

Notes/Comments:

Relationships • Time • Clocks • Scale • Visual Planes



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Students will look at the print, “Persistence of Memory” by Salvador Dali and talk about what they see. Students will discuss the importance of foreground, middle ground and background in a painting. Students will then visually draw a creative clock ticking throughout the day, utilizing the sky to tell morning, afternoon and evening as the hands on the clocks move!

Essential Question: How can a visual art lesson become a teaching tool for mathematics?

Process:

- Students will critique the artwork of Salvador Dali, specifically his “Persistence of Memory” painting. They will be inspired by his art and his attention to detail in subject matter and landscape.
- Students will write their name on their drawing paper.
- Students will discuss objects in the painting, specifically the melting clock and discuss time.
- Students will look at the foreground, middle ground and background of the painting and discuss size and proportion.
- Students will create their own creative clock, paying attention to the numbers and selecting specific times to showcase in their art. This can either be traced again twice, creating 3 clocks in total, or movable hands can be attached via a brad so that they clock can change times as it moves across the sky.
- Students will then create 3 specific times, morning, afternoon and evening and show this using color in the sky as well as the time depicted on the clocks.
- Students will outline their work with sharpie pens.
- Students will then color in using Mr. Sketch markers, remembering to paint with their markers.
- Students will then embellish their art by adding light touches of oil pastel to blend and create a “glow”.
- Students will write about their art to complete their piece.

Assessment

I use a project evaluation form for each lesson I teach. This allows my students to appropriately reflect on the learning at hand and leaves room for them to comment on the process and how they feel the final piece turned out. It also allows me to comment and give them a grade based on their learning AND their final work. We also do in process critiques using my “2 Glows and a Grow” model. In this lesson, students should also reflect on their art, discussing the background, middle ground and foreground as well as their creative clocks. The clocks and art should accurately reflect the times which the students have been assigned or chosen to represent.

Materials

- 12' x 18" Drawing Paper
- Pencils
- Sharpie black fine tip marker
- Mr. Sketch scented markers
- Oil Pastels
- Glue
- Dali print
- Brads and scissors to create moving hands (optional)

Vocabulary

Foreground

In a 2-D composition, the visual plane that appears closest to the viewer

Middleground

In a 2-D composition, the visual plane located between both the foreground and background

Background

In a 2-D composition, the plane in a composition perceived furthest from the viewer

Scale

A succession of sizes in proportional steps; visually, as objects move forward in space, they appear larger

Common Core Georgia Performance Standards

MATHEMATICS

GRADE 3

MCC3.MD.1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Georgia Performance Standards

VISUAL ARTS

GRADE 3

VA3MC.3: Selects and uses subject matter, symbols, and ideas to communicate meaning.

VA3CU.2: Views and discusses selected artworks.

VA3PR.3: Creates artworks based on personal experience and selected themes.

VA3PR.2: Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

VA3AR.1: Discusses his or her artwork and the artwork of others.

VA3C.1: Applies information from other disciplines to enhance the understanding and production of artworks.

National Standards

VISUAL ARTS

Standard 1: Understanding and applying media, techniques, and processes

Standard 2: Using knowledge of structures and functions matter, symbols, and ideas

Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Standard 6: Making connections between visual arts and other disciplines