

Remington's *Rattlesnake* Grades K-3



Lesson Overview

This lesson is designed for grades kindergarten to third. The subject is Art. The anticipated class length is a normal class period, about 35-40 minutes.

In this lesson, students will acquire and integrate, extend and refine and complete a meaningful use task.

Essential Question(s)

- What is the difference between something that is two-dimensional and something that is three-dimensional?
- What are the visual clues that tell us that the horse is scared of being bitten by the snake?

Objectives

By the end of this lesson, the students will be able to:

- Explain the difference between something that's 2D and something that's 3D
- Create a paper plate snake and demonstrate how their project can be in a 2D state or a 3D state

NY Curriculum Standards

- NY.ART.K-12.1 Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts

Anticipatory Set- Description of the Lesson Launch activity

A 3D object and a 2D object will be passed around the room so each student has the opportunity to feel the object. These questions will be asked:

What is the difference between these two objects? What is the same about these two objects? Then the terms 2D and 3D will be defined.

A brief outline of Remington's life and work will be narrated:

Frederic Remington was born in Canton NY in 1861, he worked as an artist and travelled out west, painting scenes of cowboys and Native Americans.

If a Promethean board is available, we will go to the Remington Museum's website and take a virtual tour of the Remington pieces in our collection.

Description of how objectives will be communicated to students

The students will be told that for this lesson, they will be looking at two Remington works and asked some questions about them.

The essential questions will be asked:

- What is the difference between something that is two-dimensional and something that is three-dimensional?
- What are the visual clues that tell us that the horse is scared of being bitten by the snake?

Description of the relevance of the learning

This lesson exposes students to the sculpture medium and terminology associated with it. Students will interpret Remington's sculpture *The Rattlesnake* by making conclusions about the body language of the horse, rider and rattlesnake, and the effectiveness of Remington's portrayal of figures in relaying the story to the viewer (critique). An art project (M.U.T.) will serve to solidify the learning experience and vocabulary learned.

Connection to standards

Students will actively engage in the processes that constitute creation in the arts when they participate in the critique of *The Rattlesnake* and when they create their Meaningful Use Task.

Introduce New Information & New Concepts

Declarative Knowledge:

Will be covered during the lesson-

Frederic Remington was born in Canton NY in 1861.

Remington enjoyed travelling out west and worked as an artist.

Remington liked to portray western scenes.

A sculpture is a work of art that is generally three-dimensional.

A sculpture can be created by hand building or by reduction, (breaking or chipping away at something)

A sculpture is different from a two-dimensional work in that we can walk around a sculpture and see it from more than one angle.

A sculpture usually has texture.

Vocab- sculpture, 2D, 3D, texture

Procedural Knowledge:

Students will be shown examples of Remington sculptures. A discussion will be lead on how sculptures differ from flat works, (3D vs. 2D). The students will be asked to interpret the action taking place in the sculpture *The Rattlesnake*. After the discussion, the students will be given a demo showing them how to create their art project and through guided practice, the students will complete their Meaningful Use Task.

Guided Practice

The art project is made from a paper plate.

1. The students will watch the teacher cut around the pre-traced design on one of the paper plate
2. The students will cut out their paper plate design
3. The teacher will apply glue and tissue paper squares to the template
4. The students will do the same
5. After 15 minutes, call cleanup

Assessments

The assessment activity also serves as the closure of the lesson.

Closure

For closure, the students will be asked to demonstrate when their paper plate snake is a 2D snake. Then the students will be asked to show how their snake becomes 3D.

Materials Needed

- Promethean board or images of Remington's sculptures
- Spiral snake completed example
- Paper plates with predrawn spirals for snakes
- Scissors
- Glue
- tissue paper triangles

