

LESSON PLAN FORMAT

SUBJECT	Art	GRADE	9 th
TOPIC	Impressionism	LENGTH	2:30 hours
AIMS			
MAIN AIMS			
<p>By the end of the class, the students will be able to</p> <ul style="list-style-type: none"> • Show understanding of biographies and techniques of a famous artist by building a mind map. • Share some information about the lives and work of famous artists. • Design a piece of art where some of the artist's techniques are evidenced. 			
TEACHING OBJECTIVES			
Content <i>(New knowledge, skills and understanding)</i>	Cognition <i>(High-order thinking skills, problem-solving, challenges and reflection)</i>	Culture <i>(Awareness of self and other, identity, citizenship, and pluricultural understanding)</i>	
<ul style="list-style-type: none"> • Revision of vocabulary related to Impressionism. • Activities to test impressionism artists. • Components of impressionism artist's techniques. 	<ul style="list-style-type: none"> • Summarize the biography of some impressionist artists. • Prepare a mind map with the information related to the artist's lives. • Design a painting to show the techniques worked during impressionism. 	<ul style="list-style-type: none"> • Working together to share ideas. • Recognize impressionism in Barranquilla's culture. 	
Communication (What and how)			
Language of Learning <i>(Key vocabulary – content-obligatory) (Key vocabulary – content)</i>	Language for Learning <i>(Functional language e.g. language while learners participate in the lesson – thinking skills)</i>	Language through learning <i>(Language progression, practice and extension – emerging language, and what you will do with this)</i>	
Colors Primary colors Color wheel Palette Earth- tone palette Portrait Landscape Still life sketching Line Shape Light Space Texture Value	That's amazing! How beautiful! How interesting! What palette were they using? How was that technique? How inspiring!	Teacher will monitor pair and group tasks and feedback on language problems that could affect communication or sound repetitive. Teacher will also board any useful and well-used language for language extension.	
CRITERIA FOR ASSESSMENT			
<i>(What kind of assessment will be used in class? (teacher, peer, self?) What are you assessing, how?)</i>			
Formative Assessment		Summative Assessment	
<ul style="list-style-type: none"> • T will monitor Ss work during the class • t will provide feedback during the process. 		<ul style="list-style-type: none"> • The student can build a mind map about the impressionist artist. • The students can Share some information about the lives and work of famous artists. • The student Designed a piece of art where some of the artist's techniques are evidenced. 	

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LESSON PROCEDURE / ACTIVITIES			
Time	Stage	Procedure	Materials & Resources
15 min	Activate prior knowledge	Ss will play Quizziz about the impressionism vocabulary and techniques learned in the previous lesson.	Cell Phones/ Laptop https://quizizz.com/admin/quiz/590193995973011100275a64/impressionism
15 min	Lead in	T will organize students in groups of 4. T will give a puzzle of a famous artist. Ss will solve a puzzle with pictures of famous painters. T will ask the class what they know about every famous painter. Ss will brainstorm what they know about the famous painters. Ss will share the information with the class.	Worksheet 1 Notebook
15 min	Input 1: What's impressionism?	T will organize students in pairs. T will give them a paragraph with blanks that they have to fill with words that are in his/her partner's paragraph. Ss will sit down back-to-back, they should read and complete their paragraph. T will ask what Impressionism is. Ss will answer what Impressionism is.	Worksheet 2
50 min	Input 2: The Artists	Ss will read an assigned biography in small groups. Ss will read a text about Van Gogh, Manet, and Gauguin. Then, they will summarize the information using a mind map. Ss will use their creativity and imagination. T will give materials to students like paper craft, markers, and paints. T will monitor the class.	Worksheet 3 Paper craft Markers paints
50 min	Task: Presentations & Checking understanding	Ss will share their mind map to the class. T and Ss will ask some concept questions about the readings: When was he born? What was his technique? How was his life? What important aspect of his life called your attention the most? Why? Ss will make some notes in a chart about every artist. Ss will answer some comprehension questions through a jeopardy game.	Jeopardy game
50 min	Task: Wall exhibition	Ss will create a piece of art which has the techniques of impressionism and the artist's way of presenting it. Ss will post their work on the wall. Ss will watch other ss work and write their impressions about the piece of art.	Paper craft Markers paints tape

10 min	Wrap up	<p>Ss will vote which one has the best approach to impressionism.</p> <p>T will ask students to choose a painting to explain, the same as the led-in activity. .</p> <p>T will ask students to explain the painting's technique.</p> <p>Ss will visit the art room. Ss will observe some famous artists' paintings.</p> <p>Ss will choose a painting and explain it for next class.</p>	

References

Ball, P. (n.d) *Content and Language Integrated Learning*. Funiber Material.

Bloom, B. (1956) *Taxonomy of Educational Objectives: The Classification of Educational Goals*; pp. 201 – 207; B. S. Bloom (ed.) Susan Fauer Company, Inc.

Dellar, S. & Prince, C. (2007). *Discourse in Content and Language Intergrated Learning (CLIL)* (Resource Book for Teachers). Oxford University Press.

Willis, D. (1996). *A Framework for Task-Based Learning*. Longman. London.

Webography

Pokrivčáková, S. et al. (2015). *CLIL in Foreign Language Education: e-textbook for foreign language teachers*.

Link to webpage: <http://www.klis.pf.ukf.sk/dokumenty/CLIL/CLILinFLE-11Sepesiova.pdf>

(Read: January 10, 2017, GTM-5)

The Art Story Foundation. Link to the webpages:

<http://www.theartstory.org/artist-van-gogh-vincent.htm>

<http://www.theartstory.org/artist-manet-edouard.htm>

<http://www.theartstory.org/artist-gauguin-paul.htm>

(Read: January 12, 2017, GTM-5)

Puzzle activity. Link to webpage: <http://www.wordsearchaddict.com/printables/famouspainters>

(Read: January 11, 2017, GTM-5)

APPENDIX

Task 1

Solve this puzzle about famous artists.

FAMOUS PAINTERS WORD SEARCH PUZZLE



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|--------------|-----------------|-------------------|------------------|
| ANDY WARHOL | FRIDA KAHLO | JASPER JOHNS | REMBRANDT |
| CLAUDE MONET | GEORGIA OKEEFE | LEONARDO DA VINCI | RENE MAGRITTE |
| DIEGO RIVERA | GUSTAV KLIMT | MICHELANGELO | SALVADOR DALI |
| EDGAR DEGAS | HENRY MOORE | PABLO PICASSO | VINCENT VAN GOGH |
| EDVARD MUNCH | JACKSON POLLOCK | PAUL CEZANNE | WINSLOW HOMER |

Task 2

Brainstorm what do you know about artists in the puzzle and share the information with a partner.

Task 3

Student 1

Impressionism can be _____ the first distinctly modern movement in _____. Developing in Paris in the _____, its influence spread throughout Europe and eventually the _____. Its originators were artists who rejected the official, government-sanctioned _____, or salons, and were consequently shunned by powerful academic art _____. In turning away from the fine finish and detail to which most artists of their day _____, the _____ aimed to capture the momentary, sensory effect of a scene – the impression objects _____ on the eye in a fleeting instant. To achieve this effect, many Impressionist artists moved from the _____ to the streets and countryside, painting en plein air.

Student 2

Impressionism can be considered the first distinctly _____ movement in painting. Developing in _____ in the 1860s, its _____ spread throughout Europe and eventually the United States. Its _____ were artists who _____ the official, government-sanctioned exhibitions, or salons, and were consequently _____ by powerful academic art institutions. In turning away from the fine _____ and detail to which most artists of their day aspired, the Impressionists aimed to capture the momentary, _____ effect of a scene – the impression objects made on the eye in a fleeting _____. To achieve this effect, many _____ artists moved from the studio to the streets and countryside, painting en plein air.

Task 4

Reading #1

1. Before reading try to answer these questions:
 - a. What do you know about this artist?
 - b. Do you know any of his/her works?
 - c. How his work has influenced modern paintings?

Vincent van Gogh

Dutch Draftsman and Painter

Movement: Post-Impressionism

Born: March 30, 1853 - Groot-Zundert, The Netherlands

Died: July 29, 1890 - Auvers-sur-Oise, France

"Real painters do not paint things as they are... they paint them as they themselves feel them to be."

The iconic tortured artist, Vincent Van Gogh strove to convey his emotional and spiritual state in each of his artworks. Although he sold only one painting during his lifetime, Van Gogh is now one of the most popular artists of all time. His canvases with densely laden, visible brushstrokes rendered in a bright, opulent palette emphasize Van Gogh's personal expression brought to life in paint. Each painting provides a direct sense of how the artist viewed each scene, interpreted through his eyes, mind, and heart. This radically idiosyncratic, emotionally evocative style has continued to affect artists and movements throughout the twentieth century and up to the present day, guaranteeing Van Gogh's importance far into the future.

Key Ideas

Van Gogh's dedication to articulating the inner spirituality of man and nature led to a fusion of style and content that resulted in dramatic, imaginative, rhythmic, and emotional canvases that convey far more than the mere appearance of the subject.

Although the source of much upset during his life, Van Gogh's mental instability provided the frenzied source for the emotional renderings of his surroundings and imbued each image with a deeper psychological reflection and resonance.

Van Gogh's unstable personal temperament became synonymous with the romantic image of the tortured artist. His self-destructive talent was echoed in the lives of many artists in the twentieth century.

Van Gogh used an impulsive, gestural application of paint and symbolic colors to express subjective emotions. These methods and practice came to define many subsequent modern movements from Fauvism to Abstract Expressionism.



After Reading:

2. Write a brief summary of the most important information from this Reading.
3. Prepare a mind map with the information related to the artist's lives.
4. Design a painting to show the techniques worked during the impressionism.

<http://www.theartstory.org/artist-van-gogh-vincent.htm>

Reading #2

1. Before reading try to answer these questions:
 - a. What do you know about this artist?
 - b. Do you know any of his/her works?
 - c. How his work has influenced modern paintings?

Edouard Manet

French Draftsman and Painter Movement: Impressionism Born: January 23, 1832 - Paris, France Died: April 30, 1883 - Paris, France

"I paint what I see and not what others like to see."

Synopsis

Édouard Manet was the most important and influential artist to have heeded poet Charles Baudelaire's call to artists to become painters of modern life. Manet had an upper-class upbringing, but also led a bohemian life, and was driven to scandalize the French Salon public with his disregard for academic conventions and his strikingly modern images of urban life. He has long been associated with the Impressionists; he was certainly an important influence on them and he learned much from them himself. However, in recent years critics have acknowledged that he also learned from the Realism and Naturalism of his French contemporaries, and even from seventeenth century Spanish painting. This twin interest in Old Masters and contemporary Realism gave him the crucial foundation for his revolutionary approach.

Key Ideas

Manet's modernity lies above all in his eagerness to update older genres of painting by injecting new content or by altering the conventional elements. He did so with an acute sensitivity to historical tradition and contemporary reality. This was also undoubtedly the root cause of many of the scandals he provoked.

He is credited with popularizing the technique of *alla prima* painting. Rather than build up colors in layers, Manet would immediately lay down the hue that most closely matched the final effect he sought. The approach came to be used widely by the Impressionists, who found it perfectly suited to the pressures of capturing effects of light and atmosphere whilst painting outdoors.

His loose handling of paint, and his schematic rendering of volumes, led to areas of "flatness" in his pictures. In the artist's day, this flatness may have suggested popular posters or the artifice of painting - as opposed to its realism. Today, critics see this quality as the first example of "flatness" in modern art.

<http://www.theartstory.org/artist-manet-edouard.htm>

After Reading:

1. Write a brief summary of the most important information from this Reading.
2. Prepare a mind map with the information related to the artist's lives.
3. Design a painting to show the techniques worked during the impressionism.

Reading #3

1. Before reading try to answer these questions:
 - a. What do you know about this artist?
 - b. Do you know any of his/her works?
 - c. How has his work influenced modern paintings?

Paul Gauguin

French Draftsman, Painter, Printmaker, and Sculptor

Movements: Post-Impressionism, Symbolism

Born: June 7, 1848 - Paris, France

Died: May 8, 1903 - Atuona, Marquesas Islands, French Polynesia

"I am trying to put into these desolate figures the savagery that I see in them, and which is in me too... Dammit, I want to consult nature as well but I don't want to leave out what I see there and what comes into my mind."

Synopsis

Paul Gauguin is one of the most significant French artists to be initially schooled in Impressionism, but who broke away from its fascination with the everyday world to pioneer a new style of painting broadly referred to as Symbolism. As the Impressionist movement was culminating in the late 1880s, Gauguin experimented with new color theories and semi-decorative approaches to painting. He famously worked one summer in an intensely colorful style alongside Vincent Van Gogh in the south of France, before turning his back entirely on Western society. He had already abandoned a former life as a stockbroker by the time he began traveling regularly to the south Pacific in the early 1890s, where he developed a new style that married everyday observation with mystical symbolism, a style strongly influenced by the popular, so-called "primitive" arts of Africa, Asia, and French Polynesia. Gauguin's rejection of his European family, society, and the Paris art world for a life apart, in the land of the "Other," has come to serve as a romantic example of the artist-as-wandering-mystic.

Key Ideas

After mastering Impressionist methods for depicting the optical experience of nature, Gauguin studied religious communities in rural Brittany and various landscapes in the Caribbean, while also educating himself in the latest French ideas on the subject of painting and color theory (the latter much influenced by recent scientific study into the various, unstable processes of visual perception). This background contributed to Gauguin's gradual development of a new kind of "synthetic" painting, one that functions as a symbolic, rather than a merely documentary, or mirror-like, reflection of reality.

Seeking the kind of direct relationship to the natural world that he witnessed in various communities of French Polynesia and other non-western cultures, Gauguin treated his painting as a philosophical meditation on the ultimate meaning of human existence, as well as the possibility of religious fulfillment and answers on how to live closer to nature.

Gauguin was one of the key participants during the last decades of the 19th century in a European cultural movement that has since come to be referred to as Primitivism. The term denotes the Western fascination for less industrially-developed cultures, and the romantic notion that non-Western people might be more genuinely spiritual, or closer in touch with elemental forces of the cosmos, than their comparatively "artificial" European and American counterparts.

Once he had virtually abandoned his wife, his four children, and the entire art world of Europe, Gauguin's name and work became synonymous, as they remain to this day, with the idea of ultimate artistic freedom, or the complete liberation of the creative individual from one's original cultural moorings.

<http://www.theartstory.org/artist-gauguin-paul.htm>

After Reading:

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