



## **Poly Aesthetic Mapping the Muses**

**Lesson Plan:** Exploring the Muses- Science and Art

**Grades:** 6, 7 and 8<sup>th</sup>

**Medium:** mixed media

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**Class time required:** Three fifty minute periods

### **OVERVIEW:**

Students will be introduced to the ideas of aesthetics in art and the Poly Aesthetic Muses. Stations will be set up in the classroom with activities based on each muse. They will then be able to make choices as to which stations they would like to work at depending on their interest in the activity at the various stations. They will complete at least two station activities and then go back to their group to discuss and write about their activity.

### **OBJECTIVES:**

- Students will be able to define and understand the terms “muse” and “aesthetic”.
- Students will make decisions about the activity they desire to work on based on their personal interests. Students will complete two activities based on the muses.
- Students will be able to describe their activity to their group.
- Students will journal about their activity and reflect upon what they accomplished.

### **MATERIALS:**

- drawing paper
- markers or colored pencils

### **TEACHER PREPARATION:**

- PowerPoint on Muses and aesthetics
- Set up of 8 stations

### **PROCEDURE:**

Flow of 50-minute lessons

Day 1

1. Greet students at the door
2. Students enter room, take journals out, sit down in seats, and settle in. Daily journal question is on the smart board, students take out journals and begin working on question. “What is art? Please describe what you think ART is.” (5 min)
3. (see attached discussion questions for PowerPoint) (20 Min)
4. After power point presentation and introduction of muses, hand out drawing paper and colored pencils or makers and have students select one of the muses and illustrate what she would look like (20 min)
5. Clean up (5 min)

## Day 2

1. Greet students at the door.
2. Students enter room, take journals out, sit down in seats, and settle in. Daily journal question is on the smart board; students take out journals and begin working on question. "Which muse did you illustrate yesterday and why?" (5 min)
3. Have a few students tell the class what they wrote in journal about the muses. (2-3 min)
4. Direct students attention to the 8 stations set up in the classroom, go over each station and what activity will be done at that station. Then advise students that they will be given the class period to select two activities to complete. Advise them that you will come back together in groups after 30 minutes and they will then be required to discuss with their group what activities they completed. (30 min)
5. Have students get back in groups and discuss their activities, advise them that tomorrow they will journal and reflect on today's activities. (10 min)

## Day 3

1. Greet students at the door.
2. Students enter room, take journals out, sit down in seats, and settle in. Daily journal question is on the smart board; students take out journals and begin working on question. "Please write about the two activities that you completed yesterday and discuss what made you chose those activities." (15min)
3. Have each student go around classroom and talk about their favorite of the two activities and why they chose it. (20 min)
4. Class discussion on the muses and aesthetics and how each muse is a different aspect of how we view and see the world. (10 min)

## STATIONS:



**Rosie Beebright** - Thinking / Physical prowess / Utility



**Fortuna Arousa** - Direct Sensory Experience / Physical prowess / Utility



**Monoca Wilde** - Physical prowess / Direct sensory experience / Non-utility



**Bruta Kog** - Thinking / Physical prowess / Non-utility



**Gaia Usense** - Mental prowess / Direct sensory experience / Utility



**Coco Complexia** - Mental prowess / Non-utility / Direct sensory experience



**Polly Teknica** - Mental prowess / Thinking / Utility



**Hypatia Kog** - Thinking / mental prowess/ Non-utility

Teacher Tips: Modifications for Student with special needs

### **CALIFORNIA CONTENT STANDARDS ADDRESSED:**

#### Visual Arts

- 1.0 ARTISTIC PERCEPTION-Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts
- 2.0 CREATIVE EXPRESSION- Creating, Performing, and Participating in the Visual Arts
- 4.0 AESTHETIC VALUING- Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
- 5.0 CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS- Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

#### **Bibliography/Webography**

[www.polyamm.weebly.com](http://www.polyamm.weebly.com)