

Lesson Plan Components: Grades 1-12

Subject/Course: Visual Arts (AVI 4M)	Name: Adapted from EDUC 4736 teacher candidates' plans
Grade Level: Grade 12	Date(s) & Time(s): February 13, 2023, 9:00-10:15 am
Topic: <i>Tableau Vivant</i>	Length of Lesson: 75 minutes

EXPECTATION(S)

Specific Expectation(s):

Strand A: Creating and Presenting

The Creative Process

A1.1 use various strategies, individually and/or collaboratively, with increasing skill to generate, explore, and elaborate on original ideas and to develop, reflect on, and revise detailed plans for the creation of art works that address a variety of creative challenges

A1.2 apply, with increasing fluency and flexibility, the appropriate stages of the creative process to produce two- and three-dimensional art works using a variety of traditional and contemporary media

Strand B: B. Reflecting, Responding, and Analysing

The Critical Analysis Process

B1.1 demonstrate the ability to support their initial responses to a variety of art works with informed understanding of the works' artistic form and function

Learning Goal(s)/Refined Expectations(s):

Learners will define the elements and principles of design, and record and discuss the use of the elements and principles of design in historical art works.

Success Criteria (if appropriate):

- Apply strategies for re/presenting an existing art work through the creation of a group art work
- Analyze, through reflection, how their creation applies the principles of design to maintain the principles and elements of design

ASSESSMENT/EVALUATION

Curriculum

Strategy: Recognizing artworks and the principles and elements of design. Students are shown specific artworks and asked to identify the element and principle of design that are most predominant.

Strategy: *Tableau Vivant* activity. Students will choose a specific artwork and focusing on the key elements and principle of design recreate the work as a *Tableau Vivant* – preserving the key P & E of design.

Reflective Paragraph - Students will present their piece and describe why they chose the work, what the design challenges were and how they have worked to maintain the key elements and principle of design in their recreation. This assignment will require multiple classes and will be due 3 weeks from today's lesson.

Success Criteria - to be co-created (teacher and class) using the rubric

Recording Device: Rubric

Strategy: Exit Ticket (3 questions)

Learning Skills

Skill(s):

Independent Work - during the provided work period, I will circulate the classroom and observe the progress of each individual student, if they are using their time, being productive, and are working towards the specifications of the assignment. Feedback will be given to students based on their level of independent work.

Initiative - I will observe during the work period if the students are utilizing new materials, trying out a new medium and taking risks in their artistic production. Feedback will be given to students based on their level of initiative.

Recording Device: Rating Scale and Anecdotal Notes

DIVERSITY AND INCLUSIVITY

Students who do not wish to write for their art history overview may share their analysis orally with the teacher. Students can choose whatever medium they are comfortable with in the creation of their art work and are free to explore their creativity in whatever way they choose as the guidelines of the assignment allows for many different options. Students are encouraged to examine works from other cultures and geographic locations. Teacher should provide access to works outside of the Western Canon for consideration.

LEARNING ENVIRONMENT (Physical Space)

Students will face the back of the classroom (where the projector is located) to view the power point presentation for the first half of the class. Students can sit in whatever location they believe is the easiest for viewing the lecture and the room will be darkened so that the images can be clearly seen. In the second half of the class, students are free to move around the room, collect their supplies, and establish themselves and their work spaces wherever is appropriate to their needs.

RESOURCES AND MATERIALS

- Ontario Ministry of Education. (2010). *The Ontario Curriculum, Grades 11 and 12: The Arts*. <https://www.dcp.edu.gov.on.ca/en/curriculum/secondary-arts>
- Ontario Ministry of Education. (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario schools—Covering Grades 1 to 12*. Available online at: <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- Video: “70 Million by Hold Your Horses” <https://www.youtube.com/watch?v=erbd9cZpxps>
- Paper, pen or computer for recording while viewing the video
- Looking at Art worksheet (Principles and Elements of design)

- Art works in powerpoint: Carl Ray's *Medicine Bear*; Käthe Kollwitz's *Storming the Gate Plate 5 from A Weavers' Revolt*, 1893-1897;
- Images for students to explore for their art making project (online or in print)

TEACHING/LEARNING SEQUENCE

Beginning/Activation:

Whole Group: 10 minutes

- Prior to starting the video, students will be asked to take out some sort of recording device (pen/paper/computer) so they can make notes of all the artworks/artists they can identify in the video.
- The YouTube Video "70 Million by Hold Your Horses" will introduce the lesson to Art History as it is comprised of tableaus representing many famous art works including Da Vinci's *The Last Supper* and Botticelli's *The Birth of Venus*. Students will watch the video to introduce them to this different type of representation and get their creative mind flowing.

Individual:

- Students are asked to record as many of the titles and artists that they recognize in the music video.
- After viewing ask: How many art work/artists did you recognize that the band was representing in this video? How were you able to recognize them?
- I will explain to the students that this form of representation is called a *Tableau Vivant*, which literally translates to "living picture".
- Ask: What did you think of this form of representation? How could you create an art work this way? What might some of the challenges be?

Middle/Action/Application/Exploration:

Whole Group: 15 minutes

- The purpose of today's studio class will be to review the elements and principles of design as well as a more in-depth exploration of how they can be used in the creation of their own interpretation to recreate a *Tableau Vivant*.
- Review: What are the elements of design? What are the principles of design?
- Hand out Looking at Art worksheet, which will be completed to accompany the lecture and will be taken up as we move through the images.
- The Power Point will contain 6 images. Students will be asked to examine the works presented and consider how the artist used the principles and elements of design in the selected works.
- Together we will look at 2 works. Ask: How are the principles and elements of design evident in Carl Ray's *Medicine Bear*? How is the work organized?
- Next slide - Ask: How are the principles of design evident in Käthe Kollwitz's *Storming the Gate Plate 5 from A Weavers' Revolt*, 1893-1897?

Partner – Whole Group: 10 minutes

- Continuing with the next 4 images, the works will be shown 2 at a time in a split screen for 3 minutes each in order to give students time to complete the Looking at Art for remaining images.
- I will circulate to ensure accuracy and on-task behavior.
- I will randomly pick one of the four images and ask how the principles and elements of design are evident (to ensure student accountability).

Whole Group: 7 minutes

- Introduce the art making activity. Building on the examples shown, the students will, in groups of 4-5 choose an artwork they will recreate as a *Tableau Vivant*. Working through the creative process, the students have been given a challenge and can use the majority of the period to begin imagining/generating and planning/focusing with their group regarding the artwork they will choose and how they will recreate it.

- Before students begin working on the assignment, we will co-create the success criteria, using the assessment rubric as a guide.
- Contingency plan: If learners are not ready to move to individual work, model the art making activity for a smaller group or the class as a whole.

Individual: 18 minutes

- Students will be given the remainder of the period to begin planning and start work on their assignments.
- I will circulate throughout the classroom and speak to each student individually, asking them about the direction they are taking their creative production and providing resources for them where appropriate. I will also suggest artists they can research if need be, ensuring I am suggesting Indigenous works and/or works from other countries and cultures so that they may further their understanding of the task at hand.
- During this time, I will also be recording anecdotal notes on their imagining/generating and planning/focusing process, noting their ability to focus on the principles or elements of design that are key to the chosen works so that I can suggest techniques and approaches.

End/Consolidation/Communication:

Whole Group: 5 minutes

- As a class, we will share the works each group is considering with specific mention of the elements and principles of design they will be focusing on.

Individual: 5 minutes

- I will hand out the Exit Ticket which asks the students to individually record: a) what their individual role in the group will be; b) their personal next steps before next class in terms of research; and, c) what creative work they will be commencing next class in relation to the *Tableau Vivant*.

Conclusion: 5 minutes

- Students will be given time to clean their work spaces and properly store their started art works (should be sketches and notes at this point). Art supplies will be stored in their correct locations and tables will be cleaned of paint, charcoal, markers, etc.
- Exit Tickets will be collected once all areas have been cleaned and the class will be dismissed.

REFLECTION

Timing of the lesson: I may need to shorten the presentation to allow for more time to work on the *Tableau Vivant* assignment. I may need to add in more time for questions and clarification during the presentation. Students may need more time to complete their exit card. This will most likely provide better results and a higher level of writing quality.

Contingency Plan: Have posters/calendar images of artworks in case the Power Point does not work or projector not working.

Where to go from here: Take the information from the Exit Ticket to determine students' understanding and inform next lesson. In future classes, students will be given studio time to create their art works. Art History will look more in depth into specific art historical movements and examine the different uses of the principles and elements of design in each time period.