﻿Lee-Danielle Morales  **Time**: 60 minutes

Moral2ld@dukes.jmu.edu **Grade level**: 6th grade

3/20/20 **Theme**: Teamwork

**Lesson Overview**: In this lesson I will be presenting the artist Michio Ihara to the students. The students will work in groups of two to discuss what they see, how it makes them feel, what they believe the work is about; why was the work created? We will then discuss everyone’s responses or ideas as a class. At the end, an assignment sheet will be turned in for a grade.

**Challenge:**

Students will be challenged to work in groups of two in which they will be leading their own discussions and recording ideas. I will not be speaking during group work but instead will provide the assignment sheet that contains the questions they should answer.

**Visual Culture Component:**

We will discuss where students have seen sculptures before and what their prior opinions and understandings of sculpture are. Do you have sculptures in your home? What’s a sculpture we have here at school? What is something we may use everyday that could also be considered a sculpture? (ask these on slide two of the PowerPoint.)

**Virginia Standards of Learning:**

**Art:**

**6.14** The students will use critical inquiry skills when describing, responding to, interpreting, and evaluating works of art.

**6.17** The student will respond to questions about why artists create works of art.

**English:**

**6.1** The students will use effective oral communication skills in a variety of settings.

C) participate in collaborative discussions with partners building on others ideas.

**Lesson Objectives:**

The students will …

* Participate in a class discussion/share idea (critique/ aesthetics) (communication skills)
* Communicate with a partner what they think a work is about (team work)
* Turn in a completed assignment sheet (final product)

**Vocabulary: (slide 1)**

**Art:** the creation of things whose purpose is to be beautiful or full of meaning. OR the works produced by painters, writers, musicians, sculptors, film directors, and other kinds of artists.

**Critique:** is an oral or written discussion strategy used to analyze, describe, and interpret works of **art**.

**Communication:** sharing of information, ideas, or news.

**Elements and principles of sculpture vocabulary:**

**Material:** the matter that something is or can be made up of

**Space/place:** to the distances or areas around, between, and within a piece of art

**Texture:** the way something feels to the touch, or looks to the eye

**Historical/Cultural/Artist Information/ Image Descriptions: (slide 3)**

Michio Ihara was born in Paris in 1928 and raised in Tokyo, Ihara began as a painter before moving to the U.S. on a Fulbright grant in 1960. Ihara began to develop three-dimensional work in metals, and continued his exploration of the medium throughout his career. He began with several large-scale installations in Tokyo. Ihara designed architectural sculptures around the world, and he has lived in Massachusetts since the 1970s.

**Images included in PowerPoint**

**Questioning Strategies: (used during slideshow)**

* Are these images art?
* What do you believe art is?
* Where do you believe art should be?
* What should art be made of?
* How would you define art?
* What do you think the material in this image is?
* How did the artist use space? Do you think they used it correctly?
* What would you change about this piece?
* How would you describe the texture of this piece?

**Lesson Procedure:**

(3 minutes) Students will enter the room and sit in their assigned seats.

(25 minutes) We will begin this lesson by going over today’s vocabulary (slide 1). Once we have established our key words we will talk about where we see sculpture in our lives (VC slide 2), followed by talking about the art/historical context of Michio Ihara’s art (history slide 3). I will keep track on the attendance sheet of students who participate in the discussion. We will go over these specific questions (**Are these images art? What do you believe art is? Where do you believe art should be? What should art be made of? How would you define art?**) and additional questions students may have.

(2 minutes) Students will be assigned a partner (so students don't pair off with friends who may distract them) and receive their assignment sheet.

(15 minutes) An image of Michio’s work that we did not discuss will be on the board. The students will talk about this piece with their partner. They will record their thoughts on the given assignment sheet.

(15 minutes) As a class we will discuss our ideas about the image presented. In a small class, each group will present at least 3 questions. For a large class, have each group share at least 1 question.

(Remainder of class) The rest of class will be used to work on journal assignments or unfinished work. During this time, I will be available to help students and I will collect assignment sheets.

**Evaluation:**

separate sheet

**Materials and Preparation:**

* Assignment sheet
* PowerPoint
* Pencil

**Resources:**

**https://www.rockefellercenter.com/blog/2018/07/17/q-michio-ihara**

**Special populations:** Gifted and talented

These students may get bored with the pace of the lesson. They are welcome to brainstorm new ideas or comments to share with the class during discussion. As always students are permitted to doodle on assignment sheets as they are working. If these individuals finish early they may quietly work in their journals with the challenge of creating a blueprint of a sculpture.

**Extra Materials:**

Assignment sheet

PowerPoint