

Assignment #2: Lesson Planning Template – Image Development Strategy lesson

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Grade Level: grade 3

Big Idea: “Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.” (BC Curriculum, 2021)

Content: Element of Design: Shape

Aspect of that element of design: Shapes can be geometric or organic

Image Development Strategy: Reversal

First Peoples Principle: “Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).”

Discovery Opening for Image Development Strategy:

Materials: Meat trays, scissors, paint brushes, geometric stamps (cut from thick foam), white paper, paint (preferably a few different colours and black - I used tropical blue all-purpose acrylic for the meat tray activity and red violet heavy body acrylic colour for the foam stamp activity)

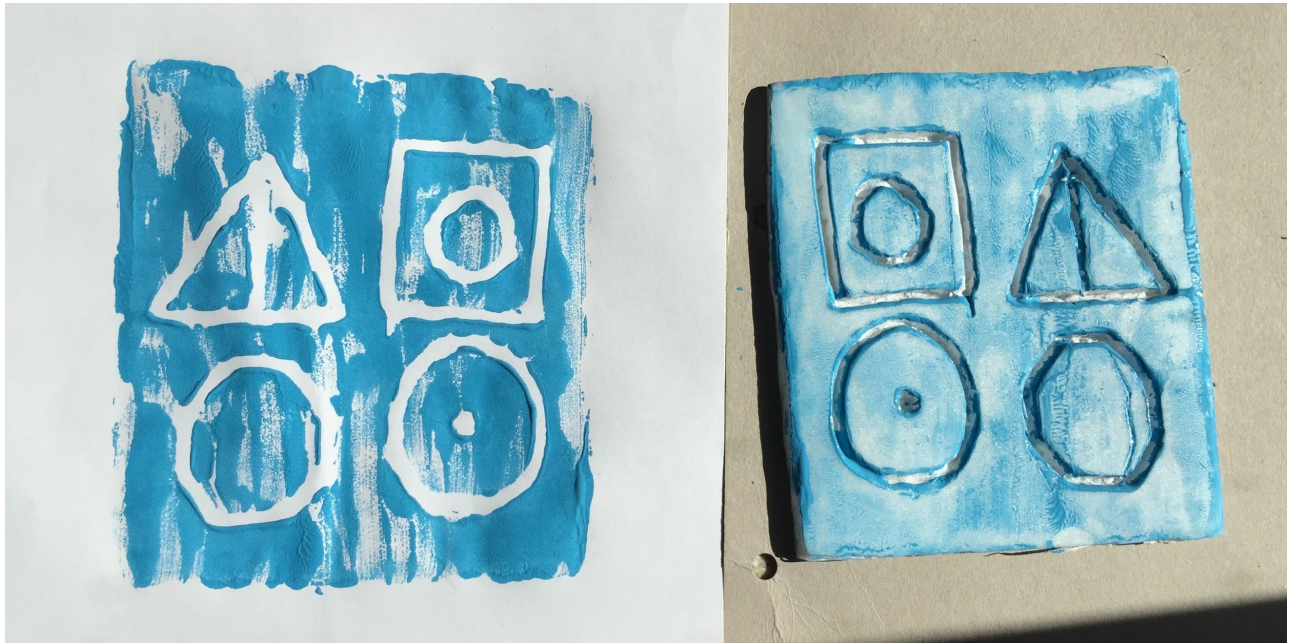
Activity:

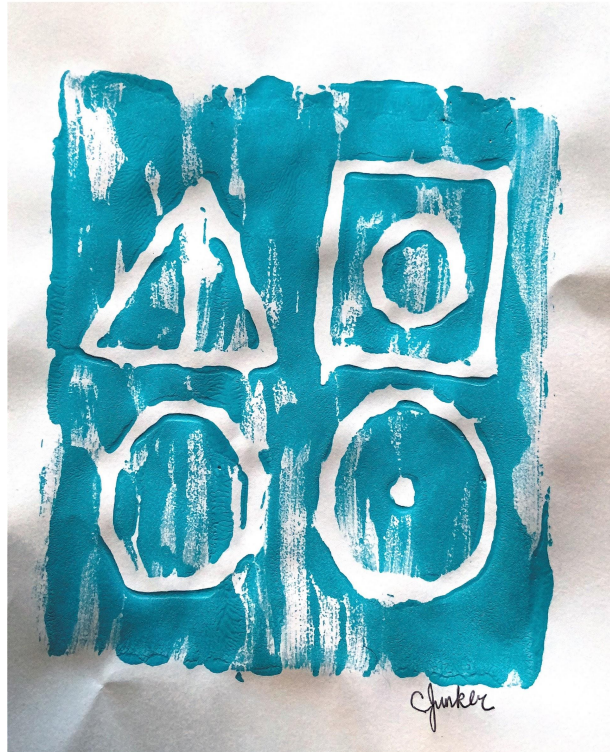
Part 1

- Students will use the end of a paint brush to draw geometric shapes onto the square piece of foam (cut by teacher from a meat tray)



- Students will cover foam with paint colour of their choice
- Using the image development strategy of reversal, students will use their piece of foam to create a print on a white piece of paper.





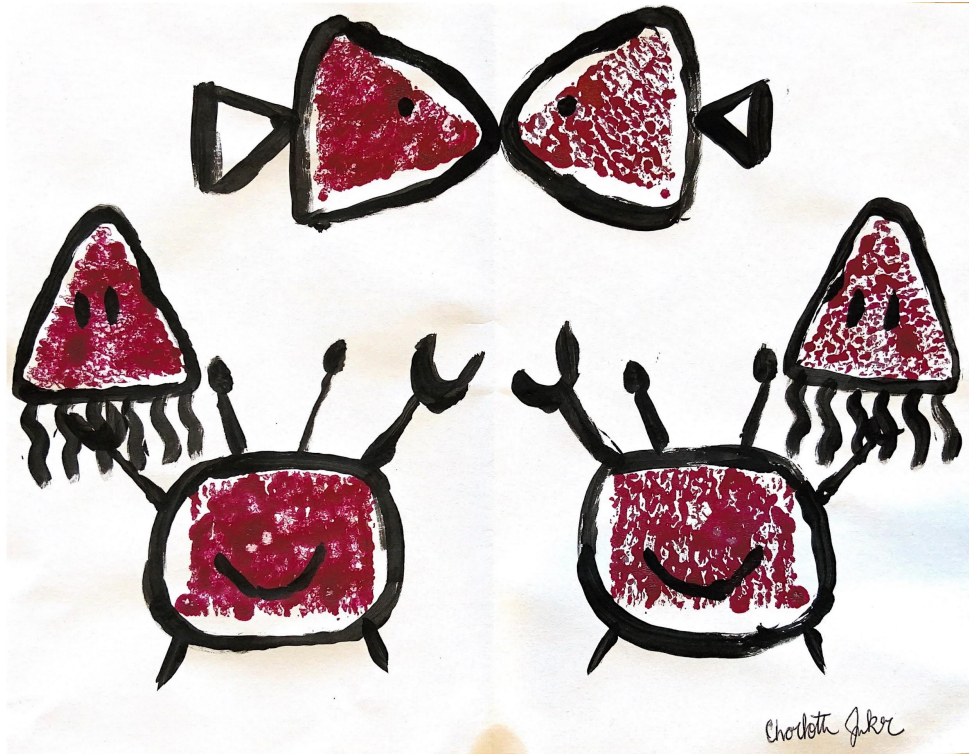
Part 2

- Teacher will cut geometric shapes out of a thick piece of foam to create stamps



- Students will take a piece of white paper and fold it in half
- Students will make prints of geometric shapes on one side using the stamps

- Students will then fold paper over and press with a spoon to create the reverse image on the other half of the paper.
- Then students will take a paint brush and draw organic shapes around the geometric shapes. This could be representational or non-representational.



Formative Assessment: Non-judgmental Critique: Write 3 – 4 age-appropriate prompts here:

From the first art piece that uses geometric shapes, find a piece that you like and tell us why.

Find a piece that has unique organic shapes.

Find a print you find interesting and successful and explain why.

A) Critical Analysis Process:

****First artist uses Image Development Strategy and aspect of the Element of Design:

Image(s)



Artist: MC Escher
Date: 1937-1967

Name of Work: From symmetry portfolio
URL <https://mcescher.com/gallery/symmetry/>

Word 2 questions for each part of the Critical Analysis appropriately for the grade level and keeping in mind the Element, Aspect of that Element, Image Development Strategy

- 1) Initial Reaction: Do you like the colours? What catches your eye first?
- 2) Description: What is one thing you like about this piece? What different shapes can you see?
- 3) Analysis: What kind of shapes are being used, organic or geometric? Do you see any patterns or reflections? Does the piece look the same if we turn it on its side or upside down?
- 4) Cultural Context: From 1937-1967 MC Escher created a collection of pieces similar to this one that all reflected shapes to create symmetry. There are over 130 of these pictures in his symmetry collection on his website (<https://mcescher.com/gallery/symmetry/>)!
- 5) Informed Point of View: Has your opinion changed on this artwork? Can you see anything different now?

Formative Assessment: Depending on the age of your students, choose a written reflection (if so, write 3 prompts); clip-board self-check followed by teacher chat with those who don't contribute during the critique, or other assessment tool of your choice.

We would use the clipboard self-check method. This involves doing a non-judgmental critique with the class and checking off if they contribute at least once to the discussion. If students do not participate, we will follow up with a teacher chat and ask questions one on one.

Questions during follow up teacher chat would include:

What do you like about this piece?

What shapes do you see?

Do you see any patterns?