

| LESSON 8 K. Eli Weingarten INSTRUCTIONAL STRATEGIES AND LEARNING TASKS | | |
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| LESSON LEARNING OUTCOMES Referenced to NCAS segment objectives Cr, Cn, Pr, Re As a result of this lesson, students will know or be able to: | LESSON EVALUATIVE CRITERIA You will know the student accomplished the learning because you will be able to observe the following evidence with accommodations & modifications: [qualities, quantities, variations, concepts, processes...] | LESSON ASSESSMENT INSTRUMENTS Attach rubrics, requirements, guides. You will gather the evidence through: Formative – Summative / Formal - Informal |
| AS1: Generate and conceptualize artistic ideas and work. EU.Cr1.1: Creativity and innovative thinking are essential life skills that can be developed. Va.Cr1.1a: students work on projects while engaging with each other in dialogue, exploring their imaginations and varied materials. | Students will create drawings that depict a real landscape turned into a fantasy land. Students have produced at least one quick drawing that is relevant to the drawing prompts. Students will discuss with each other while they are working about what they are drawing and why. | Summative assessment through observing if students participated in the warm up drawing prompt. Observe if students are discussing with each other about the activity. |
| AS7: Perceive and analyze artistic works. EU.Re.2.1: Visual imagery influences understanding of and responses to the world. Va.Re.2.1a: Students will compare all the works provided to them related to fantasy creatures and discuss one of them. | Students will present on an art piece from one of the mentor artists that most inspires them. They will explain to the class what was interesting to them about the chosen image and why. Students will do this presentation in groups working on collaboration and allowing for everyone to get a turn to speak. | Observation: do students work with their group to discuss the mentor artist and their chosen image? Are the students allowing for everyone in their group a turn to speak? |
| AS1: | After drawing during the warmup students will move on to sketching their creatures in pencil before painting them using water colors. Students will experience using multiple mediums to create their project. | Observation of students during their work period. Have the students successfully moved from sketching out their project with pencils to using watercolors to add detail and depth? |

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Cognitive Engagement

Include warm-up / motivational set, student inquiry for the intended learning outcomes, closure-revisit objectives.

Include questions and brief overview of topic discussion.

Essential Questions:

- What is fantasy? A fairytale?
- How can we describe our imagination to other people, can we do it in other ways besides a verbal explanation?
- What makes a fairytale not realistic or unable to happen in the real world?
- What makes the real world real? What does it mean to be living in reality and not fantasy?
- What makes reality different from fantasy?
- Can you combine fantasy and reality together?
- What does one have to think about when coming up with a new imaginary creature or landscape?
- What are landscapes?
- How do backgrounds tell you what is happening in a story?
- Can you combine animals and landscapes to create a balance between fantasy and reality?

INTRODUCTION/ MOTIVATION:

Warmup: 10 minutes

10:00-10:10

Students will have a drawing prompt that will inspire them to begin thinking about turning everyday scenery or creatures into fantasy landscapes and creatures.

- Pick your favorite animal, how can you draw it in a way that makes it appear fantastical, or as if it comes from a fairytale?
- Pick a location you visit a lot during the week, how can you turn it into a fantasy land that is supernatural and magical in nature?

Introduction Time: 15 minutes

10:10-10:25

Quick discussion where we go over the community guidelines to refresh our memories.

Essential/Guiding Questions (5 minutes)

- What is fantasy? A fairytale?
- How can we describe our imagination to other people, can we do it in other ways besides a verbal explanation?
- What makes a fairytale not realistic or unable to happen in the real world?
- What makes the real world real? What does it mean to be living in reality and not fantasy?
- What makes reality different from fantasy?
- Can you combine fantasy and reality together?
- What does one have to think about when coming up with a new imaginary creature or landscape?
- What are landscapes?
- How do backgrounds tell you what is happening in a story?
- Can you combine animals and landscapes to create a balance between fantasy and reality?

Grade Level and Segment Title: 1-2

Central Focus - Fantasy: Fantasy vs. Reality

Mentor Artist (10 minutes)

Evgeny Hontor: Demiurgus Dreams: Fantasy style preference: "It is beautiful. It is the creation of the worlds. You can get carried away and explore new opportunities. It is a philosophy of life - to create. For me it is."





Matt Dangler





STUDENT INQUIRY/ EXPLORATION:

Time: 30 minutes

10:25-10:55

Part one of the project will be worked on in class today. Students will create their own fantasy creatures using water colors inspired by the mentor artists imagery keeping in mind that eventually it will be added on to a large landscape that will be designed during another class period. The students will discuss what kinds of creatures they may want in their shared landscape while keeping in mind that each drawing they make is their own and they have the right to add the details they want as well.

REVIEW OBJECTIVES/CLOSURE:

Time: 5 minutes

10:55-11:00

Everyone will take a look at the creatures that have been designed and will discuss how they think all the characters may go together in a singular landscape. They will discuss what went through their minds when creating their creatures and why they chose features that they did.

- Can all of these creatures be combined into a single landscape?
- What kind of landscape do you think would work best to combine all of these characters?
- Are there any interesting features in other people's work that you like?
- Looking at the works all together, do you have any ideas of what you would like to do for the landscape next time?

| Informal Rubric for Teacher to Reflect on Students' Learning Outcomes | | |
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| Exemplary | Accomplished | Beginning |
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