

**Inclusive Lesson Plan**

**Lesson Title: Dada Dreamscapes**

**Teacher Candidate’s Name: Eben Taylor Date: 4/20/2024**

**Background**

**Brief description of group to be taught**

6th Grade enrichment (pass/fail class with a more lenient curriculum), five class periods, 15-18 students. 80% achievement level is expected to understand tearinging and gluing of magazines, 100% anticipation of student participation resulting in passing grade. One student with an IEP anticipated.

**Overall Purpose of this lesson. Include:**

• Subject area: Dada history and magazine collage

• I would like to try to explain abstract ideas to students about their subconscious using visual examples. Encourage students that there is no “wrong way” to make art when you are creating abstract works

**Professional Standards for Teaching Met by This Lesson Plan**

**1. Curriculum Planning and assessment**

**2. Teaching all students**

3. Family and community engagement

4. Professional culture

**CAP Elements Met by This Lesson Plan**

A. Basic subject matter knowledge in the curriculum frameworks

**B. Well-structured lessons**

C. Adjustments to practice

D. Meeting diverse needs

E. Safe learning environment

F. **High expectations**

G. Reflective practice

**Relationship of this lesson to curriculum/theme**

• **This lesson connects the pop-art lesson of 20th century art with other historical 20th century art practices while providing a transition point from digital arts to traditional art forms**

**Lesson**

**Common Core Standards/Massachusetts Frameworks Strand and Learning Standards**

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• **Generate and conceptualize artistic ideas and work.** Generate artworks that integrate ideas with new materials, methods, and approaches. (5-6.V.Cr.01)

•**Develop and refine artistic techniques and work for presentation.** Develop a visual plan for displaying works of art and the layout of the exhibit. (5-6.V.P.05)

**Perceive and analyze artistic work**. Analyze how an artwork's form (e.g., portrait, sculpture, installation, textile art) compares and contrasts with others of the same type or period. (5-6.V.R.07)

**Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding.** Identify influential works of art from different periods and their impact on the artistic world. (5-6.V.Co.11)

**Massachusetts English Language Development (ELD) World Class Instructional Design and Assessment (WIDA) Standards: Kindergarten-Grade 12**

• ELD Level 1 students will be able to connect written English words for artmaking vocabulary with their visual equivalent using a word bank.

**Behavioral Objectives/Learning Outcomes**

• **Content:**

• Content Objectives/Outcomes

o I can create my own abstract Dada collage using elements from multiple magazines.

• Social Emotional Outcomes

o Find new ways to express emotions, through the creation of their abstract dreamscapes.

o Students will discover how art is subjective and there’s no wrong way to make art

• Diversity, Equity, Access, Inclusion Outcomes

o Create art with alternatives to mark making on paper, where students might have trouble with fine motor skills and pressure in using pencil and paper.Show examples of female artists within art history.

• Integrated Arts Objectives/Outcomes

o History connection - [7.T4a] Prepare 6th grade students for future discussion of World War i using Dada art.

• **Language:** Students will be able to verbally explain the concepts of abstract art, dada art, chaos, surrealism, and the unconscious mind.

**Students will be able to:** Identify basic forms of patterns and shapes within their flextangle. They will also be able to connect how 2D art forms can connect into 3D shapes and geometries.

**Adaptations/Modifications for Students**

Students will be allowed to stand while working(bodily kinesthetic intelligences), listen to music(musical-rhythmic intelligences), and talk with each other (verbal-linguistic intelligences) to stay on task and focused.

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For students with different language backgrounds, I will create a vocabulary sheet with words in English and their definition in their preferred language.

**Materials** (Please attach any handouts to lesson plan)

**magazines, paper clips, scissors, colored construction paper, tacks, glue, projector, poster paper, markers, pencils, erasers**

**Motivational techniques (activators/grabbers/launch/do now)**

[**https://arteducationdaily.blogspot.com/2011/10/surreal-dreamscapes-art-lesson-plan.html**](https://arteducationdaily.blogspot.com/2011/10/surreal-dreamscapes-art-lesson-plan.html)

**https://www.thecollector.com/hannah-hoch-derman-dada-artist/**

**Procedures**

Instructional Practice:

Budget: $10. We will be using recycled magazines. All other supplies are already in the art class.

**Comment on specially designed instruction required for students with IEPs participating in this lesson. Add the duration and description of your procedures.**

**Students with IEPs will be able to use punch scissors and be given the choice to cut or rip paper.**

• Vocabulary

o Tier 1: **Cut, tear, rip, glue, paper**

o Tier 2: **border, background, landscape, magazine, collage**

o Tier 3: **Dada**, surrealism, World War I, oppression, chaos, unconscious, irrational, nonsense

• MLLS will receive vocab guides with English vocabulary and definitions translated into Spanish.

Example:

| Duration | Description |
| --- | --- |
| Day 1 |  |
| 15 min | • Assess prior knowledge by asking what people know about World War I, then what people know about surrealism, the unconscious mind, and Dada art.  • Show the powerpoint: <https://docs.google.com/presentation/d/1eyq3TPnIjQ1qRJ2039LTDv4uT97fHRyQmUeva1go1lU/edit?usp=sharing>  • Communicate different materials and subjects they can use in their Dada Dreamscape |
| 20 min | * Tell students to look for 2 full pages of backgrounds and rip them out. Paste them onto a piece of colored construction paper. * Cut out at least 5 things to paste onto the background. What jumps out at you? How might these things interact with each other? |

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|  |  |
| --- | --- |
| 10 minutes | • Students will be asked to stop what they are doing and put their clippings together with a paperclip, place it in the plastic bins with their names on the back of the paper  • Until the bell rings, students will be asked exit tickets on what they learned and review vocabulary |
| Day 2-4 |  |
| 5 min | • Review Dada and remind students where all the supplies are, encouraging them to get to work on their projects. |
| 30 min | • Allow students to work independently on their Dada Dreamscape or do free drawing/visit art sites if they’re done.  o Have a list of daily tasks written on the whiteboard. |
| 10 min | • Exit tickets, same questions as before. |
| Day 5 |  |
| 15 min | • Most students should be done with their Dada Dreamscapes by now. Ask if anyone has ever been to a museum before, and what they saw in the museum.  • Finish showing the powerpoint. Show them how to arrange their collages in a gallery based on what might go well together. |
| 20 min | • Allow students to work independently on their collages, finishing their artwork if they haven't done so already  • Those that have finished will assemble their gallery pieces and show it to the class  • Students who don’t want to display their art will write the gallery description and pin it next to the art pieces. |
| 10 min | • Students will clean up their supplies and do a walk around the gallery  • Wrap up by asking about their experiences making their collages. What was easy? What was hard? What was the most fun? What would you do differently? Also ask them about the gallery. What was similar about them? What was different? |

**Wrap up (Summarizers)**

The exit tickets will be a call and response from the students to define vocabulary and explain art history and art techniques, such as Dada and collage methods.

**Procedures to transition students to next lesson**

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Alarm/Jingle will play 5 minutes before it is time to clean up.

**Assessment (Evaluation of Behavioral Objectives/Learning Outcomes)**

Observation of student participation is how I will grade students, because this class is Pass/Fail and not given a strict number grading system. Students will only receive a passing grade if they participate in the ripping, tearing, cutting, and pasting portion of the assignment. Students will be marked as completing the project if they have at least 5 images pasted on top of their background clipping.

**Potential Barriers and Solutions**

What could go wrong and how will I handle it?

Problem: Projector won’t turn on

Solution: I will have students gather around my laptop and show them directly.

Problem: Students don’t participate or don’t stay on task

Solution: If students are having trouble staying on task, have them create a checklist of what they need to do, breaking it down into smaller tasks

Problem: Vocabulary sheet for MLL student doesn’t properly convey the concepts to the student. Solution: Allow for the use of electronic translators to encourage verbal communication and in depth explanation

Problem: Students get discouraged with their art, the details are too hard, etc

Solution: Encourage them about how there is no right way to make abstract art, and break down the steps for them.

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