



School/Grade/CT(s): School/Grade: PS84, 3rd Grade

Date: February 24th, 2016 **Teaching Artists:** Felipe Galindo, Molly Goldman, Rachel Elfezouaty, & Mariella Suarez

Lesson #: 12

Theme of Lesson: Futurism and Movement

Restating of Inquiry Question: How we can use poetic devices, like metaphors or similes, and visual art to develop our own way to be creative, increasing our solving problem actions? Can watching and analyzing other artist's works (poets or visual artists): help us understand different styles of creativity?

Opening Ritual

First we, Mariella and Rachel, will introduce and tell a little bit about ourselves, and then do our beginning chant.

Objective: To empower students and build community.

Brief Description: "Think something good, say something good, do something good." We will incorporate arm movements.

Intro Activity

Objective: To explain the definition of Futurism, and give brief history. Finally, we will show a few examples.

Activity Name: Introduction to Futurism

Brief Description: As a group, we will read through and discuss a short outline of the history of Futurism (when, where, why), as well as view a few printed examples.

Main Exercise

Activity Name: Movement with Metaphors and Similes

Objective: Students will write at their desks with their notebooks a one line metaphor or simile about themselves. This will accompany a self-portrait puppet of themselves they will create.

Brief Description: After writing a one-line metaphor or simile about themselves, each person will receive a medium piece of cardboard with two holes cut into it. The holes on the bottom (precut) are so they can put their two fingers through and use that as their legs of the character.



Closing Ritual

Objective: We will do our group chant to re-focus students attention and bring a conclusion to CWP time.

Brief Description: Group movements, stretching, “I have a voice. My voice is powerful. My voice can change the world.”

Multiple Intelligences Addressed:

Bodily-kinesthetic; Visual and Spatial; Linguistic; Interpersonal; Intrapersonal

Classroom Teacher Role: Provide support and help us uphold the usual classroom culture.

Creative Elements (skill and theme; i.e. ensemble and love)

Skill(s): drawing, coloring, writing, brainstorming, metaphor, simile

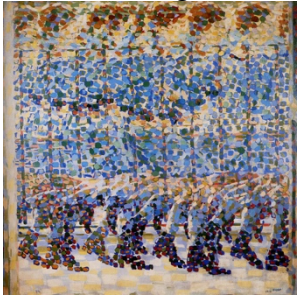
Theme(s): futurism, movement, community, culture, art history

Artists/ Authors/ Works of Art (to be presented as models for skills/themes identified above):

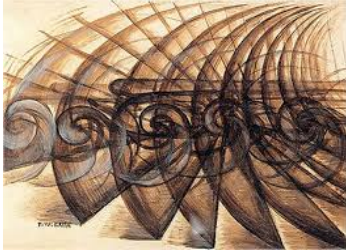
“Dynamism of a Dog on a Leash” by Giacomo Balla



“Girl Running on a Balcony” by Giacomo Balla



“Speed of a Motorcycle” by Giacomo Balla



“Dynamism of a Soccer Player” by Umberto Boccioni



“Dynamism of a Cyclist” by Umberto Boccioni



Outcomes

Students will gain insight into the history of the varying kinds of art. They will be able to practice similes and metaphors.
