

Surrealism Unit Lesson template (Lesson 1 of 3) Introductory

Name:	Class:	Grade Level(s):
Date:	# of Students:	Duration:

Lesson Topic/Title	Intro to Surrealism concept compound word.
Brief Description	Focus on the use of concepts through Rene Magritte
CA Visual Arts Standards	<i>List the visual arts/ standards that will be addressed during this lesson</i> 1.3 Research and analyze the work of an artist and write about the artist's distinct style and its contribution to the meaning of the work.
CA Content State Standards (CCSS)	2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
Goals Vocabulary	<i>State in terms of "The Student will be able to...(SWBAT)" Objectives should be aligned with the standards stated above and should be specific and measurable.</i> -Draw on visual art concepts/ styles to develop our own original works of art. -Create a visual representation of a compound word using the concept of surrealism. -Continue to develop the use of photoshop tools. Compound Word Realism Surrealism. Deconstruct Composition

Beyond

Teacher Reflections	<p>What went well?</p> <p>What would you do differently next time?</p> <p>What did you learn from this activity/ Lesson?</p> <p>How did previous lessons inform your new lesson(s)?</p>
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Surrealism Unit Lesson template (Lesson 2 of 3) Developing.

Name:	Class:	Grade Level(s):
Date:	# of Students:	Duration:

Lesson Topic/Title	Develop and understand Surrealism concept Explore surrealism through Dali's use of dreams.
Brief Description	Focus representing the subconscious through Salvador Dali
CA Visual Arts Standards	<i>List the visual arts/ standards that will be addressed during this lesson</i> 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.
CA Content State Standards (CCSS)	1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
Goals Vocabulary	<i>State in terms of "The Student will be able to...(SWBAT)" Objectives should be aligned with the standards stated above and should be specific and measurable.</i> -Draw on visual art concepts/ styles to develop our own original works of art. Discuss an artist style and how it influences composition. -Create a visual representation of a dream through the concept of surrealism. -Continue to develop the use of photoshop tools./ Or visual literacy Surrealism Distortion. Composition, Visual Literacy

Beyond

Teacher Reflections	<p><i>What went well?</i></p> <p><i>What would you do differently next time?</i></p> <p><i>What did you learn from this activity/ Lesson?</i></p> <p><i>How did previous lessons inform your new lesson(s)?</i></p>
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Surrealism Unit Lesson template (Lesson 3 of 3) Understanding.

Name:	Class:	Grade Level(s):
Date:	# of Students:	Duration:

Lesson Topic/Title	Develop and understand Surrealism concept
Brief Description	Explore surrealism through Kahlo's autobiographical paintings. Focus drawing from current experiences to develop a surreal representation of our experiences.
CA Visual Arts Standards	<i>List the visual arts/ standards that will be addressed during this lesson</i>
CA Content State Standards (CCSS)	<p>3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.</p> <p>3.4 Discuss the purposes of art in selected contemporary cultures.</p> <p>4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.</p>
Goals	<i>State in terms of "The Student will be able to...(SWBAT)" Objectives should be aligned with the standards stated above and should be specific and measurable.</i>
Vocabulary	<p>Discuss how Magrite, Dali, Kahlo use surrealism based on their experiences.</p> <p>Draw on our experiences and social climate to develop our biographical project.</p> <p>Continue to develop the use of photoshop tools./ Or visual literacy</p> <p>Symbolism, Metaphor, Composition, Visual Literacy</p>

Beyond

Teacher Reflections	<p><i>What went well?</i></p> <p><i>What would you do differently next time?</i></p> <p><i>What did you learn from this activity/ Lesson?</i></p> <p><i>How did previous lessons inform your new lesson(s)?</i></p>
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