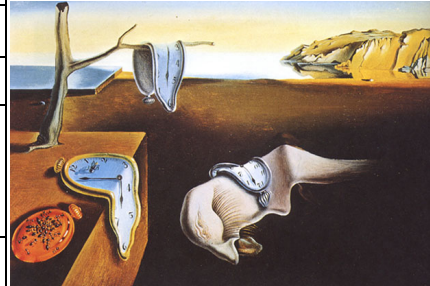


Lesson Plan: High School 1, Create Domain

Lesson Title	Surrealist Techniques
Time Frame	2, 90-minute class periods
Domain	Create
Standard	HS1.VA.Cr1.A: Formulate and develop creative approaches to art-making.
Essential Questions	How did Surrealist artists come up with ideas for their images?
Objectives	Students will demonstrate an understanding of five different techniques Surrealist artists used to create images.
Procedures	<p>Day 1</p> <ul style="list-style-type: none"> Students will view and discuss examples of Surrealist artwork showing artists' use of: (1) juxtaposition, (2) levitation, (3) dislocation, (4) scale change, and (5) transformation. Students will cut pictures of objects and settings from magazines and glue them to a sketchbook page showing an example of each of the five Surrealist techniques. For example, a student might glue a giant ladybug on top of a tiny car and label this "scale change." Students will share the examples they created with each other and write on an exit ticket or online discussion board their favorite example made by a classmate, which should include a detailed written description of the image and the correct name of the Surrealist technique used. <p>Day 2</p> <ul style="list-style-type: none"> Students will write on separate slips of paper items for each of the following categories: (1) a huge object, (2) a tiny object, (3) a place, (4) an animal, (5) a method of transportation, and (6) a food. In small groups of 3-4, they will place all their slips in a bucket. Each student will randomly choose 2 slips from the group's bucket and use the terms they selected to create



	<p>a Surrealist drawing using any of the five techniques learned on Day 1. For example, if a student draws the words “helicopter” and “snake,” the student can use transformation and draw a helicopter with a snakeskin texture, or use juxtaposition and draw a helicopter with snakes as propellers, etc.</p> <ul style="list-style-type: none"> After drawing their images, students will participate in a gallery walk and complete the same exit ticket/discussion board post activity as on Day 1. 		
Thinking, Problem Solving, and Studio Habits	Thinking <ul style="list-style-type: none"> Creative Research-based 	Problem Solving <ul style="list-style-type: none"> Categorization Generating Ideas Creating and Designing 	Studio Habits <ul style="list-style-type: none"> Envision Observe, Stretch, & Explore
Materials	<ul style="list-style-type: none"> Magazines with variety of images Scissors Glue sticks Pencils Sketchbooks Buckets/bowls Tools to add color and texture to drawings (colored pencils, drawing pens, markers, Sharpies) 		
References			
Mindset and Pedagogy Reflection	<p>Presenting Instructional Content</p> <ul style="list-style-type: none"> This lesson requires each individual student to create a different example of a Surrealist image. This involves both conceptualizing the image and developing drawing skills to render the concept on paper. <p>Activities, Space, and Materials</p> <ul style="list-style-type: none"> Students generate words and then may choose which words and Surrealist technique they would like to use to create their content. <p>Academic Feedback</p> <ul style="list-style-type: none"> Students give each other feedback in addition to receiving feedback from the teacher. 		