

Teacher	Sara Poleman
Lesson Title or Topic	Exquisite Corpse: 1920s France and Beyond
Grade Level	Middle School (6th Grade)
Course Name or Content Area	Studio Art

Context
This lesson is being taught as a micro lesson, which would normally be a fragment of a larger unit of study on techniques for generating innovative artistic ideas. This lesson in particular is an intro to collaborative artmaking processes that focuses on the art historical application of Exquisite Corpse drawing in surrealist painting and how students can utilize this technique in their own process.

Objective
Objective: SWBAT collaboratively combine their unique ideas to create a work of art.

State Aligned Content Standards
Standard: VA:Cr1.1.6a. Collaboratively exchange concepts and different points of view to generate innovative ideas for creating art.
Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.
Essential Questions:
<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creative risk taking and innovative thinking? • How does collaboration expand the creative process?

Prior Knowledge
Students may have played this game before as part of their art classes in younger grades. Students may also have knowledge of the popularized mix-matching books or playground toys that use the same concept. Students may have prior knowledge of what it means to collaborate on something. Students may have developed character drawings. I will not assume that they have had exposure to any of these ideas or skills previous to this lesson.

Lesson Procedure:
Prep:
<ol style="list-style-type: none"> 1. Before students enter the classroom, write/project the AGENDA on the board: <ul style="list-style-type: none"> • Lightning Fast Do Now: index calling cards - 1m • Do Now: Analyze Opposites in “Mamma, Pappa is Wounded” (1927) - 5m • Norms and Introductions - 1m • Review Lesson Scope and Purpose - 2m • Who is Yves Tanguy?- 1m • What is Exquisite Corpse? - 2m • Exquisite Corpse Activity - 11m • Lesson Reflection - 5m • Self Assessment - 2m 2. Place the trays of supplies strategically in groups of ~4
Intro/Hook:
<ol style="list-style-type: none"> 3. Greet students as they enter the classroom. Hand them an Index card, and point their attention to the “LIGHTNING FAST” DO NOW on the board. Instruct them to come in, put away everything but a pencil, and to silently start the DO NOW.

4. Once all index cards have been passed in, advance the slide, direct students to their worksheets.
5. Call a card to read the directions aloud for classmates “loud and proud”.
6. Draw student attention to laminated copies of the painting on their trays for a closer look.
7. Start 5 minutes on a timer and circulate the room.
 - If students are finished early with the writing, allow 1 minute for table sharing their answers aloud.
8. Introduce yourself; give a little background about who you are and what you are doing here.
9. Call cards for reading the Agenda, and Purpose.
10. Provide background information on Yves Tanguy
 - French, 1900-1955, Surrealist Artist (dreams and subconscious), he was the artist that created the work we just looked at. He would often play Exquisite corpse with his friends in order to come up with ideas for his paintings.
11. Intro to what is Exquisite Corpse (basics)
12. Introduce specific framework for success
 - Have students pull examples from their trays - how does your example do these things?

Direct Instruction:

13. Model folding mechanics
 - Folding in 3rds
 - Fold in Z shape (top goes back first, bottom goes up)
14. Model passing mechanics
 - Clockwise, to your left (point out direction to students)
15. Set timer for 3 minutes
16. CFU the folding and passing mechanics
17. Have visual on students ready to begin on “STEP 1: Draw a Head” (CFU on what a head is)

Student Work Time:

18. Begin the timer, narrate the time students have left as they work.
 - Narrate the positive, circulate, intentional monitoring
 - Give examples of possibilities
19. Count down when there are about 10 seconds left
20. Narrate the transition
21. Set the timer for 3 minutes
22. Have visual on students ready to begin on “STEP 2: Draw a Torso” (CFU on what a torso is)
23. Begin the timer, narrate the time students have left as they work.
 - Narrate the positive, circulate, intentional monitoring
 - Give examples of possibilities
24. Count down when there are about 10 seconds left
25. Narrate the transition
26. Set the timer for 3 minutes
27. Have visual on students ready to begin on “STEP 3: Draw Legs” (CFU on what legs are)
28. Begin the timer, narrate the time students have left as they work.
 - Narrate the positive, circulate, intentional monitoring
 - Give examples of possibilities
29. Count down when there are about 10 seconds left
30. Direct students to pass 1 extra time (back to the original artist) and to unfold.
31. Allow wait time for students to react to what they drew. Respond if necessary.

Closure:

32. Direct students to complete their END OF CLASS reflection and self-assessment.

- Narrate “I can’t wait to read what you thought about this activity/see what you learned.”

33. Have students pass in work, as they pack up and clean their space.

34. Thank students for the time.

Differentiation

- Students will work in groups and discuss/share ideas, thus providing opportunities for students to learn from each other via speech, writing, and kinesthetic activities.
- Students will be presented information in numerous different ways (verbal, visual, kinesthetic, etc.)
- This lesson provides visual, oral, written, and kinesthetic learning prompts.
- For students who need reinforced structure supplemental materials for all learning segments will be given in a hard copy along with printed examples.
- For ELL students, and those with language difficulties, a vocabulary sheet with crucial definitions may be provided in both their native language as well as English.

Instructional Resources/Materials

- Student Materials:
 - Student worksheets
 - Pencils
 - Index Cards
 - Markers
 - Image references
- Teacher Materials:
 - Lesson Plan copies
 - Extra Student packet (emergency)
 - Extra Student index cards (emergency)
 - Whiteboard markers and eraser
 - Student Work Examples
 - Extra digital copy of slides
 - Printed copies of slides (if tech issue)
 - Laminated image of Artist
 - Laminated image of basic EC Breakdown