Lesson Plan By: Crystal Thomas
Lesson: Alexander Calder and mobiles
Age or Grade Intended: 6th grade
Length: 1 class period = 50 minutes

STANDARDS:
Standard 2
Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.
6.2.2 Identify distinguishing characteristics of style in the work of individual artists and art movements.

Standard 10
Students reflect on, revise, and refine work using problem solving and critical thinking skills.
6.10.1 Demonstrate evidence of reflection, thoughtfulness, and care in selecting ideas and completing work.
6.10.2 Identify and apply criteria for assessment in their work, in peer critiques, and in self-assessment.
6.10.3 Demonstrate respect for their work and the work of others.

OBJECTIVES:
Given a brief lecture and pictures on Alexander Calder's work, the students will correctly identify 9 out of ten works done by him.

Given an example of a mobile, the students will make their own mobile, using one of the four seasons as a theme.

ADVANCED PREPARATION BY TEACHER:
The teacher needs to get all of the needed supplies for creating mobiles. The necessary supplies include: colored construction paper, scissors, stappler, hole punch, pencils, colored pencils, markers, crayons, glitter, glue, and any extras the teacher wants to bring in. An example of what the students are suppose to create should be provided. The teacher needs to create groups of two, ahead of time so that the students can be placed right away in those groups. The teacher needs to cut out thick strips of colored paper, enough so that each group can have one strip, and staple each one so that a circle is formed. The teacher needs to set out all of the materials so that they are accessible to students. The teacher needs to have background information, and pictures on Alexander Calder, because the lesson is based around his idea of the mobile.

PROCEDURE:
INTRODUCTION/MOTIVATION: Once the students are in there arranged groups, tell them that they are going to be making mobiles today. They are in their groups because they are all going to be working together and each member of the group is going to have a job. Explain who Alexander Calder is, then show the students examples of his work.

STEP-BY-STEP PLAN: First the students need to be broken down into their groups. Next the teacher needs to explain what the project is, and who Alexander Calder is. The teacher needs to explain that all of the students will have a job to do within the groups,
and that everybody has to participate, because each person will depend on the other group members to finish their jobs in order to put the whole project together. Once everybody understands this, the project will begin. First, the students will pick a theme for their mobile. They can choose from the four seasons. Both people from the groups will come up and grab a stapled strip of colored paper, several pieces of construction paper, glue, one set of scissors per group, a box of markers, crayons, or colored pencils. Once the group has all of the necessary supplies and the theme has been picked, the students will discuss what shapes and figures they want on their mobile. One person will record the ideas. Each student is responsible for making three pieces to add to the mobile. Once the ideas are written down, the two group members will discuss who is doing each piece. When each group member has three pieces to make for the mobile, they will get started. After every piece is finished, the teacher will go around and make hole punches for the students. The students will discuss where they want their pieces and each student will tye on three pieces with the colored string. Then they will tye string around the top part of their project so that the projects can hang from something.

**CLOSURE:** While students are making their mobiles, the teacher will put a reflection question on the board for the students. It will ask them what they have learned about mobiles, and who created the first mobile. After students finish their mobiles, I will have them hang them up so they can see what other groups have created. Then they will answer the reflection question.

**ADAPTATION/ENRICHMENT:**

**SELF-REFLECTION:**