

CHARLES UMLAUF LESSON PLAN

Big Question:

How did Charles Umlauf's life experiences influence his artwork?

Formative Questions:

What were Umlauf's life experiences (art history)?

What are his artworks and artist style (aesthetics)?

Why did he change the focus of his work (art history)?

Materials:

Artist biography, Artist folios of artwork by Charles Umlauf, optional computer with internet access and projector to show Umlauf Sculpture Garden website, paper and pencil for essay, optional sketchbook and pencil for field trip

TEKS:

This lesson is adaptable to several grade levels and subject areas.

Objectives:

Students will relate art to everyday life; learn appreciation of art through age-appropriate aesthetics, art history, criticism, and production activities; and understand artistic influences.

Anticipatory set (Attention Getter):

Teacher will show a sculpture reproduction by Umlauf in a folio or online (umlaufsculpture.org), then use the following questioning strategy, also known as Broudy's aesthetic scanning:

What do you see?

How do you know?

What can you say?

Procedure:

The teacher will present biography information from books and/or website and arrange a tour of the Umlauf Sculpture Garden. The tour guide will be aware in advance of the big questions to cover.

The students will engage in aesthetic scanning of an artwork, learn about the artist's life pre-field trip, then view sculptures on an informative tour. An optional sculpture sketch could be included with the essay. Post-field trip students will write an essay addressing one of the big questions.

Evaluation:

Students will write an essay reflecting personal interpretation of the influence of experience in Art.