**LOS ANGELES UNIFIED SCHOOL DISTRICT**

Grade Level

2

Arts Education Branch

DISCIPLINE: **VISUAL ARTS**

Grade Level Focus: **Art Expresses Ideas**

***How does art express ideas?***

**Module #1** 3D FACES (paper, wire, clay)

Enduring Understanding **Artists use a variety of media, tools, and materials**

Standard(s) **Essential 2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.**

Supporting 2.1 Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.

Recommended 2.3 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.

4.1 Compare ideas expressed through their own works of art with ideas expressed in the work of others.

4.2 Compare different responses to the same work of art.

Spiral 3.1 Explain how artists use their work to share experiences or communicate ideas.

Performance TaskCreate or choose an artwork that used your favorite media. Why is it your favorite?

**Scoring Tool:**

Identify the media

Student articulated why the media is their favorite

Essential Questions: **What are the tools and media that artists use?**

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| Knowledge | Skills |
| * A variety of lines can be used to express ideas and depict settings * A variety of media can be used to express ideas and depict settings * Vocabulary: medium, contour, observation, still life, overlapping, printmaking, printing ink, printing plate; art historian * 3d vocabulary: fire, kiln, score, slip, texture, additive element, subtractive element * Artists use their work to communicate ideas | * Identify tools used * Appropriate use of tools and media: pencil, oil pastel, tempera paint, watercolor, print media. 3d materials * Utilize appropriate vocabulary to describe artwork (overlapping, etc) * Observe and discuss visual stories in various works of art |

**Connections:** Math – additive & subtractive, estimation, fractions, proportion, Open Court – “sharing stories”.

**Extensions:** Research kinds of masks from different parts of the world, and their function

1. Do a play wearing your mask

2. Retell the process of making the mask

3. If you put on your mask what power would you have?

4. Describe an event when you would need to use this power.

**Differentiation:** use of new medium, hands-on experience, use of multiple modalities.

**(CRRE):** Introduce the concept of masks from various cultures, show a wide range of images of masks from around the world, use real masks from students own culture as examples to connect to their prior knowledge.

**(EL)**

**SP ED:** Scaffolding, demonstration, visuals, visuals on board, practice, guided demonstration, hands-on, action words (score, slip, attach).

**Sequence of instruction:**

**Grade 2 Module#1 Lesson 1 of 3**

**Objective: Explore 3dimensionality with the medium of paper; create a paper pop-up mask to begin to express the theme of ‘face’.**

#### Materials: Images of masks or actual masks that have three dimensional elements (parts that pop-up), Construction paper: black or gray 9” x 12”, various colors 4 ½” x6”, Scissors, Glue sticks

**POP UP FACE**

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| ***Opening***  ***Phase*** | **Student Engagement**  (5 minutes) | •Begin by accessing prior knowledge. Have students pair share to answer the question: “What comes to your mind when you fear the word *balance*?”  •Guide the discussion to the concept of visual balance by pantomiming three exaggerated faces using your hands to make ears or antlers radiating out of the sides of your face, the first two examples should be visually unbalanced and the third balanced. •Have the students pantomime along with you.  “Which of the three faces I’m making are balanced? One, two or three?” are human facial features balanced also?  •What do I mean when I say *facial features*?  •Can a mask show visual balance? How is it balanced?  •Point out that not only are faces balanced but also they are also symmetrical. Briefly discuss symmetry and find examples to point out in the classroom. |
| ***Exploring/Creating***  ***Phase*** | **Aesthetic Exploration**  (8 minutes) | •Show students an image of masks (art Connections) on overhead or show an actual mask. What observations can you make about this mask?  •If this mask were to be worn by an actual person, what do you think the intention of that person might be? (Possible responses may be: to dress up, to scare others, to pretend to be an animal or other creature.)  •Explain that masks can be found in the art of cultures all around the world and are used for a variety of purposes. **ARTISTS EXPRESS IDEAS** (grade level focus)  •Show students a sample similar to the mask they are about to create.  •Ask them if there are any features they can identify that are different from other examples of cut and glued construction paper.  •Introduce the concept of three dimensionality as it appears in paper pop-ups.  •Explain that in this project we will explore the connection between three dimensionality and the different lines that have been studied previously.  •State that **artists use a variety of tools and media** – this project will focus on paper as the medium to explore 3 dimensions. (ENDURING UNDERSTANDING) |
| **Demonstration**  (10 minutes) | •Review the different kinds of lines. (two or three minutes)  •Demonstrate the following steps:   1. Cut the small pieces of paper into triangles and strips. Point out that both vertical and diagonal lines work well to form these geometric shapes. Show the following methods for manipulating paper to create pop-ups. Have the students cut as you cut.    1. Fold (accordion style) thin rectangular strips into zigzags.    2. Hold a strip at an angle against a pencil and twist (candy cane style) to form coils.    3. Cut small pieces into spirals.    4. Roll strips and shapes around a pencil. 2. Fold the 9X12 sheet of paper bilaterally and cut it to it create the perimeter of the mask. Cut curvy or zigzag lines to form the perimeter of the mask. 3. Model possible ways to use the pop-ups to create facial features and creative details. |
| **Creative Expression**  (20 minutes) | •Direct students to create masks using the paper forms they have learned to manipulate or to create new pop-ups  •Explain that they have two goals: (a) to create three dimensionality with pop-ups (b) create symmetry. |
| ***Reflection***  ***Phase*** | **Reflection/Assessment**  (5 minutes) | Journal prompt/pair share discussion:  •How did you use the medium of paper? What did you create? |

**Grade 2 Module#1 Lesson 2 of 3**

**Objectives:** Create a three-dimensional representation of a face with pipe cleaners, reinforce understanding of lines, facial features, symmetry, and expression.

**Materials:** Reproduction of Alexander Calder’s wire sculpture of a face, 5 pipe cleaners per student (“lines”, 2/head, 1/eyes and nose, 1/mouth), 4 half pipe cleaners per student (2/eyes, 2/ears), 1 large index card and pencil per student (assessment)

**CALDER ‘FACE’**

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| ***Opening***  ***Phase*** | **Student Engagement**  (10 minutes) | •Review knowledge of lines by giving each student one pipe cleaner and ask each student to hold it up to demonstrate various types of lines as the instructor names them (vertical, horizontal, diagonal, curved, wavy, zig-zag, spiral and loop).  •Guide students in making these lines. |
| ***Exploring/Creating***  ***Phase*** | **Aesthetic Exploration**  (10 minutes) | •Introduce a reproduction of wire face sculpture by Alexander Calder by asking students what the artist created (what do they see – visual thinking strategy).  •Discuss three-dimensionality by asking of what medium they think the face is made.  **ARTISTS USE A VARIETY OF MEDIA, TOOLS AND MATERIALS** – enduring understanding  •Have students identify the types of lines they see in the sculpture and which facial features those lines represent (spirals/eyes, loops/mouth, chin, curve/ears, eyebrows, head).  •Ask which features reflect symmetry in the face.  •Draw an oval or egg shape on the board and divide it into 3 sections, one representing the forehead area, one representing the eyebrow to mouth section, and one representing the mouth down to the bottom of the chin.  •Draw in the eyebrows, eyes, nose, mouth, and ears. |
| **Demonstration/Guided Practice**  (20 minutes) | •Guide students in creating a wire pipe cleaner face using two pipe cleaners, twisted together at each end to create an oval or egg shape for the head.  •Guide students in estimating 1/3 space down the head and attaching one pipe cleaner to each side of the head, to create the eyebrows and nose.  •Have students estimate 1/3 space down from eyebrows and guide them in attaching a pipe cleaner to one side of the head, twisted around the opposite side of the head and attached again to the original side to create a mouth with an upper and lower lip.  •Guide students in attaching the four smaller pipe cleaners in the appropriate areas to create ears and eyes. |
| **Creative Expression**  (10 minutes) | •Each student then shapes and bends the pipe cleaners of the eyes and ears into lines that create an individual, creative expression and character.  •Each student then shapes and bends the pipe cleaners that form the mouth, in order to create an individual expression. **ART EXPRESSES IDEAS** (grade level focus) |
| ***Reflection***  ***Phase*** | **Reflection/Assessment**  (10 minutes) | •Pair share: What medium was utilized? What expression did you create for your face? Were all facial features included? |

**Grade 2 Module#1 Lesson 3 of 3**

**Objectives:** Explore the idea that artists use different mediums to create masks around the world. Clay will be medium of expression

**Materials:**

**Vocabulary Words:** Fire, Kiln, Score, Slip, Texture, Additive element, Subtractive elements.

**CLAY MASK**

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| ***Opening***  ***Phase*** | **Student Engagement**  (10 minutes) | • Review knowledge of masks. What is a mask?  •Why do people wear masks? When do people wear masks?  •Show some examples of clay masks and ask students if they can guess where these masks came from and what were they used for. |
| ***Exploring/Creating***  ***Phase*** | **Aesthetic Exploration**  (10 minutes) | •Introduce the lesson by stating that masks are found all over the world and are used for a variety of reasons **ART EXPRESSES IDEAS**  •Generally they are grouped into five types of masks.  •Write the five different types of masks on board, Ceremonial, Theatrical, Burial, Festive and Protection and explanation of each type. (Saves time if already written on a poster board).  •Discuss.  •Show and discuss visuals on different kinds of mask from different regions and analyze what kind of mask it is and how they think it was used. Discuss. |
| **Demonstration/Guided Practice**  (15 minutes) | •Introduce the medium of clay. Discuss the different types of clay (firing or self hardening, etc.).  •Explain the terms, Fire, Kiln, and Texture.  •Pass out the clay and allow the students to describe the texture of the clay.  •Demonstrate how to create the base of the mask by working on top of the wax paper. Have students watch before attempting to do it on their own.  •Flatten the clay with the palms of our hands or by pushing down on the clay. The clay should look like a pancake.  •Place on top of wax paper and review how masks can have a variety of shapes.  •Have students draw shapes (lightly with pencil) on their.  •Once satisfied with their shape have them push harder with the pencil to cut though the clay.  •Peel away the edges and place on the plate. The base should be on the wax paper.  •Explain the term, Subtractive element.  •Demonstrate how to draw the eyes in the center of base and remove them with their pencil. Do not have students draw their eyes to close to the edge of base. Students should have two holes for their eyes.  •Explain the term Additive element; they will be adding the nose to their mask.  •In order for the clay to stick together it must be scored and slipped, explain terms. •Demonstrate how to attach nose by using the technique of scoring and slip. |
| **Creative Expression**  (20 minutes) | •Once students have the eyes and nose complete they can add to their masks by using additive or subtractive elements.  •Have them make a mouth or any other decorative elements they want, for example a headdress.  •Students can be thinking of what type of mask they are making.  should be able to explain why they are adding certain designs.  •Students can also crave in designs with any sharp instrument.  •Once finished, student’s can paint the base of their masks by combining white glue with any tempera color they want. They should let them dry for a few days and later they can paint over certain decorative areas with a variety of tempera colors. |
| ***Reflection***  ***Phase*** | **Reflection/Assessment**  (10 minutes) | Pair share or journal prompt:  •Students describe the creation process using appropriate description of clay tools and processes **(ARTISTS USE A VARIETY OF MEDIA, TOOLS AND MATERIALS)**  •Students share the function of the mask. **ART EXPRESSES IDEAS** |

**Performance Task** Create or choose an artwork that used your favorite media. Why is it your favorite?

**Scoring Tool:** Identify the media

Student articulated why the media is their favorite