



TEAM Lesson Plan 2nd Grade

Teacher:	
Class:	1-2 Class Periods
Course Unit:	
Lesson Title:	Food and Scale

LESSON OVERVIEW	Summary of the task, challenge, investigation, career-related scenario, problem, or community link
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Scale refers to the size of an object (a whole) in relationship to another object (another whole). Looking at the artwork of Claes Oldenburg for example, students will notice size in comparison to public settings. Students can also be influenced by more recent work found in Nashville and experience scale up close with an artwork. This lesson will have students drawing their favorite food and placing it in an environment to emphasize the idea of scale in art.

STANDARDS	Identify what you want to teach. Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.
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Tennessee State Standards for Art

- 1.1 Use tools and media consistently in a safe and responsible manner.
- 1.2 Demonstrate an understanding of a variety of techniques.
- 1.3 Explore a variety of processes.
- 2.1 Identify, understand, and apply the elements of art.
- 2.2 Identify, understand, and apply the principles of art.
- 3.1 Select subject matter, symbols, and ideas for the student's own art.
- 5.1 Analyze the characteristics and merits of the student's own work.
- 6.1 Understand connections between visual art and other arts disciplines.

Common Core for Integrated Subjects- Mathematics & Language

- 2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	Clear, Specific, and Measurable – NOT ACTIVITIES Student-friendly
	<ol style="list-style-type: none"> 1. The student will define scale. 2. Inspired by Claes Oldenburg, the student will create a drawing of their favorite food and will place it within a public setting as if it were a drawing for a public sculpture. 3. Students will show effective craftsmanship.
ASSESSMENT / EVALUATION	Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective Formative / Summative Performance-Based / Rubric Formal / Informal
	<p>Informal Assessment- the teacher will walk around to monitor student behavior to ensure they are on task.</p> <p>Self-Assessment- the student will score their work on the rubric.</p>

MATERIALS	Aligned with the Lesson Objective Rigorous & Relevant
<ol style="list-style-type: none"> 1. 8" x 11" White Drawing Paper 2. Pencils 3. Tourism Magazines 4. Scissors 5. Ruler 6. Colored Pencils 7. Glue 	
ACTIVATING STRATEGY	Motivator / Hook An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions.
<ol style="list-style-type: none"> 1. Once students have taken their seats, the teacher will show visual imagery (ex. PowerPoint) of sculptures by Claes Oldenburg and Matt Young and discuss public art. 2. The teacher will lead an aesthetic discussion over work shown and discuss the importance of an object in relation to size and scale. 	
INSTRUCTION	Step-By-Step Procedures – Sequence Discover / Explain – Direct Instruction Modeling Expectations – “I Do” Questioning / Encourages Higher Order Thinking Grouping Strategies Differentiated Instructional Strategies to Provide Intervention & Extension

1. See set.
2. The teacher will introduce the project to the students with a pre-made example and state objectives.
3. The students will watch a teacher demonstration on how to use a ruler to make gridded lines on their paper and how to find the quarter mark, half mark, and three-quarter mark.
4. Each student will take one ruler, one pencil, and piece of paper back to their tables and begin drawing out a grid of 1" boxes.
5. On the back of the paper, students will write the name of their favorite food, and one sentence to explain why it is their favorite.
6. Students will begin drawing (landscape orientation) their food choice on the grid filling at least one-third of the page.
7. Once students have finished their drawings, the students will use colored pencils to color their work.
8. The teacher will instruct the students to go around the room and read the back of their papers aloud while showing their drawing to the rest of the class.
9. The teacher will then pass out tourism magazines to each table and the students will cut out an environment for their food sculpture.
10. The students will cut out their food and glue it to the environment.
11. Ten minutes before class is over, students will begin clean-up by putting the materials in the appropriate places and putting their drawings in the designated class bin.

ALTERNATE/ EXTRA ACTIVITIES	
<ul style="list-style-type: none"> • Students can use tempera paint to fill the drawing instead of colored pencils. • Students can use black markers to trace along their lines to make it bolder. • Students can spend time at the end of class explaining why they chose the environment for their food sculpture. 	

CLOSURE	Reflection / Wrap-Up
	Summarizing, Reminding, Reflecting, Restating, Connecting
<ol style="list-style-type: none"> 1. Students will define scale. 2. Students will list places where they can find public art in their journals. 	

CROSS-CURRICULAR CONNECTIONS
<ol style="list-style-type: none"> 1. Mathematics 2. Writing
Extended Learning

Book:

- *Art for All: What is Public Art (Culture in Action)* by Laura Hensley.

Online Enrichment:

- Metro Nashville Public Art Program:
<http://www.nashville.gov/Arts-Commission/Public-Art.aspx>
- TPAC Guidebook to Artist Ken Rowe:
<http://www.tpac.org/education/PDF/Guidebooks/KenRoweGuidebook2011.pdf>
- Public Art Archive:
www.publicartarchive.org
- PBS Learning Media Cyberchase:
<http://www.pbslearningmedia.org/resource/vtl07.math.number.rat.islandlitt/island-of-the-little/>

Additional Activity:

- Clay Center Outdoor Sculpture:
<http://www.theclaycenter.org/education/atthecenter/curriculum/visualarts/outdoorart.aspx>

For additional lesson plans and activities, visit us online at www.fristkids.org.

This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant program under the guidance of education department staff and/or a mentor teacher.

The Teaching Assistant program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit our website at www.fristcenter.org.

