**Lesson Plan Title**: Airplanes of the Future!

**Grade Level(s):** Kindergarten through 4<sup>th</sup> grade

Field of Specialization: Visual Art

**Duration**: 45 minutes to an hour

**Objectives**: Students will be able to recognize and create artwork that celebrates technological achievements.

Visual Art Standard: Historical, Cultural, and Social Contexts

Benchmark: Identify and describe the different purposes that people have for creating works of art.

Visual Art Standard: Creative Expression and Communication

Benchmark: Use the elements and principles of art as a means to express ideas, emotions, and experiences.

Visual Art Standard: Analyzing and Responding

Benchmark: Apply comprehension strategies to respond to a range of visual artworks.

## Vocabulary:

Advertisement – an image or message designed to show the best qualities of an event or article.

Barnstorming – an air show featuring stunts and feats in the air.

**Materials**: Paper, pencils, crayons, markers, color pencils.

**Procedures**: The instructor will begin by having students look at several examples of posters celebrating aviation events in the early 1900s. *Looping the Loop* has several examples.

Ask students to identify some of the different types of airplanes in the pictures, and to compare and contrast their characteristics. Ask students what capabilities they think particular airplanes might have had (does it look like a fast or slow plane, or could it fly upside down or land on water?). Have them explain which features on the airplanes would support particular abilities.

Following this conversation, ask students to think about modern airplanes, and airplanes of the future. You might possibly discuss the *White Knight*, and other

privately owned aircraft that have the potential to go into low-earth orbit. Ask the students to imagine their own kinds of aircraft. Could an airplane go underwater? Could you fly a car to the moon? As a group, brainstorm some ideas for showing how an airplane could do something special.

Have students select a special kind of plane, and create an illustration showing its capabilities.

The conversation might also focus on the barnstorming features of early aviation events. The group could discuss how these events demonstrated the capabilities of the aircraft, and compare them to events like the Dayton Air Show and the Rhinebeck Aerodrome.

## Assessment:

The success of this project can be ascertained through the quality of the artwork. The instructor can also ask a series of questions regarding the objectives of the lesson to determine how well students have comprehended the material.

Alternatively, the rubric below can be used to rate each child's performance during the working period.

Art Rubric		
Category	Possible Points	Points Earned
Craftsmanship	20	
Time On Task	20	
Following Assignment	20	
Guidelines		
Use of Materials	20	
Clean Up	20	

## Adaptations (For Students with Special Needs): N/A

**Possible Connections to Academic Subjects**: History – The group can explore how the Wright brothers approached air shows, and how their achievements were celebrated in posters, advertisements, and other visual works of art.

Science- Students can research how engineers experiment with airplane design, and achieve particular results with their aircraft.

## Resources:

The History of the Airplane, by Barbara Somerville

Looping the Loop: Posters of Flight, by Henry Serran Villard and Willis M. Allen, Jr.

Return to Rhinebeck: Flying Vintage Aeroplanes, by Mike Vines

Space and Flight Experiments, by Louis V. Loeschnig

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