



PreK – K Saturday School, Spring 2012
LESSON PLAN – Lesson 4 (March 3, 2012)
Title: Sense Quest – Taking Away Senses

Aim/Goal of the 8-wk Curriculum:

Over the course of eight weeks students will explore the world around them through the basic five senses: sight, hearing, smell, taste, and touch. They will have an opportunity to experience the world differently as their senses are enhanced or taken away. Each week students will experiment with a variety of media to exercise three aspects of the senses. They will become more aware of their own senses as well as understand how animals and plants use senses in everyday life.

Fine Arts Goals Met by the Objectives:

- *State Goal 25.A.1b* Understand the elements of acting, locomotor and non-locomotor movement, vocal and nonvocal sound, story making; the principles of plot, character, setting, problem/resolution and message; and the expressive characteristics of simple emotions.
- *State Goal 26.A.1d* Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.
- *State Goal 26.B.1d* Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.
- *State Goal 27.A.1b* Identify how the arts contribute to communication, celebrations, occupations and recreation.
- *State Goal 27.B.1b* Know how images, sounds and movement convey stories about people, places and times.

Objectives: Students will...

- Discuss sensory disabilities and disability awareness and their effects on everyday life.
- Learn about American Sign Language and Braille.
- Understand shapes and texture of the Braille language by manipulating materials.
- Apply their knowledge of sign language in a collaborative work by spelling out a famous quote.
- Apply their knowledge of braille to create a three-dimensional, functional work.
- Experience what it's like to be stripped of one or more senses and create artwork simultaneously.
- Work with mixed media to create self-portraiture.
- Learn the basics of working with watercolor through application of washes, wet-on-dry and wet-on-wet techniques.

Vocabulary:

- *Sense:* A way we interact and come to understand the world
- *Disability:* the condition of being unable to perform a task or function because of a physical or mental impairment
- *Deaf:* Being unable to hear.
- *Blind:* Being unable to see.
- *American Sign Language:* A visual language used by people who are deaf which includes a system of hand movements and gestures to symbolize letters, numbers, and words.
- *Braille:* A system of writing for use by people who are blind where certain combinations of dots and raised points on a flat surface symbolize certain words.

- *Blind Contour Drawing*: Method of drawing where the student draws the contour of a subject without looking at the paper, and only at the reference.
- *Watercolor*: A type of painting in which the pigments are water soluble.
- *Wash*: A method used while watercolor painting when paint is almost entirely diluted with water before application.
- *Wet-on-wet*: A watercolor technique in which the substrate is first dampened before applying the pigment. This makes for a thin, washed out, translucent layer of color.
- *Wet-on-dry*: A watercolor technique in which the substrate is left dry while applying the pigment. This makes for a thicker, more saturated color.

Multicultural/Historical exemplars:

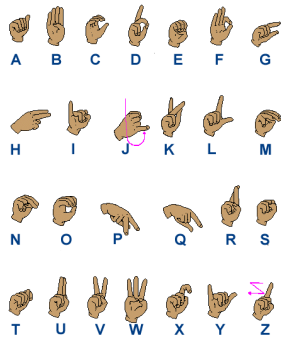
1. Jolanta Lapiak; 35-40 minutes performative presentation; Inspired: Art of ASL Festival Milwaukee Art Museum, Wisconsin, USA performed on September 27, 2008:
http://www.youtube.com/watch?v=cfJS_nD9x0A&feature=player_embedded#!
2. Braille Art piece, Wellington - This piece displays the raised texture of braille lettering in a three-dimensional piece in the public domain. It elevates the language of the blind to an all new level of artistry.



3. Julia Kay: This piece demonstrates the idea of an “imperfect” self-portrait, done using a “blind” method of drawing, followed by the washed out appearance of watercolor. This is what the students will attempt to do for their second project.
<http://studiojuliakay.com/portraitproject/labels/Process:%20Blind%20left%20drawing%20with%20sighted%20right%20painting.html>



4. American Sign language - Students will use this guide to learn the basic ASL finger signing alphabet.



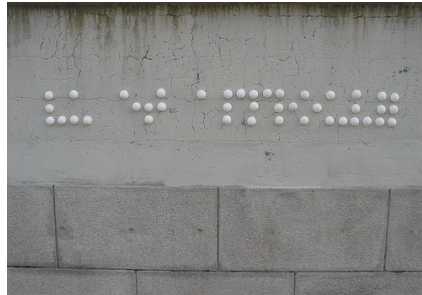
5. Braille Alphabet Chart - Students will use this as a template to create their initials using simulated braille.

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	X	Y	Z	and	for
of	the	with	W					

6. “Home Sweet Home” - This artist used pins pressed into a map reading, “home sweet home” in Braille for her newly blind father who previously loved to travel and see the world.



7. “Braille Grafitti” by Scott Wayne Indiana - This artist took the system of Braille and d it to the grafitti world. This helped people to view braille in a new light, and perhaps even consider it an art form. It reads, “the blind.”



Learners Materials:

- Marker boxes
- Assorted color construction scrap paper
- Printer paper
- Elmer’s glue
- Safety scissors
- Sequins
- Assorted beads
- Paper plates
- Permanent markers
- Watercolor sets
- Paint brushes
- Water cups
- Sponge
- Paper towels
- Mirror (33)

Procedures:

Project #1 “Bumpy Braille”

- Demonstration: 5 minutes (9:25– 9:30)
 - Teacher will remind students of the Braille alphabet chart just discussed.

- Teacher will remind students that this is the way the blind read by feeling the textured bumps.
- Teacher will show students the teacher exemplar and explain how to apply beads or sequins with over the pre-made Braille names.
- Teacher will show students where to collect materials and when they finish, they should always return the extra materials to the original places.
- Design/work session: 15 minutes (9:30 – 9:45)
 - Students will receive their name spelled out in Braille on matte board.
 - Students will then begin gluing either beads or sequins over the Braille dots spelling out their name.
 - When finished the teacher will ask students to close their eyes and run their hand over their textured
 - The student will then write their name below their Braille name and bring it over to the showcase area.
 - If students finish making their Braille name early then they can decorate the background using markers.
 - Students will return extra beads and sequins to the material table and begin to clear their tables to get ready for project two.

Project #2 “Me, Myself and EYES”

Part 1: 10 minutes

- Demonstration: 10 minutes (9:45 – 9:55)
 - Teacher will recap what a self-portrait is and the two different types that they will be making that day: one without sight, and one with sight.
 - Teacher will explain to the class that they are going to attempt to draw as if they did not have their sense of sight, to do their best keep eyes closed and off of the paper. The plate will serve as an extra precaution against peeking.
 - Remind students of blind contour drawing examples by Julie Kay, and the abstract qualities of the Picasso.
 - Teachers will show students how to put their permanent marker through the slit in the center of a paper plate so as to prohibit peeking at the drawing
 - Once the paper plate is placed in the middle of the permanent marker the student is ready to experience blind contour drawings
 - Teachers will demonstrate how to draw with the plate on the marker and also with their eyes closed where they are not looking at the paper and drawing a self-portrait.
- Design/work session: 5 minutes (9:55 – 10:00)
 - Students will be seated before two sheets of watercolor paper secured to the table.
 - Teachers will explain the safe and correct way to use permanent markers, and that they should be cautious so as not to stain their hands or clothes.
 - Teacher will ask students to try to visualize what they look like and draw without looking at their paper (the paper plate will help).
 - Students will draw this blind contour drawing for five minutes.

Part 2: 15 minutes

- Demonstration: 5 minutes (10:00 – 10:05)
 - Teacher will ask student to open their eyes and move the plate out of the way to reveal their drawings. Students should put plates in a pile in the middle of their table. Students should recap their markers to listen to the teachers’ following questions and instructions:
 - Was drawing with your eyes closed hard? Why are our eyes important?
 - Teacher will show students the next step of the project by making a second self-portrait but this time looking in the mirror as a reference and at their papers for guidance.

- The paper plate will be removed from the permanent marker because the students will be focusing on the mirror when drawing.
- Design/work session: 10 minutes (10:05 – 10:15)
 - Teachers will distribute mirrors to each table and show students how to set them up before themselves.
 - Teacher will tell students that they can now use their reflection as a guide in drawing their likenesses.
 - Students will now draw this blind contour drawing for ten minutes.

Part 3: 35 minutes

- Demonstration: 10 minutes (10:15 – 10:25)
 - Teachers will instruct students to put the caps on their markers as they come around the tables to pick them up.
 - At the same time, teachers will also go around and ensure both drawings are securely taped to the table in front of each student.
 - Teachers will show students the next step of the project by distributing sets of watercolor, small cups of water and paint brushes to each student.
 - Teacher will demonstrate how to use watercolors, and how to clean the brush in-between each color change so as not to muddle up the paper from the center of the room, near the materials/tools supply table.
 - Teacher will pick 2-3 colors from the palette with which to demonstrate before the class. The teacher will tell students to do the same, but not to touch their materials yet.
 - Teacher will show students how to first dip the brush into the water cup, and then into the color of choice.
 - Teacher will paint a portion of the picture using only that color, explaining to students that this method is called “wet-on-dry.”
 - Teacher will explain that if students want to change which color they are using, they must first clean off the brush by dipping it into the water cup again.
 - Teacher will choose a second color and explain explain to students that when the paint is still wet and we paint another color on, the two colors will blend, which is known as the “wet-on-wet” technique.
 - Teacher will demonstrate the wet-on-wet technique on one part of the face, while leaving the rest to dry.
- Design/work session: 25 minutes (10:25 – 10:50)
 - Students will begin to add color to both their blind contour drawings.
 - Students should make sure their names are on all their artworks and put them at the showcase area. Teachers will help students to remove the tape from each drawing.