

Billy Murray

**LESSON PLAN NAME: PROBLEM SOLVING MACHINE**

March 23rd, 2019

Mr. Steven Nau - CAPA high school

List 2 or 3 *related* outcomes from the PA Arts and Humanities Standards:

**9.1.D.** Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).

**9.1.F** - Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

AND 2 or 3 connections to the Common Core:

**11.C** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**2.P** Presenting (visual arts): Interpreting and sharing artistic work.

**GRADE LEVEL AND DEVELOPMENTAL RATIONALE:**

Students in 9th grade possess considerably strong drawing skills that will equip them proficiently for the completion of this journal assignment. This represents the fourth marking period of this year, where the students have completed many observational drawing skills-based assignments, and are ready for a more conceptual take on this kind of assignment.

For this project, students will be drawing/designing a fictional “machine” that is meant to solve some kind of problem in the world today.

**BIG PICTURE RATIONALE:**

Art is a way of solving problems around us. Whether it is used as a way to raise awareness of issues and problems in the world, as a form of healing and rehabilitation, or as a valuable form of self expression and understanding. Students will be thinking critically about problems that exist in the world today and why they exist, and in an abstract way, create a drawing that is designed to start to “fix” these problems.

Obviously, we are not going to solve world hunger with this project, and they know that; but it is intended for students to think about how their work can grow and positively affect the world around them on a larger scale.

**MENTOR ARTIST/S OR VISUAL CULTURE: (Contemporary and Historical)**

Albert Robida (Historical) - French illustrator and lithographer, etcher - Fantastical illustrations featuring imagined machinery and various imagery

Jules Verne (Historical) - Novelist, poet, playwright - illustrated Around the World in 80 Days - Mechanical, imagined drawings, good sense of form & function and their relationship together

Michael Lang (Contemporary) - Good use of machinery/industrial elements

**OBJECTIVES:**

SWBAT:

- Complete a mind-mapping exercise related to issues relevant in the world today
- Complete a composition of an imagined machine designed
- Show competency in the ability to talk about their work and the work of others in the form of a self assessment and critique

**LOGISTICS:**

Full Supply list

- Drawing materials - pencils, erasers, sharpeners

To prepare before

- Partially completed exemplar

**SPARK/INTRODUCTION (Time: 15 min).**

For the spark/intro to this activity, I will briefly discuss a form of note-taking and brainstorming called "mind mapping." This is a kind of "stem and bubble" chart, that is designed to discuss how things influence and cause one another.

The students will be selecting a topic that is an issue in the world today, that affects a lot of people, which will be the large bubble in the center. They will be creating this chart thinking about the causes and effects of this issue, which will lead nicely into the creation of this drawing. Students will be encouraged to share and discuss the issues they selected.

An example of this kind of thinking below:

**ACTIVITY (Time min):**

Students will be creating a drawing as a journal assignment that will theoretically solve this problem in the world today that they have selected. They will be focusing closely on a machinery/industrial type of style, with reference artists listed above. This is meant to serve as a starting point

**CLEAN-UP PROCEDURES/CONCLUSION (Time min):**

All materials used in class will be returned to their designated locations. Students will store their mind mapping exercise in their drawer or in their journals, so they can use them as a reference during the completion of their projects, as needed.

**EXTENSION:**

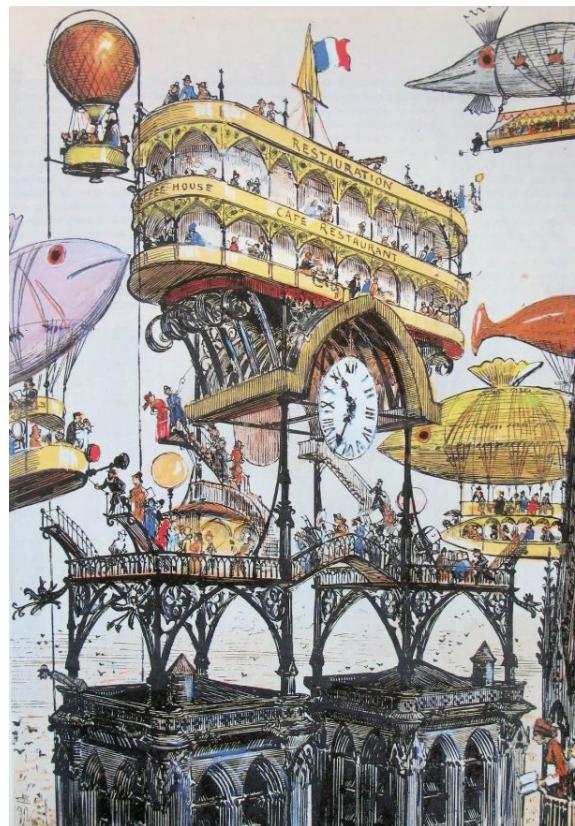
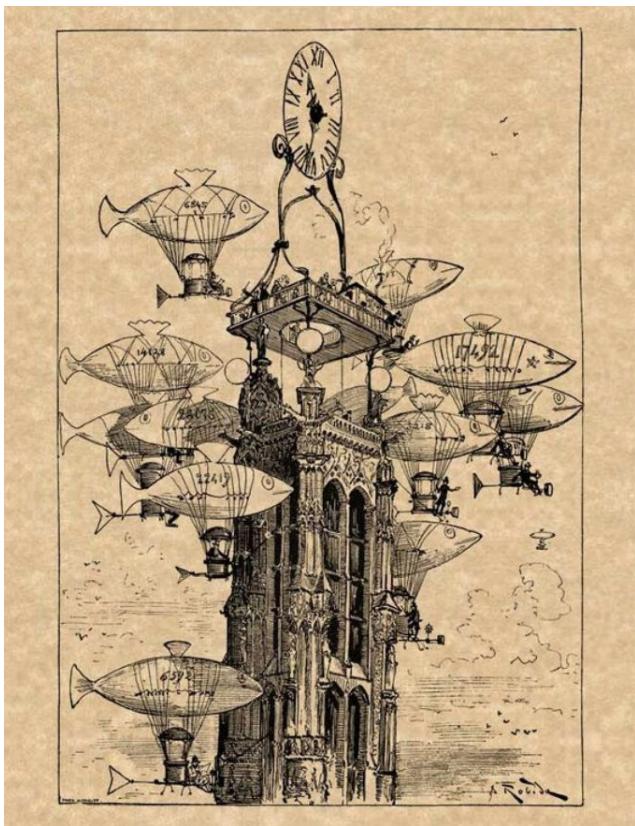
Students who fill their single page or full spread illustration will be encouraged to complete a rendered drawing of an object or objects that their machine creates, and how it will directly assist in the problem solving of the issue they selected.

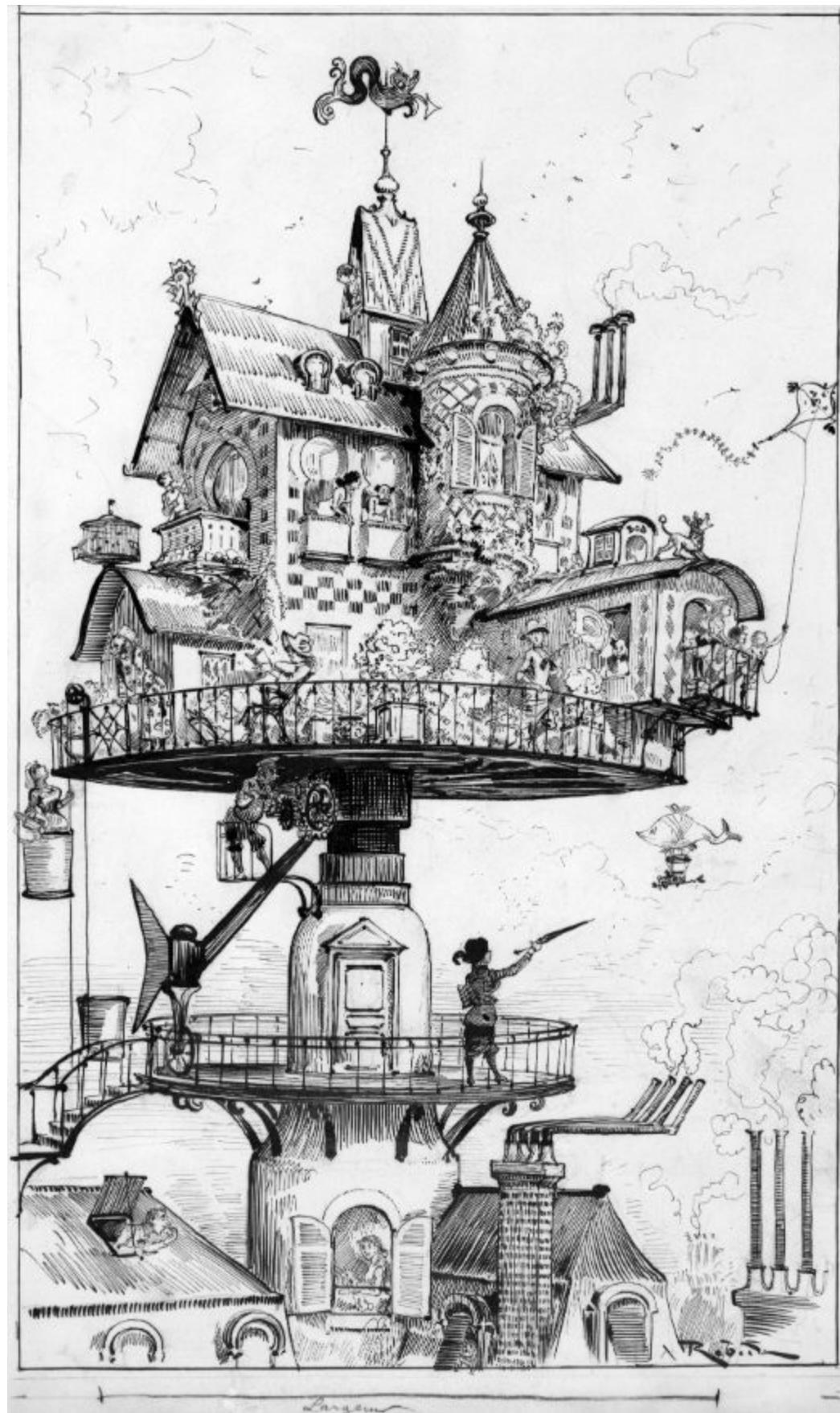
**ASSESSMENT STRATEGIES/RUBRICS:**

- Student completed a mind mapping activity, with 5 different stems and bubbles
- Student completed a full composition
- Student shows competency in the ability to talk about their work and the work of others in the form of a self assessment

**RESOURCES & IMAGES:**

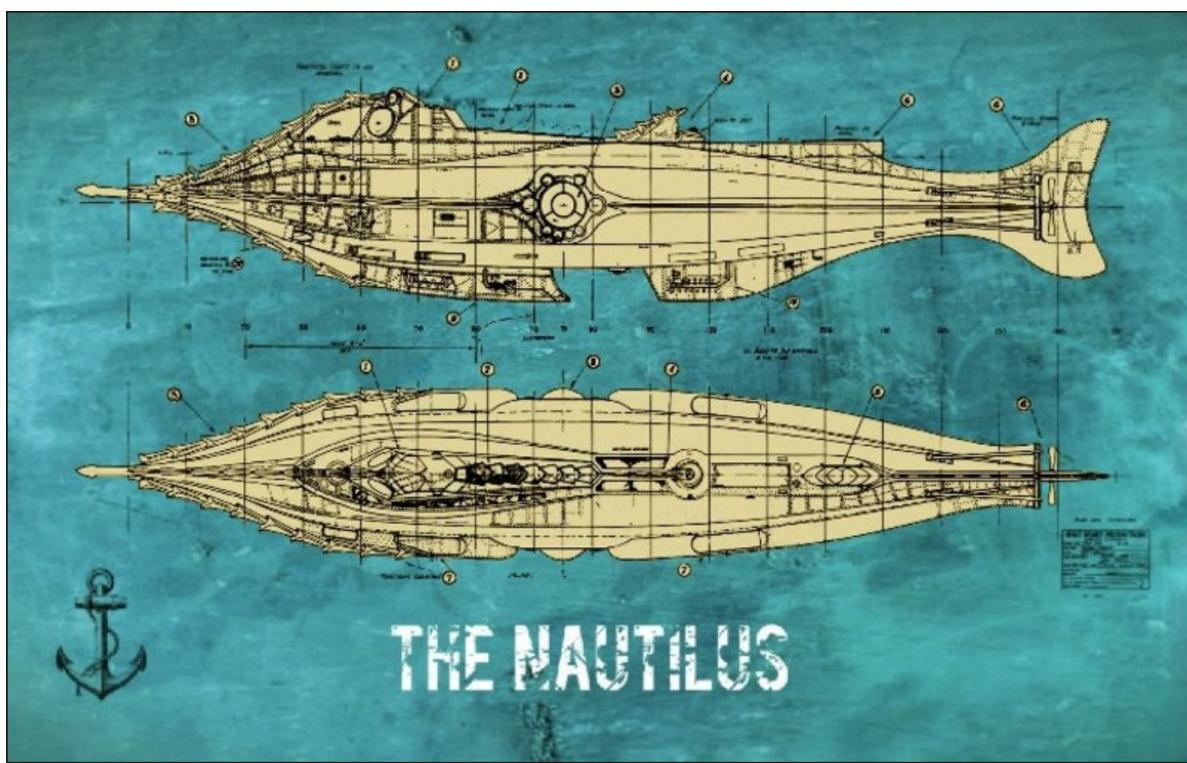
Albert Robida:





Largem

Jules Verne:



Michael Lang:



