving the students an example to look at and every time I decide on not showing an example. I believe that with the art cut backs that a lot of schools go through, teachers do not get time to teach art and when they do get time to teach art they pull something off Pinterest and show the students an example and expect them to re-create the same thing. This takes away too much of the creative process for students and does not allow them to generate their own ideas which is the whole pint of having art as an expressive creative outlet.</p> <p>The snowmen turned out great and almost every child had a finished product. There was one student who in the end had nothing on their paper. I don't know if that was do to the large class size we were left with or lack of attention. But when these large lessons are done I will have to remember to check in with every student. If that means that I need to carry around a checklist to ensure that I reviewed everyone's work to see where they are at in their process then that is what I will have to do.</p> <p>All of the students enjoyed the lesson and I would say that all of them had a grasp on what Surrealism is and Who Salvador Dali was.</p>	

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