

Paint an Idiom

Fifth Grade + ELA/VA

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Visual Art
Drawing
Space

MSCCR STANDARDS

CCSS.ELA- Literacy.L.5.5.
Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

MSCCR CREATIVE ARTS STANDARDS

VA:Re.7.2.5a. Identify and analyze cultural associations suggested by visual imagery.

OBJECTIVES

TSW recognize and explain the meanings of common idioms.

TSW use the elements of pace to create Surrealist artwork.

MATERIALS NEEDED

White drawing paper
Crayons/Colored Pencils
Slips of paper with common idioms (written or typed on them)
Container to hold paper slips(hats, baskets, etc.)

VOCABULARY

Space
Surrealism
Idiom
Figurative
Literal
Salvador Dali
Background
Midground
Foreground
Positive Space
Negative Space

DURATION

75 Minutes

RECOMMENDED RESOURCES

Access to Google Slides projector, Persistence of Memory art print (recommended - can use digital format)

LESSON SEQUENCE

Introduction

Using the Google Slides presentation, <https://docs.google.com/presentation> (In need of actual link)

TTW (The teacher will) begin the lesson by playing the video found at (<https://www.youtube.com/watch?v=6AGy8hDa8A>)

TTW remind the the student of the definition of an idiom. (ex. “An idiom is a phrase that has a completely different figurative meaning than literal meaning.”) TTW pick a few students to tell some examples of common idioms and what they mean figuratively vs. what they mean literally. TTW use the Google Slides presentation to review some literal and figurative meanings of commons idioms with the student. TTW explain to the student that there are certain idioms that unique to certain cultures and will show TS some examples of these idioms.

Transition

TTW explain to the student that idioms are very similar to artworks because artists have hidden meanings behind their art that are not immediately apparent, just like the meaning of an idiom is not immediately apparent without looking at the idiom in context.

TTW explain to the student that this painting is a Surrealist artwork and will explain that Surrealism is artwork that portrays an extreme dream state. The teacher and the student will analyze the different components of the painting to try to determine what Dali was trying to say when he created this artwork. The student will guess what the meaning behind the artwork is.

TTW explain the real meaning behind the painting (Dali wanted to emphasize the importance of human dreams) and will explain what the strange objects in the painting really are. TTW explain how, like an idiom, Surrealist paintings appear strange and have different meanings behind them than what the eye sees. TTW then guide the student in analysing how Dali used the element space in his painting by explaining what space is and guiding the student in analyzing the background, midground, and foreground.

Description/Procedure

TTW (the teacher will) tell the student that today they are going to create their own Surrealist artwork by drawing the literal meanings of common idioms. TTW use the idiom “Time flies” and will draw this idiom using the element of space. Each student will draw a slip of paper that has a common idiom written on it. Using their white paper and crayons, colored pencil, etc., TSW share their work with their classmates. TSW guess which idiom their fellow student drew and will discuss the figurative meaning of the idiom vs. the literal meaning of their idiom.

EXTENDED LEARNING ACTIVITIES

This lesson could lead to an extended study of Surrealism in art and possibly a writing assignment in which students analyze the meanings behind surrealist paintings.

SOURCES

Information on the meaning of the “The Persistence of Memory” found at <https://legomenon.com/salvador-dali-persistence-of-memory-melting-clocks-meaning.html>

*This lesson is an original plan is by Allison Nester

TIPS + FREQUENTLY ASKED QUESTIONS

The sharing activity at the end can be done with a whole class or in small groups. Using smaller pieces of paper for this activity is beneficial because they more easily fit onto a bulletin board.

Markers tend to smear easily and make the drawings hard to understand, so use colored pencils or crayons.