

Lesson Plan

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I. Topic

- Art as a reflection of science and nature
- In this lesson students will examine and explore how science can be incorporated into or represented in art.

II. Objectives / Expected Learner Outcomes

- 1) After the motivational activity, the student will recognize the influence nature and science in certain art –specifically the art of Stacy Levy. They will explore how Levy’s background in science can affect her art work.
- 2) After exploration of how science has influenced the artwork of Stacy Levy the student will discuss how nature and science has influenced other artists such as Georgia O’Keeffe, Ingrid Koivukanges. Students will come to understand that an artists attitude of nature and scientific processes are evident in their art.
- 3) After completion of the art assignment, the student will present his or her work to the class. The class will then critique the work based on guidelines provided in the assignment. The student will see how other students represent and interpret aspects of science and nature.

III. Standards of Education

- Virginia Visual Arts Standards of Learning
 - 5.1 The student will synthesize information to produce works of art.
 - 5.4 The student will develop ideas for works of art by conducting research.
 - 5.7 The student will demonstrate an understanding of symbolic meanings by incorporating symbols in a work of art.
 - 5.21 The student will discuss an artist’s point of view based on evidence perceived in works of art.

IV. Student Group Targeted

- Grade 5- heterogeneous class
- Prerequisite skills/knowledge:

Students will need to know appropriate processes and techniques for the painting with tempura, and possibly how to incorporate other media into a work of art to create a collage. Students should be familiar with mixing of colors to produce other colors and hues, as well and mixing colors with black and white to produce shades and tints.

V. Time Required

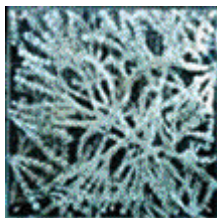
Four one-hour class sessions.

VI. Materials and Resources

The following works of art by Stacy Levy:
“Urban Oldfield”



“Mold Garden”



“Hidden River”



Materials for art production:

20"x 24" Heavy stock paper (for painting)

Tempura paints –red, blue, yellow, white and black

Paint brushes

Miscellaneous materials to create collage (magazines, scraps of paper, string, beads, buttons, etc...)

VII. Itinerary and Strategies

Day 1 Introducing the theme and assignment

10 min. Motivational activity-

Students will be presented a number of art works to include "Mold Garden" by Stacy Levy and other images that are scientific or show some aspects of nature. They will be told a story about how some other teachers who were authoring or editing textbooks got their pictures and illustrations mixed up with my papers. The students, working in three groups of three or four, will have three minutes to separate the images that should be in a science textbook from images that should be in an art textbook. They will choose one image to present to the class and discuss in which textbook the image belongs and why. Each image is attached to a sealed envelope. At the end of the activity the students are asked to open the envelope and see if they were correct or not.

15-20 min. Discussion of motivational activity and how nature and art reflect each other-

Talk about how Stacy Levy's work reflects nature and science. In ways does she represent the scientific world and specifically natural processes as in "Hidden River"? How has nature influenced the work of Georgia O'Keeffe? Is this evident in her lifestyle? What about the subjects she chooses to paint?

Can you think of any other artists who use the reflection of nature and science as themes in their works like Ingrid Koivukanges? What about landscape paintings? Or how about still life's? Is a work of art a representation of nature if it has been manipulated for an image?

30 min. Discussion of assignment-

Based on the discussion of the motivational activity and the theme of how nature and science are reflected in art, the students are to decide on how they want to represent nature or science. For example:

The student may want to show an appreciation for how plants are the source of life by providing food and oxygen.

The student may want to represent the awe he or she may feel at how a single microscopic white blood cell can be responsible for keeping our bodies healthy.

The student may want to express disgust at pollution and litter and how it affects our landscape.

The student may want to represent how annoyed he/she feels when the bugs disrupt a picnic or outdoor event.

Students are encouraged to think about and discuss ideas of their own. Based on these ideas the student is to create a two dimensional work of art that represents an aspect of science or nature. Using tempura paint as the primary medium, the student is to represent an attitude of a specific aspect or function of nature or science. The work may be a collage work utilizing other materials either provided by the teacher or brought in by the student. The work can be representational, abstract, conceptual or realistic. The student may want to develop ideas (via sketches) at home, but should be ready to begin work on the piece by the next class.

Day 2 Begin working on assignment

15 min. Finalization of ideas-

During this time the student may ask any questions regarding the assignment and get suggestions from the teacher and other students. Materials should be decided on and the student will begin working on the assigned work of art.

45 min. Continue working-

The student will continue working on assignment asking questions or getting ideas as necessary.

Day 3 Work on art for assignment-

As needed- The student will finish the art work to be presented and critiqued at the next class meeting. If more time is needed, the student will take the work home and finish it as homework.

If the student finishes early-

A museum-like information card can be created to accompany the art work at the critique.

Research can be done on other artists or techniques mentioned in the discussions or in past assignments.

The student can sketch other ideas related to the assignment and ways to incorporate ideas from other lessons.

Day 4 Presentation and critique of artworks

10 min. Setup for critique.

Approximately 5 minutes per student –

1. What is the attitude the artist is trying to portray?
2. Is it done well? Why do you think that?
3. What aspect of nature or science is the artist trying to portray?
4. Is it done well? Why do you think that?
5. How do the formal qualities (line, shape, form, color, shape and texture) lend itself to the attitude/emotion of the work?

VIII. Evaluation Strategies total points possible - 40

	Excellent (10)	Good (8)	Fair(5)	Poor(1)
Participation in discussion				
Effort applied to assignment				
Artwork as example of objectives				
Participation in critique				

IX. Suggested Supplemental Activities

As an extension of this lesson, the student will create a work of art using symbols to represent some function of nature for another project in the fashion of the Stacy Levy work "Hidden River."

Each student is to keep a notebook or journal of ideas, sketches and examples found through independent research, museum visits, or art shows relating to lessons throughout the semester/year to be turned in for a journal grade.