

Lesson Plan Sample

FANTASY LESSON

GENERAL LESSON/PROJECT INFORMATION	Grade Level: middle
<p>Lesson Theme: (check one)</p> <p><input type="checkbox"/> Art History (background for discovery & learning)</p> <p><input type="checkbox"/> Cultural (background for discovery & learning)</p> <p><input type="checkbox"/> Social (i.e., global warming, genocide, networking)</p> <p><input checked="" type="checkbox"/> Skill & Techniques (drawing, software)</p> <p><input type="checkbox"/> Innovation (how creativity through technology can change the way thinking is addressed, developed, and validated)</p> <p><input type="checkbox"/> Technology (list skills, software, etc.)</p>	<p>Teacher(s): Marilyn Traeger Polin</p> <p>Email: marilyn.traeger@gmail.com</p> <p>District: Miami-Dade County Schools</p> <p>School: South Miami K-8 Center</p>
<p>Intended Outcome: Students will:</p> <ul style="list-style-type: none"> ☉ Better understand the function of mood in art. ☉ Demonstrate creativity and flexibility needed to take 100 photos of a single subject, ☉ Demonstrate an awareness of lighting. ☉ Create a moody self-portrait. <p>Lesson Description: Students turn reality into fantasy by writing character studies, a synopsis, then altering images and/or sketchbook drawings in Photoshop. (sample photograph)</p>	<p>Vocabulary: Visual Art: fantasy, Surrealism, background, middle ground, foreground, aerial perspective, linear perspective Technology: layer adjustments, download brushes, filters, Other Subject: art history, language arts – synopsis, character study</p> <p>Artists: William Blake, Hieronymus Bosch, Odile Redon, Salvador Dali, René Magritte, Jerry Uelsmann, Maggie Taylor</p>
<p>NGSSS Sunshine State Standards:</p> <p>Visual Art: VA.68.C.1.3 Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work. VA.68.C.2.4. Use constructive criticism as a purposeful tool for artistic growth. VA.68.F.1.2 Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. VA.68.F.1.4 Use technology skills to create an imaginative and unique work of art. VA.68.O.1.3 Combine creative and technical knowledge to produce visually strong works of art. VA.68.H.1.2 Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.</p> <p>Language Arts: LA.6.4.1.2, LA.7.4.1.2, LA.8.4.1.2 Write a characterization</p>	<p>Materials: paper, pencils</p> <p>Equipment: Smart Board (or another means to project artworks by above artists), computers, scanner, digital cameras</p> <p>Software: Photoshop</p>

LESSON STRATEGY

Prior Knowledge: (i.e., computer /software usage, ability to synthesize information, skills, techniques, or materials; arts knowledge/skills.)

- Familiarity with Photoshop tools and filters.
- Knowledge of artists who use fantasy
- Knowledge of what is meant by characterization

GETTING STARTED:

- Classroom discussion of ideas for fantasy story, character, and environment ([Fantasy PowerPoint](#))
- Students generate ideas in sketchbook.

PROCEDURES:

1. Class discussion of attributes of fantasy characters and possible ways to achieve them in Photoshop.
2. Teacher instructs students record ideas and to write a synopsis of a story (in the beginning... and then... finally...) in sketchbooks.
3. Students select archived images / draw and scan or / dress up and shoot staged images.
4. Students plan compositions.
5. Students use Photoshop to create illustration including backgrounds.
6. Students take a “studio tour” strolling around the room viewing each other’s monitors and discussing what they see.
7. Students complete assignment and self-assessment graphic organizer and bring popcorn for the premier viewing on the Smart Board.
8. Students take turns reading synopsis and describing character attributes while the audience eats popcorn (away from the computers).

ASSESSMENT OF STUDENT LEARNING: Describe Assessments Used for Each Category

(e.g., rubric, pre- / post-test, proficiency scale, observation, student statement)

Arts:

Self- assessment ([example](#))

Technology:

Observation

Lesson Summary:

- How is character communicated?
- What techniques did you find most useful in creating a fantasy character?

DOCUMENTATION OF STUDENT LEARNING: *Please Describe all that Apply*

Student Discussion – presentation of work

Images/Video

Display, Exhibit, Technology Fair – district-wide exhibitions

Presentation program
Podcast
Other

Application of this lesson content (technology and arts) to other subject areas:

The content of this lesson can be applied most directly to language arts.

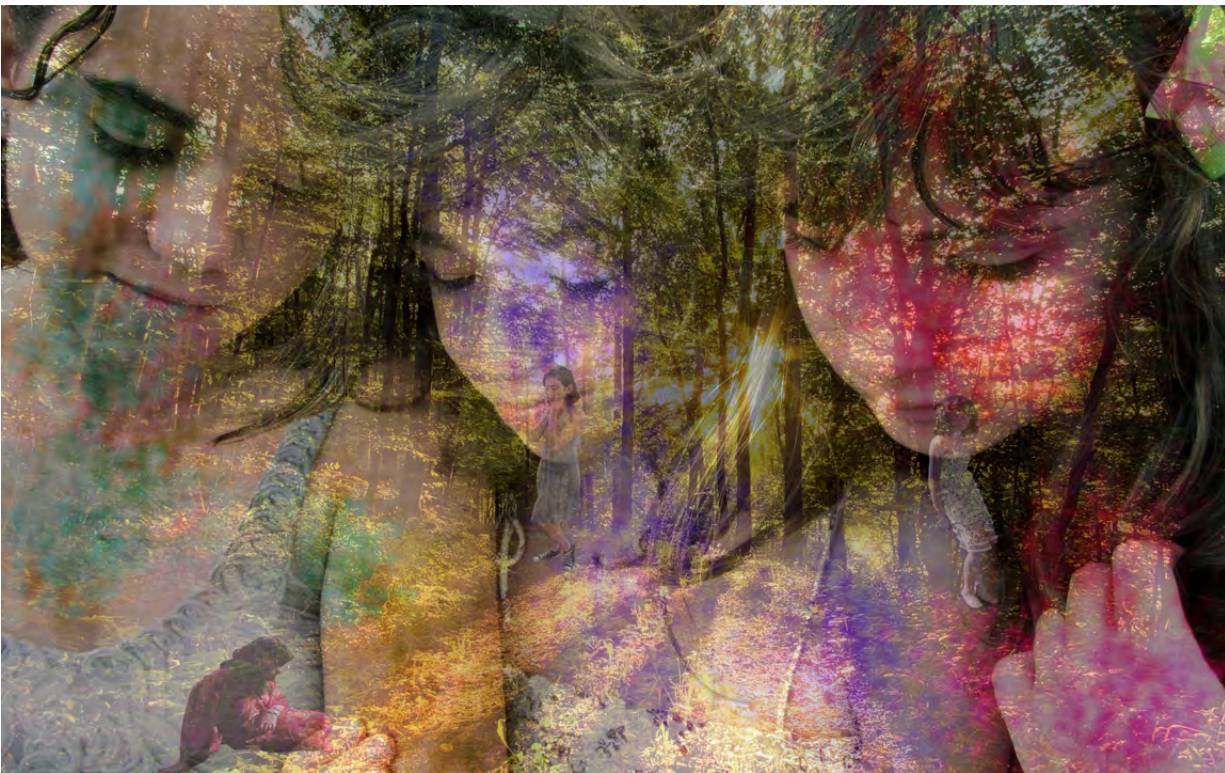
USEFUL SUPPORTS

Links / websites: <http://www.artpromote.com/fantasy.shtml>

<http://www.noupe.com/tutorial/dreamy-fantasy-art-photoshop-tutorials.html>

<http://swimchick.net/free-resources/>

Fantasy Photograph by Rebeca, grade 6



2. Example Self Assessment

Artist Rebeca Wainer
 Date _____ Period 4
 Assignment Fantasy

Assessment



+ Plus The strength of this work is

How the girls are staring down at the little girls in the forest because they are the same person

Δ Delta The part(s) of this work I would change is

The size because it came out too small to get some serious printwork

© Interesting The most interesting part(s) of this work is

The little girls wandering around in the forest because it gives it a sense of mystery and magic because they are transparent

Criteria	Artist	Teacher
creativity	A	
background	A	
tech	A	
story	A	
composition	B	



Party Portrait by Daniel



Fantasy Photograph by Kevin, Grade 7



Fantasy Photograph by Austin, Grade 8

