

Lesson Plan 2 – ART AND VISUAL PERCEPTION

This lesson plan is intended for 14-15 year old Secondary School students

1. **Preparation** (Pre-lesson) mind map describing the unit contents. In previous lessons, students have been working on perception and Gestalt laws.
2. **Learning objectives.** After this session students will be able to:
 - Understand how important visual perception is to both develop and perceive art.
 - Get to know some artists and art movements whose work is related to the visual perception
 - Communicate opinions and information collected about some pieces of art connected to the topic (Arcimboldo, Dalí, Turner, Magritte, Malevich)
 - Improve their knowledge of English words related to art and perception
 - Learn some of the reasons why it's so difficult for average people to enjoy abstract art.
 - Be aware of the relevance of visual perception in art in general and in the work of some artists in particular.
3. **Content**
 - a. Visual perception as a basic means to create and understand Art.
 - b. Chosen art works and artists

4. **Key words.** Shape, figure and ground, contrast, Genre: portrait, still-life, landscape.

5. Activities

6. Differentiation:

All students would learn some important names of artists and art movements.

More able students would catch the concepts given in the class in a deeper level, while less able students will enjoy the class as well, but would probably remain in a more superficial level of awareness related to the concepts taught in the lesson.

7. Materials

- Power Point presentation
- Handouts.
- Teacher's explanations and guided questions.
- Board, overhead beamer

8. Assessment of the students' learning

During the last 2 minutes of the session, students will be asked to share in small group what they learnt, and then someone in the group will speak for the whole class.

Homework. More able students could make a comparison –after a brief research- between the last picture, Dalí's Galatea, and the quite similar one from Escher entitled: "Bond of union".

Average students could write some sentences about the photograph of Chema Madoz, at the end of the Power point. Less able students could find a title for the same picture.

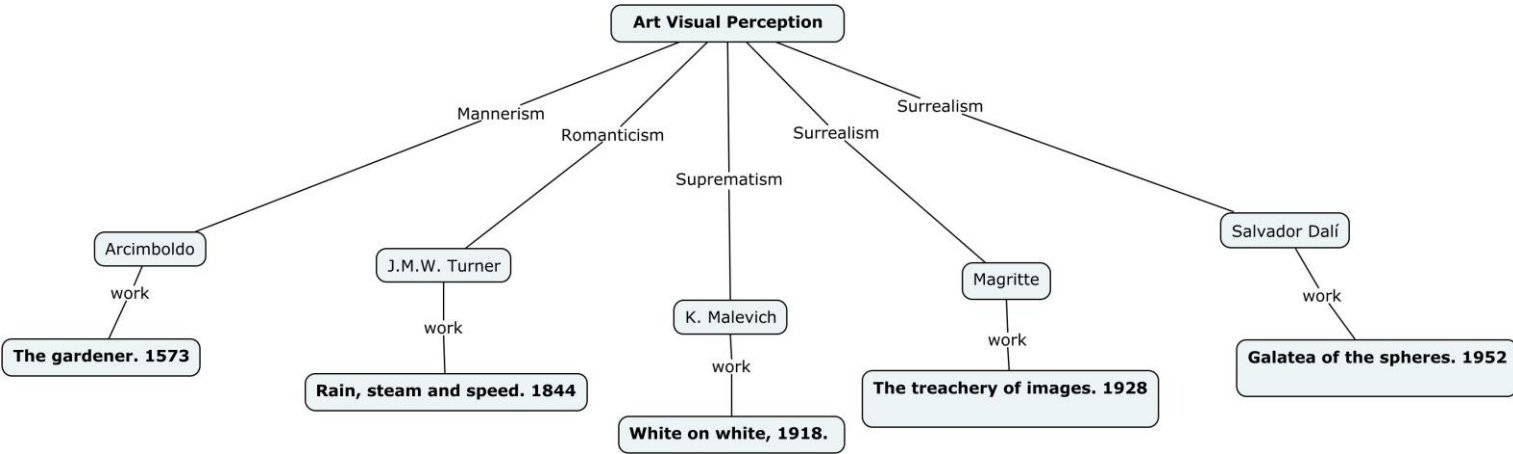
9. Evaluation of the teacher's performance

- General satisfaction of the pupils (Did you like the activity? Did you learn?)
- Student's homework –to how extent it was well developed.

Stage Methodology	Activity	Materials	Grouping-Interaction	Time
Pre-lesson		Concept map describing the unit contents		
Warm up Cognitive skill: analysing	Through some questions in there invite them to play with their imagination. They will be asked to guess the topic of the lesson. In small groups they will use close up pictures – where it's not easy to recognize the content and ask them to guess what is it about.	First two pages of the power point. Close-up pictures	Whole class – (Teacher-Students) Small groups	5 5
Main activity	Going on with the power point, but trying not to give the whole explanations, but trying them to guess, and take an active part in the process.	Power point Some adverts that use also visual perception effects	Whole class – (Teacher-Students)	20
Engaging Think pair share	<i>Find your partners</i> Each student is given a word card. The students will be asked to stand up and move around the class trying to find their partners by matching related cards.	-Word Cards (pictures and description of pictures) Other works from the same artists.	Whole class	8
Cognitive skill: reasoning I	Students will be given pictures from previous task and will have to discuss about them as we did before with the ones in the power point. A person in each group will share with the class at the end.	Same pictures in previous task.	Small groups (6 peoples will work on two works)	10
Wrap-up Reasoning II	<i>Debate and discussion.</i> Through questions, students will be challenge to guess why abstract art is not likely to be accepted for general public. Aim: to recognize how important is for human being getting a message, understand, decode a painting.	Oral questions: How would you feel if I started to talk in German? And why? And then remain them about the pictures in the second activity, where most of them found it not that difficult to make up a something from just light and shadows.	Group work-Teacher	12
Assessment	Homework			

MATERIALS:

Mind map



Power point about Art and visual perception