

## Grade 4

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Fayette County, Georgia

## Renaissance Paper Dolls

(Two to Three Week Lesson Plan)

### Georgia QCC/ Objectives:

1. Students will discuss an artist's purpose for using line, shape, and color when creating their Renaissance paper doll. QCC 4–15
2. Students will use available technology such as a computer, camera, and video resources. QCC 4–17
3. Students will develop and apply criteria for judging personal decisions about artworks. QCC 4–18
4. Students will generate accurate statements about the functions and purposes of particular artworks and the culture that produced them. QCC 4–21
5. Students will explain how art reflects the relationship between artists and their culture (geographic, political, religious, and economic). QCC 4–22

**Multiple Intelligence:** Linguistic, Spatial, Logical-Mathematical, Interpersonal, Intrapersonal, Bodily Kinesthetic

**Character Education:** Creativity, Common Sense, Patience, Cooperation, Sharing

**Bloom's Taxonomy:** Recall, Identify, Illustrate, Create, Imagine, Evaluate

### Goal:

Students will become familiar with the time period from 1400–1600 A.D., known as the Renaissance.

### Objective:

Students will understand the meaning of the Renaissance (“revival or rebirth”) as a period of cultural growth that began in Italy and spread throughout northern Europe, spanning two centuries beginning approximately 1400 A.D.

### Materials:

- Computer-access to the Internet/Scan Converter/Television
- Token Response game pieces
- Teacher example of a Renaissance-costumed paper doll
- Paper doll template

- Photocopied pictures of Renaissance clothing; books with color reproductions of Renaissance clothing
- Reproductions of Renaissance paintings and sculptures.
- Poster board, scissors, construction paper, markers, pencils, erasers, crayons (all sorts-metallic, construction paper, etc.), glitter, glue, beads, fabric scraps, wall paper scraps
- Violin, music CDs, and Boom Box

### Preparation:

The teacher will have already bookmarked Renaissance web sites for students. Supplies for making the paper dolls will be set up prior to class. An example of a paper doll in Renaissance dress will also be made ahead of time.

### Lesson:

#### 1. **Motivation**

As students enter the room, violin music will be playing in the background. All students will sit on the floor in the front of the room in order to view the computer or television via scan converter. A guest clicker will pull up the sites that the teacher has already bookmarked about the Renaissance. Students will discuss and review facts about the Renaissance. They will also look at and talk about the ornate Renaissance clothing.

Students will then play the Token Response game. The teacher will set up Renaissance paintings and sculpture reproductions on the dry erase board ledge. The students will each be given cards with symbols on them. For example, a clock would represent time: how long did the piece take to make? A dollar sign would represent value: how much money the piece would cost if someone bought it today? The students will also come up with their own symbols, which help them to develop their criteria for judging artworks. The students would then place the pieces in front of the artwork that best represents that symbol. After the pieces are placed, the students discuss the works of art that have the most pieces placed beside them. Students will also consider the different pieces and the significance of each of the artworks.

#### 2. **Activity**

After playing the Token Response game, students will listen to the teacher demonstrate how to make paper dolls with Renaissance clothing:

- a. Students will trace a template of paper doll body.
- b. Students will create clothing that is ornate by looking at illustrations. They will add tabs so that the clothes will attach to the paper doll's body.
- c. Students will add fabric scraps, wallpaper scraps, beads, glitter, etc. to enhance the look of their Renaissance dolls.
- d. Students will write three sentences describing their person and the job the person would have held if he or she lived during the Renaissance.

### 3. **Wrap-up**

The teacher and students will review the main facts learned about the Renaissance. The students will recall details of the ornate clothing worn during the Renaissance.

#### **Evaluation:**

1. Did the students discuss an artist's purpose for using line, shape, and color when creating Renaissance paper dolls? QCC 4–15
2. Did the students use available technology such as the computer, camera, and video resources? QCC 4–7
3. Did the students develop and apply criteria for judging artworks? QCC 4–18
4. Did the students generate statements about the functions and purposes of particular artworks and the cultures that produced them? QCC 4–21
5. Did the students explain how art reflects the relationship between artists and their cultures (geographically, politically, religiously, and economically)? QCC 4–22

#### **Extensions:**

To add another dimension, students could dress-up and role-play the life of an individual living in Florence, Italy during the Renaissance.