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| **FINE ARTS** | | |
| **Grade: 2** | **Unit: Favourite artist: Michelangelo** | |
| **Lesson: 1** | **Activity: History and painting** | **Duration: 60 minutes** |
| **Essential Question: What if we could time travel to Rome in 1475?** | | |

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| **OUTCOMES FROM ART ALBERTA PROGRAM OF STUDIES** |
| **General Learning Outcome:** *A cultural experience:* students will have an appreciation of artistic accomplishments, past and present  **Specific Learning Outcome:** Component 3  Students will understand that an artwork tells something about its subject matter and the artist who made it |
| **Learning Objectives** |
| *Students will:*   1. *Discover who Michelangelo is, where he came from, and his artwork.* 2. *Learn about the Creation of David* 3. *Understand the process for creating the paintings in the Sistine Chapel's ceiling, painted c. 1508–1512* 4. *Learn about Rome* |

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| **ASSESSMENTS** | | | |
| **Observations:**   * *Students ability to work individually and help out others* * *Students answering questions* | | **Key Questions:**   * *Who is Michelangelo?* * *What are the primary colour*s? Secondary? | |
| **Written/Performance Assessments:**  The completion of the painting | | | |
| **MATERIALS AND EQUIPMENT** | | | |
| * Smartboard lesson * Aprons * An outline for each student * Paint, brushes, and water * Extra activity sheets | | | |
| **PRE-LEARNING CONSIDERATIONS** | | | |
| * Lesson plan * Outlines are taped to the top of the tables * Paint is already poured and ready to go * Students all have aprons | | | |
| **TEACHER RESOURCES** | | | |
| * Lesson plan and notebook | | | |
| **PROCEDURE** | | | |
| **Introduction** **and Review** (5 min.): | **Teacher**  Teacher will explain the task for today  Teacher will **ask** the students if they know anything about Italy? Rome? Michelangelo?  We have found a time machine and it is going to take us to Rome in 1475!!!!  *Expectations for Learning and Behaviour:* They are sitting at their desks, keeping talking and noise level to a minimum. Students are expected to contribute ideas when called on. | | **Student**  Students are listening to the tasks for today. |
| **Teacher/Student Transition**  (1 min.)**:** | **Teacher**  Teacher will flicker lights? Turn on the smartboard lesson and class will now be in Rome, Italy in 1475 | | **Student**  Students will be time travelling! |
| **Learning Activity #1**  (10 min.)**:** | **Teacher**  Now that we are living in Rome we should get to know about our new community  Teacher will use google maps to explore Rome (link on paintbrush!)  Explain the famous artist, Michelangelo.  ***Key Question:*** *What would life be like living in Rome in 1475?* | | **Student**  Students will be exploring Rome |
| **Teacher/Student Transition**  (1 min.): | **Teacher**  Switch back to notebook slide | | **Student**  Students are listening to the teacher |
| **Learning Activity #2**  (5 min.)**:** | **Teacher**  Explain the project that now since we are artists living in Rome we will be working on making our own paintings  Explain that he made this painting lying on his back because it is on the roof!! So crazy  Explain the instructions ASK: ART ROOM RULES1  ***Key Question:*** *What are we doing? Can someone tell the class?* | | **Student**  Students will listening to the rules and instructions |
| **Transition**  (3 min.): | **Teacher**  Teacher having students line up and head to the art room  Once in the art room write the instructions on the white board:  1) put on apron 2) sit at the table | | **Student**  Students are following directions |
| **Learning Activity #3**  (25 min.)**:**  **Peer review** | **Teacher**  Teacher will review the art rules and go over primary and secondary colours.  Remind the students about how Michelangelo painted on the roof, well since we are living in 1475 we are assigned to paint on a roof too.  Teacher will ask all of the students to look under their desk-get the students attention back  PUT YOUR NAME ON IT  Explain that we will be painting our own version of this. Please be careful with the paint and don’t use too much so that it will drip on you.  *Assessment:* Are the students able to complete the painting?  While students are painting write the clean up on the board:  1)leave your painting 2) Wash your brush 3) wipe the table 4) put away your apron  ***Key Question:*** *How is life in 1475? How is it being an artist?* | | **Student**  Listening to the instructions and then painting |
| **Closure/clean up**  (8 min.): | **Teacher**  Students will follow the clean up procedure on the whiteboard and then help a friend. Line up at the door and head back to the class.  *Consolidation/Assessment of Learning:* Does anyone have any questions about what we did today?  *Feedback from Students:* Answer to questions above. *Feedback to Students:* Thank you for working hard today and respecting each other and the expectations in class. *Transition to Next Lesson:* Next time we will be carving like Michelangelo did! | | **Student**  Students will return computers as instructed and return to their desks.  Students will wait for instructions on tomorrow’s lesson to be complete before packing away their notebooks. |
| **Extra Time Activity:** Extra sheets to colour if students finish early | | | |