

Lesson Plan Template

Aims, Goals or Objectives:

Use physical movement inspired by Richard Serra's Verb List to understand how words connect to movement and transfer that knowledge to create abstract sculpture from clay. Students will acquire new vocabulary and use it to both inspire art-making and their reading of others work.

<https://seaberg.wikispaces.com/Richard+Serra+Verb+List>

Grade Level: Kindergarten; this lesson could be relevant to older grades as well, but in looking at the standards this was the best fit.

Standards:

Content Area: Reading, Writing and Communicating Standard: 1. Oral Expression and Listening
g. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Content Area: Dance Standard: 2. Create, Compose and Choreograph
e. Improvise in response to shapes, colors, and words.

Content Area: Visual Arts Standard: 1. Observe and Learn to Comprehend
1. Artists and viewers recognize characteristics and expressive features within works of art.

Themes: Explicitly state how one or more aesthetic themes (CRISPA) are incorporated into the activities:

Connections - Connections made between physical movement, language and making objects.

Risk-taking - For some moving their body in unusual ways could be a risk.

Imagination - Some of the words will be unknown to students; they will need to imagine how to enact them.

Sensory experience - Physical movement; clay is very tactile.

Perceptivity - The same words will be used for movement, clay and critique, deepening our understanding of them.

Active engagement - Students will design and create their own work.

Introduction: Tell students about the list that Richard Serra created to when he decided to move from painting to sculpture. We will be using these verbs to explore what we can do with clay.

Time Line:

Day 1 - Intro and create body movements inspired by the Verb List.

Day 2 - Perform Verb List with clay.

Day 3 - Design final piece. Draw to plan, then create sculpture.

Day 4 - Paint.

Day 5 - Critique

Materials:

Richard Serra's Verb List

Clay - could use paper clay or air-dry clay if necessary

Paper, pencils, markers

Tempera paint

Critique sheet

Activities:

Day 1 - Discuss the career of Richard Serra and create full body physical movements in response to the verbs on his list.

Day 2 - Hand out clay to each student and use the same list to "perform" the verbs; this clay will be returned to use for the final piece. Come up with more verbs; what else can you do with your clay? Create a work wall of clay words.

Day 3 - Choose three verbs to use to design a final piece. Draw to plan, then use clay to create a sculpture. Consider texture and color if you would like.

Day 4 - Paint. Use tempera for color and then seal with an acrylic gloss.

Day 5 - Critique day! Use slideshow of Richard Serra's work to model the critique process, then critique students' work.

Finished work will be on display; students will do a gallery walk of the work then write three verbs that they think were the inspiration for each piece.

Adaptations: Work will be mostly student-led so adaptations will be made by them. Verb List will be posted; this will be helpful during the writing portion of the critique.

Evaluation: The critique process will be used as evaluation. This will give me a larger understanding of the students' understanding of art process, their reading of art, as well as their ability to make art.