

Aesthetics Lesson Plan

Materials: Fish outlines, colorful paper, gluesticks, pictures of fish, tape, big piece of paper/cardstock/wall?

Learning Objectives (for students): What do we consider “good” art, how do we group/curate art, get the students to think about/evaluate aesthetic *experiences* they have had

*Learning Objective (for us): Allow students to “ramble” in their answers and avoid cutting them off in “the interest of time.” See what ideas can come from letting students think out loud.

1. **Intro Discussion** — start thinking about aesthetic experiences (5-10 minutes)
 - a. Go around in a circle and share an experience where you viewed art (going to a museum, watching a movie, etc.)
 - i. What was it?
 - ii. Who were you with?
 - iii. Did you enjoy it? Did the other person(s) enjoy it? Why?
 - iv. Would you have liked it if you were alone?
 - v. Would you want to share this artwork with someone who wasn't there? Who in your life would also enjoy this?

MOVEMENT BREAK

2. **Rainbow fish art project!**
 - a. Explain that we're going to be making our own rainbow fish. We'll give you scales to glue onto an outline. Tell them that we'll be stopping them as they work (and asking for “caps on”) to ask some questions, but we'll give them time to finish their fish after we talk?
 - b. Give students rainbow fish outline and one color of scale
 - i. Hopefully they'll notice it can't be a rainbow
 - ii. Can it still be good/beautiful with only one color?
 - c. Pass out other colors
 - i. Can it be beautiful now?
 - d. Stop kids in the middle of their projects
 - i. Have they made art yet? Is what they have beautiful? Is it good?
 - e. Allow kids to finish, but don't give them extra rainbow scale yet
 - i. Did you make rainbow fish? Are they good? Do you need anything else for them to be good?

- f. Pass out shiny scales
 - i. Are your fish better now? Are they more beautiful? More like the rainbow fish?
- g. [extra time extension] Tape the rainbow fish onto the wall/big piece of paper, and call it an art exhibit
 - i. Are your fish more beautiful now that they're in a museum?
 - ii. How does something get to be in a museum? Is it fair?
 - iii. Do you think your art should be in a real museum?

MOVEMENT BREAK

- 3. Favorite Fish** — Is the “best” drawing representational?
 - a. Show students different drawings of fish
 - b. Ask them what they think of each drawing
 - i. What parts of this do you like?
 - c. Which one is the best drawing of a fish?
 - i. Which looks most like a goldfish?
 - ii. Which has the most colors?
 - iii. Is the best fish the one that looks most like a fish or is it one that is different from a fish?





