

Title of Lesson: “I Am A Superhero” cont., 2-D to 3-D, art history and aesthetics

Grade level: 9-12

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QCC or Content Standards:

Aesthetics

- Develops critical and creative thinking skills and perceptual awareness necessary for understanding and producing art. [National Std. 5, 6]

Art History

- Recognizes art, art styles and artists; writes and talks about them from a wide range of perspectives including cultural context, formalist, expressionist, conceptual, functional, technical. [QCC CMP 13, 14, 19, 20]
- Discusses the role of art and artifacts as a visual record of humankind’s history and a vehicle for gaining understanding of another culture [QCC CMP. 21]

Lesson Theme:

As a member of a community at large we are individually all “superheroes” in some way. This lesson transitions a previous graphic novel lesson from the 2-D cover sketches and gesture drawings to 3-D sculptures by introducing students to current artists who explore the theme of the “superhero” through sculpture.

Objectives:

- The student will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art by reflecting on and discussing the presented artworks. (Evaluation, Analysis)
- The student will recognize art, art styles and artists; write and talk about them from a wide range of perspectives including cultural context, formalist, expressionist, conceptual, functional, technical. (Knowledge, Comprehension, Application, Analysis)
- The student will discuss the role of comics and sculpture as a way of understanding a specific visual culture. (Analysis)

Sample:

See attached.

Resources:

Included in PowerPoint.

Introduction/Motivation:

When Students enter the room the first slide of the included PowerPoint will be up. The students will open their journals and respond to the 2 images for 5-10 minutes in writing as a way of organizing their thoughts. At least one paragraph.

Allow the students to respond verbally to the images. Follow up with the following questions if they are not addressed:

- What were your first thoughts?
- Who created the one on the right? Left?
- Time period of each? Why?
- What emotions are conveyed in each one?
- What was their inspiration for creating these sculptures?
- Does it explore the idea of self, place, or community?

Ask the students to break into pairs. Let them know they only have 3-4 minutes for each drawing. One student will pose as the first statue while the other draws in their notebook. Then they will switch and do the second statue. Follow up by asking if physically acting out the statue has added any more insight into the meaning of the sculpture.

Content Paper:

See PowerPoint.

Instructor's Procedures:

1. Allow students to analyze and respond in one paragraph to slide 1 of PowerPoint in their journal.
2. Discuss their responses comparing and contrasting the two sculptures. This is to be a student oriented discussion.
3. Break the students into pairs and have them enact and sketch the sculptures in slide 1 of ppt. in their journals below initial response.
4. Discuss this activity and ask if it changed any perceptions of the meaning of the artwork. Then tell them the history of Rodin's *the Thinker* and introduce Daniel Duford's work.
5. Finish the rest of the PowerPoint allowing students to respond to artwork, video and questions included in notes of PowerPoint.
6. Make a note that art is a process and that one idea can feed the next, as shown by the artists included in the Powerpoint.
7. Give them back their graphic novel pages from the previous project. Because they will be printed in one book by the <http://www.comicbookproject.org>, each student will not have their own cover printed. They will be given a chance to create one in the next lesson using the following activity.
8. Have students break into pairs, other than the ones they had before. Have students pick frames from their comic strips that include the main character, action, and gesture that can be acted out by their partner. Allow students 15-20 minutes to discuss their choices and demonstrate awareness of why this scene would make a dynamic gesture.
9. Discuss the process of gesture drawing and show teacher sample.
10. Have students each get out 11x14 paper and conte crayons.
11. Time students for 30 second intervals while one student acts out the scene and the other draws the gesture. Each student will draw a series of 5 gestures, so allow enough time for both students to have a turn.
12. Wrap up this lesson by reviewing what students learned from the PowerPoint and discussing how the artists might use these gesture drawings to create a sculpture.

Materials and Materials Management:

The students will get out and put away their own supplies and journals. Supplies needed: Journals, 11x14 paper, conte crayon.

Student Procedures:

1. Students will analyze and respond in their journal to slide 1.
2. Students will break into pairs and act out each sculpture for the other. Sketching their responses below their initial response.
3. Students will discuss activity and respond to PowerPoint discussion.
4. Students will break into pairs, choose a frame in their previously created comic strip, that includes the main character, story-line action, and a dynamic gesture.
5. Each student will act out their partner's gestures while they quickly draw them in 30 second intervals. The students will complete a series of 5 gestures on the same piece of paper, similar to the studies by Cedrick Loth and the teacher example.
6. Students will participate in a wrap up discussion, analyzing how they might use the gesture pages to create a 3-D sculpture.

Closure/Review:

If time allows, pin up each students drawings in groups of five. Review concepts discussed in the PowerPoint presentation. Have students pick out the gestures that would be the strongest for a 3-D design and discuss why. Have students discuss the emotions they are trying to convey through the gesture and point out which might most successfully demonstrate this.

Assessment:

1. Are students able to recognize artists and artwork presented? Comic book style versus more traditional? Gesture vs. drawing?

2. Are students able to analyze and understand the creative process for producing artwork? Can they discuss verbally and translate to drawings? Do they comprehend the process of creating a gesture drawing from a 3-D image and then creating a 3-D image from a gesture?
3. Are students able to discuss the culture of the comic book world? The need for quick and bold story telling through basic and strong gesture and how that translates into the sculpture?
4. Are students able to analyze and record emotion through the act of gesture? In their initial sketches of the sculpture and in their final gesture piece?
5. Are students able to correctly identify a sense of self, place, or culture in a specific artwork? Can they recognize these concepts in their own work?

Assessment Instrument:

- Informal discussions during lesson to verbally assess student understanding.
- Wrap up discussion assess what students have retained and absorbed.
- See attached rubric for final gesture drawing
- See attached rubric for journal writing and sketches.

Rubric for gesture drawing

Description	1	2	3	4	Points
Complete number of gestures	1-2 gestures on page	3 gestures on page	4 gestures on page	5 gestures on page	
Believable gesture	No idea what position the figure is in. Is it a figure?	Multiple positions with no one pose in mind or same viewpoint every time	Multiple viewpoints of similar positions	Widely varying viewpoints of the same position. Exploration	
Emotion	No expression in gesture	Some expression	Expression of emotion there, but not consistent	Very clear what emotion is being conveyed	
Page Layout	Figures crowded on one part of the page	Overly concerned with creating a beautiful drawing instead of getting the gesture quickly on the page	Gestures use most of page and figures feel isolated from each other	Use of entire page without fear of overlapping	

Out of 16/_____

Rubric for Journal Entry

Description	1	2	3	4	Points
Compares and contrasts	Less than three sentences.	Descriptions only, with no relationship between the two images discussed	Discusses only similarities or differences. Full paragraph	Discusses similarities and differences in full paragraph.	
Creative thinking/ Analysis	No analysis or creative description	Minimal discussion of possible meaning.	Focuses on only one piece and possible analysis.	Insightful analysis of both statues with possible artist or personal meaning.	
Gesture drawing	No clear gesture or emotion conveyed	Partial figure used, no emotion conveyed	Entire figure used. Emotion conveyed could be either emotion	Entire figure used. Obvious which statue the model was pretending to be.	

Out of 12/_____