**Reality vs Fantasy**

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| **Central Focus** | Concepts of Reality |
| **Grade Level** | 2nd Grade |
| **Class Size** | 12 (11 in first class) |
| **Time** | (9am- 10:50) 1 hour and 50 minutes per class |
| **Class Demographics** | Suburban |

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| **National Visual Arts Standards Addressed** |
| VA:Cr2.1.2a  a. Experiment with various materials and tools to explore personal interests in a work of art or design.  VA:Cr3.1.2a  a. Discuss and reflect with peers about choices made in creating artwork.  VA:Re.7.1.2a  a. Perceive and describe aesthetic characteristics of their natural world and constructed environments. |

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| **Common Core State Standards Addressed** |
| -[CCSS.ELA-LITERACY.SL.2.6](http://www.corestandards.org/ELA-Literacy/SL/2/6/)  Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 [here](http://www.corestandards.org/ELA-Literacy/L/2/) for specific expectations.)  -CCSS.ELA-LITERACY.L.2.5  Demonstrate understanding of word relationships and nuances in word meanings.  -CCSS.ELA-LITERACY.L.2.5 A  Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*). |

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| **Forms** | 2D | | 3D | | 4D | |
| **Frames** | Cultural | Subjective | | Structural | | Postmodern |
| **Conceptual**  **Framework** | Artwork | Artist | | Audience | | World |
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| **LEARNING OBJECTIVES** |
| ***As a result of this lesson, students will be able to:*** |
| 1. Through class discussion the students will analyze various media linking reality to fantasy. VA:Re.7.1.2a & VA:Cr2.1.2a 2. Through class discussion the students will reflect on how artists manipulate media to create fantasy from imagination. VA:Cr3.1.2a 3. The students will draw one completed sketch of their imaginary creature using pencil. VA:Cr2.1.2a 4. Through experimentation and class demonstration the students will learn techniques on how to mold clay into a form. VA:Cr2.1.2a 5. The students will create original imaginary creatures using clay techniques. VA:Cr2.1.2a & VA:Cr3.1.2a |

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| **TEACHER MATERIALS** |
| * Teacher intros powerpoint * Access to a computer/projector * Monster’s Inc. powerpoint (contains images of monsters and technique in making them) * Monsters Inc. Video: “On the Verge: Inside Pixar animation students with Monsters University.”   https://www.youtube.com/watch?v=4gAlsk9t950   * Books on animals * Two fist sized balls of clay * Dr. Seuss “If I Ran the Zoo” * Teacher’s demonstrations (clay creatures and sketches) * Artist examples of Charlotte Mary Pack and Sophie Woodrow |

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| **STUDENT MATERIALS** |
| * Pencil, ruler, eraser * Sketch paper * Drawing paper for sketches * Clay (two adult fist sizes) * Clay materials to manipulate clay: straws, string, rolling pin, dixie cups, cut outs/stamps, (plastic knives?), play dough sculpting utensils, popsicle sticks |

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| **ARTISTS IN CONTEXT** |

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| **Key Artists** | Charlotte Mary Pack  Sophie Woodrow  Pixar  Dr. Seuss |
| **Key Artworks** | **Charlotte Mary Pack:** “Species Pots” https://www.charlottemarypack.com/  **Charlotte Mary Pack:** *Fading Away, 2013 -* The 198 critically endangered mammals  hand built in porcelain.  **Sophie Woodrow:** ‘Untitled’ “Ceramic Figures” http://sophiewoodrow.co.uk/work/  **Pixar:** “Monsters Inc.”, 2001 <https://www.pixar.com/feature-films/monsters-inc/#monsters-inc-main>, <https://www.youtube.com/watch?v=31jhtMdGViI>  **Dr. Seuss:** “If I Ran The Zoo” |
| **Key Critical Questions** | 1. What separates reality from imagination?  2. How do artist make things imaginary happen?  3. How do parts of the real world connect to the world of fantasy and imagination?  4. How did Pixar use real animals to create the characters in Monsters Inc.? |

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| **VOCABULARY AND LANGUAGE ACQUISITION** | | |
| **Vocabulary** | **Reality:** The world as it exists today.  **Fantasy:** The ability to imagine things that are impossible.  **Imaginary:** The creation of ideas that do not exist in reality.  **Sketch:** A short and quick drawing.  **Ceramics:** Objects made by clay hardened by heat.  **Slip:** Watered down clay.  **Scratch & Score:** The process of scratching two separate clay particles to mend together. | |
| **Language Functions** | Interpret | |
| **Language Demands** | Syntax | Discourse |
| **Language Tasks and Activities** | 1. During the teacher presentation, the students will discuss their thoughts on real life figures vs imaginary figures using the unit vocabulary.  2. Students will work in groups to interpret and answer the Monsters Inc. powerpoint questions, either orally or in written form. | |
| **Language Supports** | 1. The teacher will use a powerpoint presentation to introduce new vocabulary to the classroom. 2. The teacher will use posters to connect the vocabulary words to the artwork. 3. The teachers will use their demonstrations to describe the vocabulary words “sketch” and “ceramics” as well as the roles they play in artmaking. | |

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| **INSTRUCTIONAL STRATEGIES AND LEARNING TASKS** | |
| **Launch** | **Instruction Methods** |
| * The teacher will ask the students a series of questions to get them to describe different animals.   + How many of you have pets or know someone who has a pet?   + What does that animal look like?   + What’s the animal’s color and size?   + Does the animal have fur, scales, feathers, skin? * The teacher will keep the students engaged by showing picture books of animals. | * Group Discussion |
| **Instruction** | **Instruction Methods** |
| * The teacher will show images of real life animals to the students. * The teacher will ask the students a series of questions to describe what they see.   + What animals do you see?   + What do you see?   + What do we know about this animal? * Images of Monsters Inc. is on the board.   + How many of you are familiar with Monsters Inc? * The teacher will discuss how the monsters in Monsters Inc were created and inspired from real life animals.   + What animals do you think this monster was inspired by?   + What makes you think that? Color, size, shape, features, make-up? * The teacher will ask the students a series of questions to get them pondering about reality vs imagination. The students may participate in group discussion by reflecting upon the questions. * The teacher will show the students his or her demonstrations and explain their artmaking process. * The teacher will show images of Charlotte Mary Pack and Sophie Woodrow’s artwork.   + How did Charlotte Mary Pack show texture on the animals?   + How can we use the clay utensils to make texture?   + How does Sophie Woodrow’s creatures differ from Charlotte Mary Packs?   + Which artists’ creatures are more realistic? How? * The students will begin making sketches for their clay creatures.   + After completion of sketches the students will be given their clay. * The teacher will give rules and demonstrations on how to properly handle the clay with appropriation. * The teacher will show images of Charlotte Mary Pack and Sophie Woodrow’s artwork.   + How did Charlotte Mary Pack show texture on the animals?   + How can we use the clay utensils to make texture?   + How does Sophie Woodrow’s creatures differ from Charlotte Mary Packs?   + Which artists’ creatures are more realistic? How? * The students will begin working on their clay creatures.   + The teacher will walk around the room to help assist the students individually when needed. | * Group discussion * Teacher presentation * Independent student work |
| **Closure** | **Instruction Methods** |
| * The teacher will ask: “How did we use reality to create something imaginary?” | * Class Discussion |

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| **ACCOMMODATIONS FOR SPECIFIC DIVERSE LEARNERS** |
| **Adaptations and Accommodations** |
| The teacher will read presentations and books out loud to the class and conduct in class or group discussions.  The teacher will break down the lesson plan unit into steps and establish a classroom routine.  The teacher will show images with the books to further student engagement and understanding. |
| **Enrichment and Extensions** |
| To engage advanced students into the lesson plan, they can create a continued animal series to further develop their artwork. |
| **Activity for Early Finishers** |
| Early finishers can present their designs to the class to inspire their peer’s creativity and work ethic. |

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| **OBJECTIVE-DRIVEN ASSESSMENTS** |
| 1. The students analyzed and referenced the images of real life animals to design sketches of their imaginary creatures. 2. The students viewed and analyzed the works of multiple artists and connected them to their own imaginary creature. 3. The students used their sketches as a reference to create their imaginary clay creatures. |

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| **INTERDISCIPLINARY CONNECTIONS** |
| Physics (science): The students will have an understanding on how the bodies of real life animals work and operate together.  English: As a class the students will read the book “If I Ran The Zoo” by Dr. Seuss |

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| **REFERENCES** |
| Woodrow, S. (Ed.). (2014). About - Sophie Woodrow. Retrieved from <http://sophiewoodrow.co.uk/about/>  Mary-Pack, C. (n.d.). Charlotte Mary Pack. Retrieved September 1, 2018, from <https://www.charlottemarypack.com/>  Geisel, T. S. (1950). *If I Ran a Zoo*. New York: Random House  (2013, June 23). Retrieved September 03, 2018, from <https://www.youtube.com/watch?v=4gAlsk9t950>  Jenkins, S. (2007). *Living Color*. Boston: Houghton Mifflin Company  Andreae, G. (n.d.). *Commotion in the Ocean* (D. Wojtowycz, Ed.). Wilton, Connecticut: ME Media LLC.  Hicks, B. J. (2009). *Monsters Dont Eat Broccoli* (S. Hendra, Ed.).  D. (2016, September 27). Retrieved September 06, 2018, from <https://www.youtube.com/watch?v=31jhtMdGViI> |

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