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Lesson Theme: Movement

Grade Level: 1st Grade

Time: 50 minutes (2 class periods including a field trip)

Lesson Overview/ Challenge:

(Day 1): The students will be taken on a field trip to James Madison University to see a sculpture installation by Michio Ihara. While the students are at JMU there will be a discussion about the sculpture, including movement and line. After the discussion the students will be asked to observe the sculpture while they do some sketches to practice interpreting what they see. The sketches will be collected by the teacher before heading back to the bus to return to school.

(Day 2): The class period following the field trip to see the sculpture the students will be refreshed on what they saw and what they talked about that day such as line, movement, and site-specific sculptures. Expand on movement by talking about different things that move, how they move, and how that can be translated to line: wind, animals, cars, people, etc. They will also be introduced to some other works of Ihara's. The students will be asked to create their own sculpture that is for a specific place in the school of their choice that incorporates movement and line with the use of wiki sticks and pipe cleaners.

Visual Culture Component:

Students have seen animals move, they have seen cars driving past, and the wind blowing through the trees. Students have also seen different kinds of line such as wavy, spiral, zigzag, and straight. With the help of the teacher through discussion the students can translate the knowledge of movement into different types of line they can use in their projects. For example a snake moves in a way that can be translated to a wavy line, a dog running back and forth in the yard can be translated to a zigzag line, and the wind blowing through the trees can be translated to a wavy or zig-zag line.

Virginia Standards of Learning:

1.7 The student will identify and use the following in works of art:

2. Line—zigzag, dotted, wavy, spiral

1.11 The student will create observational drawings of people and objects in the environment.

1.12 The student will use motor skills (e.g., cutting, modeling, molding, tearing, weaving) to create two- and three-dimensional works of art.

1.1 (**Science**)The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which

- a) observations are made from multiple positions to achieve a variety of perspectives and are repeated to ensure accuracy;

Lesson Objectives:

- The student will distinguish moving objects.
- The student will compose many types of line in sculptural form.
- The student will list and draw several types of line.
- The student will create sketches from different points of view.

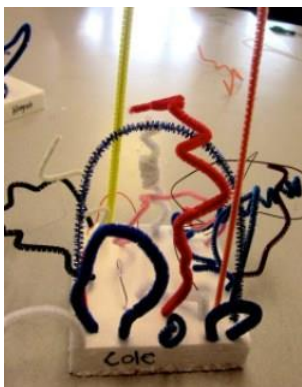
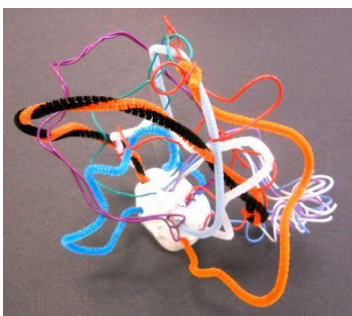
Vocabulary Words for Visual Analysis:

- Translate: to change from one thing to another (ex. movement to line)
- Wavy, dotted, spiral, zigzag, straight
- Movement: the process of something changing places.
- Site Specific Sculpture: a sculpture made based on where it will be placed.

Historical/ Cultural/ Artist Information:

Michio Ihara was born in Paris and received his BFA from a college in Tokyo. His works of art are usually rather large and made with heavy duty materials such as metal. In his works of art he focuses on movement and reflection. Ihara is a site-specific sculpture artist who has been creating art like the sculpture we saw at James Madison University for over five decades. He has created art in several different countries around the world and has been very successful doing so.

Image Descriptions: The images I will be showing include pictures of the sculpture outside duke hall, other Michio Ihara works that depict movement, and some examples similar to the project I will be having them do.



Questioning Strategies:

- “Can anyone describe what movement is?”
- “What are some objects that you have seen move?”
- “How did these objects move?”
- “Can anyone give me some examples of different types of lines?”
- “Can anyone give me an example of something that moves and relate a type of line to how it moves?”

Lesson Procedure:

Step 1: (1 minute) Have the students come into the classroom and take a seat at their tables.

Step 2: (3 minutes) Begin the lesson by refreshing the student’s memories of the field trip they went on by showing them a picture of Michio Ihara’s Sculpture at James Madison University and highlighting the main things that were discussed about the sculpture that day.

Step 3: (5 minutes) To feed off the review session show the students several more examples of Ihara’s works. Ask the students what kinds of line they see in these sculptures. Explain that Ihara’s sculptures are based on movements. Ask the students what objects they know that move and how they move (give your own examples if needed). Ask them if they can translate the movements of any of these things into types of line (again, give examples if needed).

Step 4: (5 minutes) Introduce the line sculpture project that the students will be doing. Explain that they are to choose a specific place in the school that they want to base their sculptures on. Tell them they need to take into consideration the type of movement that goes on in this space such as running in gym class and cartwheels on the playground. Show the students different methods they can use to create different types of line such as wrapping the wiki sticks or pipe cleaners around a pencil to create a spiral line, folding the chosen material to create a zigzag line, and slight repetitive bending of the material to create a wavy line. Before handing out the materials show the students the example you have created and go over the process of inserting the pipe cleaners or wiki sticks into the Styrofoam. Remind the students to be careful when cutting the wiki sticks and pipe cleaners.

Step 5: (2 minutes) Hand out the pencil and scissors bucket, the pre-divided wiki sticks and pipe cleaners, and the cut Styrofoam blocks. Write names on the bottoms of the blocks.

Step 6: (20 minutes) Give the students time to work on their sculptures and make yourself available to all students if they need help while you’re observing their progress.

Step 7: (12 minutes) Ask the students to start cleaning up and give them time to present their sculptures and fill out their exit sheets (read the different types of line off to the students one box at a time).

Sculpture sharing procedure:

1. Ask the students to raise their hands if they would like to share what they have created.
2. Select a student one at a time to come to the front of the room to share what they made.

3. Let the student show what they have made.
4. Help guide conversation with asking questions such as what types of movement, line, and what area of the school they chose to create their sculpture for. Also how their use of line relates to the chosen area.
5. Have as many students share as you have time for.
6. Remind the students to put their names, home room teacher, and chosen area on the bottom of their sculpture and turn them into me. (list different areas on the whiteboard so they know how to spell them.)

Step 8: (**2 minutes**) Call students to line up by the area in the school they chose to make their sculpture about. Wait for their teacher to come get them.

Exit Sheet Name: _____

Before leaving class today, I will be reading the different types of line and having you draw them inside the box.

Straight Line	Wavy Line
Spiral Line	
Zigzag Line	Dotted Line

Evaluation:

Materials and Preparation:

- Pipe cleaners
- Wiki sticks
- Scissors
- Pencils
- Styrofoam/floral foam
- During a planning period or the day before this class divide up your pipe cleaners and wiki sticks so each student at every table has a variety of colors among both materials.
- Begin with a limited, but fair amount of the material at each table and only give out extras when requested by the students (in hopes of decreasing waste).
- Have buckets of scissors and pencils for easy handout to each table.
- Cut Styrofoam blocks into smaller portions.

Resources:

Beckett, Marcia. "Line Sculpture– Kindergarten." *Art Is Basic | An Elementary Art Blog*, 15 Jan. 2013, www.artisbasic.com/2011/09/line-sculpture-kindergarten.html.

Doi, Yoshiko. *Michioihara.com*, www.michioihara.com/.

Hudes, Karen. "Q&A With Michio Ihara." *At Rockefeller Center*, Rockefeller Center, 18 July 2018, www.rockefellercenter.com/blog/2018/07/17/q-michio-ihara/.

Lombardi, D. Dominick. "Michio Ihara: Art for the Mind and Spirit." *HuffPost*, HuffPost, 19 Feb. 2017, www.huffpost.com/entry/michio-ihara-art-for-the-mind-and-spirit_b_58a9ba22e4b0b0e1e0e20c58.

Pulsifer, Lisa. "Teaching Strategies for Students With Developmental Delays: Tips for Teachers." *Bright Hub Education*, 20 July 2010, www.brighthubeducation.com/special-ed-inclusion-strategies/78461-teaching-tips-for-students-with-developmental-delays/.

Special Populations:

(Delayed Development) Placing these students at seats in the room where there are minimal distractions and less chances of over stimulation (away from doors, windows, sinks, play areas). Creating as much routine in an art classroom as you can since you only see them once per week. Promote appropriate social interactions with other students in the class. Never single the student out. Use age appropriate material. Speak with the aide that comes in with them (if they have one) to help devise a better plan to help them learn considering they are around them much more than you are.

Extra Materials: None.