

What is your Fantasy World? (Part one)

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Co-op Teachers: Darci Wilson (3rd)
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Grade Level: 2nd & 3rd

Date Taught: February 23rd, 2010

Date Revised:



Emilee
Part One: Fantasy
Landscape

Aim/Goal of the 9-wk Curriculum:

- Students will participate in a semester curriculum that revolves around further developing their own concepts and beliefs about fantasy.
- Students will reflect on previously read fantasy genre stories and build upon the aspects that go into a fantasy work. Students will also continue to reflect on a “fantasy” way of thinking and apply those feelings and thoughts to other areas in their studies.
- Students will begin to understand how art and creating art can take the “out of the ordinary” fantasy and make it realistic and believable through imagery.
- Students will explore their own creative imaginations in discovering and developing their own fantasy worlds.
- Students will gain knowledge of new art-making processes, artists, and examples of works that highlight art’s ability to expand past the reality in life.

Fine Arts Goals Met by the Objectives:

- **25.A.1d Visual Arts:** Identify the elements of line, space, color, and texture; the principles of repetition and pattern and the expressive qualities of mood, emotion, and pictorial representation.
- **25.B.2 Visual Arts:** Understand how elements and principles combine within an art form to express ideas.
- **26.A.1e Visual Arts:** Identify media and tools and how to use them in a safe and responsible manner when painting, drawing, and constructing.
- **26.B.1d Visual Arts:** Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.
- **26.B.3a Visual Arts:** Demonstrate the use of originality/imagination when creating an artwork.

Objectives: Students will...

- Students will be introduced to the schedule of the day and the project they will be beginning.
- Students will observe a Powerpoint presentation of Surrealism and Landscapes. Students will begin to formulate ideas for Fantasy Landscape project through the discussion about the works.
- Students will then partake in an interactive Line Demonstration to prepare them for the contour line drawing project for the class. Students will be given specific instructions on what to complete for the class period (the line drawing of their landscape, with all of the required parts) and given time to work on their landscapes.
- Students will learn more about the art of Surrealism and discuss how they create their own fantasy/different approach to realism.
- Students will learn more about the effects of line and line emotion. With demonstration they will learn about the importance of line variation and its effects in an artwork.
- Students will prepare to continue lesson and further develop their fantasy ideas and worlds.
 - **Measurable criteria:** Students will be responsible for completing the line drawing of their Fantasy Landscape during the work session.

- **Timeframe:** Introduction, Powerpoint discussion, and Fantasy Landscape project introduction will take approximately 15 minutes at the beginning of the class period. Students will then have a 10-minute demonstration on line variation and go over what to do for the day. Students will then spend the next 17 minutes on creating their line drawing for the landscape project. The remaining 8 minutes of class will be used for classroom clean up and closure.

Vocabulary (for lesson):

- **Fantasy:** an imaginative or fanciful work, esp. one dealing with supernatural or unnatural events or characters
- **Imagination:** the faculty of imagining, or of forming mental images or concepts of what is not actually present to the senses.
- **Create:** the act of making/constructing
- **Surrealism:** a 20th century art avant-garde movement that sought to release the creative potential of the unconscious mind
- **Surrealist:** an artist of Surrealism
- **Composition:** the act of construction something together in an order
- **Line:** created between two points, the boundary of an object
- **Perspective:** the visual illusion in a drawing in which objects appear to become smaller, and recede into distant space the further away from the viewer.
- **Depth:** what is created with Perspective. The distance between the object in the front to the back
- **Horizon Line:** the element of Perspective that refers to the imaginary horizontal line that divides the line of vision.
- **Line Emotion:** the reaction to a specific line
- **Variation:** the change or difference in condition amounts, the thickness or thin of a line
- **Landscape:** a picture representing the area of land/space
- **Motion:** a gesture of movement

Teacher Materials: (14 students plus demos)

- Demo materials:
 - Portable Projector (2nd Grade); Projector and Screen (3rd grade)
 - Powerpoint: images of Surrealism and Landscape
 - Laptop and connector
 - Big Sheet of Newsprint paper
 - Sharpies
 - Demo Posters for lesson
- For Student:
 - Student's Sketchbooks
 - Drawing pencils
 - Erasers
 - Black Sharpies (varying in width and size)
 - Newsprint for on top of desks
 - Sheets of 12"x16" sheets of Cold-Press Watercolor Paper
- (1) Fully Teacher Completed Fantasy Landscape with Watercolor
- (1) Only teacher completed line drawing of Fantasy Landscape.
- Multicultural/Historical exemplars (Included in Powerpoint Presentation)
 - *Landscape with a Church & Village*. Ruisdael. 1665-1670.
 - *Europe After the Rain II*. Max Ernst 1940-42
 - *The Persistence of Memory*. Salvador Dali. 1931
 - *Apparition of Face and Fruit Dish on a Beach*. Salvador Dali. 1938

- *Ciurana, the Path*. Joan Miro. 1917.
- *The Wagon Tracks*. Joan Miro. 1918

Learner Materials:

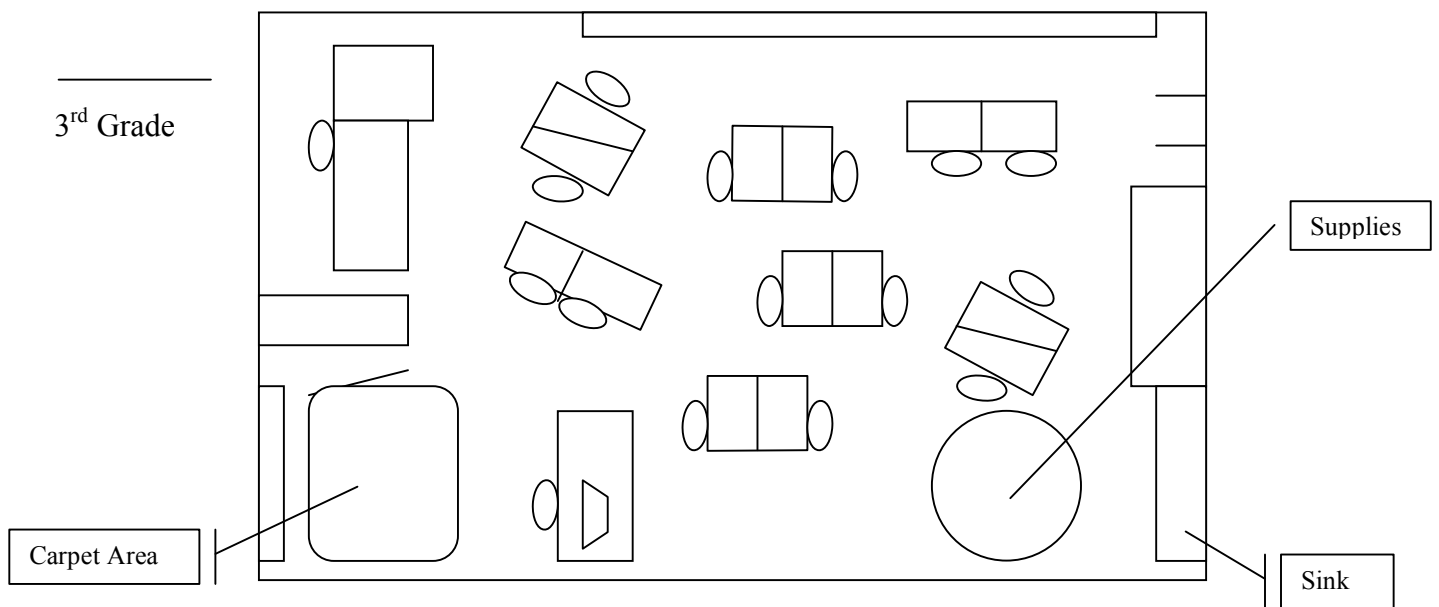
- (28) Student Sketchbooks
- (35) Sheets of 12”x16” Cold-Press Watercolor Paper
- (20) Thick Black Sharpies
- (20) Thin Black Sharpies
- (15) Erasers

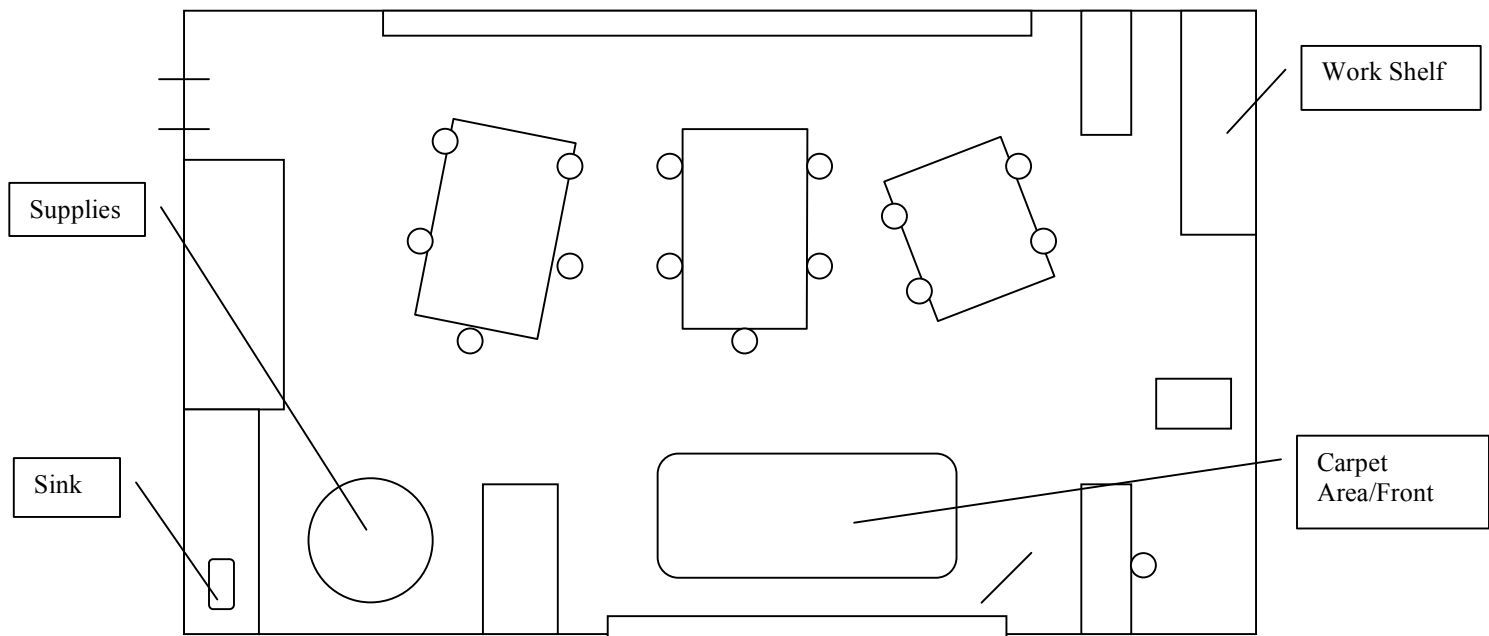
Motivation/Activities and Prompts:

- Clean Up Boards
- Powerpoint of Surrealism and Landscapes
- Created Demonstration Posters
- Teacher-made exemplars: (1) Fully completed landscape, (1) line drawing of landscape
- Historical/Multicultural exemplars (Posters to be hung)
 - *Cypress Trees*. Vincent Van Gogh. 1889.
 - *Soft Watch at the Moment of the First Explosion*. Dali.
 - *The Persistence of Memory*. Salvador Dali. 1931
 - *Apparition of Face and Fruit Dish on a Beach*. Salvador Dali. 1938

Classroom Layout/Physical Set-up:

- WALL POSTINGS:
 - Posters will be arranged at front of the classroom for theme discussion
 - Demonstration Posters will be hung by demonstration area
 - Clean-Up poster and Points board will be at the front of the room
- TABLE FORMATION:
 - 3rd Grade: Desks currently in pairs of two. Before class starts, students will assemble their desks into three larger groups of tables: (2) groups with five desks and (1) group with four desks. Round Table placed near the sink (for supplies).
 - 2nd Grade: Desks are grouped in three larger groups of tables. Sink and round table are located in the bottom left corner of the room.





- **MATERIALS DISTRIBUTION AREA:** Materials will be given to students
 - Materials (Listed in Learner Materials) will be organized into three bins and placed onto each grouping of students.
 - Paper will be distributed following the discussion/demonstration
- **DEMONSTRATION AREA:**
 - Students will be seated at their desks with their sketchbooks out for demonstration.
 - Materials for Demonstration:
 - Newsprint Paper
 - Assorted sizes of black Markers
 - Teacher completed example of part one: line drawing
 - Teacher completed example of completed project
 - Pencil & Eraser.
 - Posters created for Demonstration
- **CLEAN UP AREA:**
 - Students at the end of the class period will be given jobs to help in the clean up.
 - Students will be asked once they have cleared everything to quietly sit at their desks for the closure.
 - Clean-Up points will be assigned

Procedures:

- **INTRODUCTION:** (2 minutes)
 - Get students' attention to start the classroom discussion.
 - Introduce students to the schedule for the day and remind them we have a lot to learn so if we all work together we can accomplish everything.
 - *Hi class! How is everyone? So for today we have a very exciting day, because we are going to be starting our first project of Fantasy Landscapes! First I have a Powerpoint to show you with some really cool works of art to help you get started on the project, then we re all going to do a small*

demo on creating line drawings, and once we are all finished with those things we can start working on our projects!

- DISCUSSION: (8-10 minutes)
 - Once students' attention is ready to begin discussion, begin the Powerpoint slideshow. Students will be at their desks.
 - FIRST SLIDE – What is a Landscape?
 - **Does anyone know what a landscape is?**
 - *The definition of a landscape is a picture or image of an area of land.*
 - Landscapes are also usually defined by a rectangle shape like this
 - SECOND SLIDE – Image: *Landscape with a Church and Village. Ruisdael*
 - **Tell me, what do you see in this work of art?**
 - **Would you say it is what a landscape should look like? Why?**
 - *It also looks pretty realistic too doesn't it?*
 - THIRD SLIDE – Image: *Europe After the Rain II. Max Ernst 1940-42*
 - **What makes this landscape look different than the one we just saw? How are they similar? They both have skies and are that rectangle shape I said landscapes were right?**
 - **Would you call this picture a landscape too?**



- FOURTH SLIDE: Surrealism Info
 - *What we just looked at is a piece of artwork that is considered Surrealism. **Has anyone heard of Surrealism before?***
 - *What Surrealism is, is actually a style of art that stresses the out of the ordinary and the unconscious mind. So when we talk about Fantasy, we can relate it to Surrealism art, because Surrealist art is like fantasy where it creates things that don't have to be real.*
 - **How does Surrealism act like creating a fantasy?**
- FIFTH/SIXTH SLIDES: Salvador Dali Images
 - *The Persistence of Memory. Salvador Dali. 1931.*
 - *Look at how this artist, Salvador Dali, (A very famous Surrealist) can turn a common object like a clock into something melting!*
 - **Do you see where the sky meets the sky and the ground? (Point) This is called the Horizon line. It is a common feature in many landscapes, so by having that even though this image is of something completely strange, it can look real with that line.**



- *Apparition of Face and Fruit Dish on a Beach*. Salvador Dali. 193
 - This is supposed to be a landscape of a beach. **Do you see that?**
 - **Can someone point out the horizon line? Does that give you a feeling that it still can be a real, yet very strange landscape?**

○ SEVENTH/EIGHTH SLIDES: Joan Miro Images

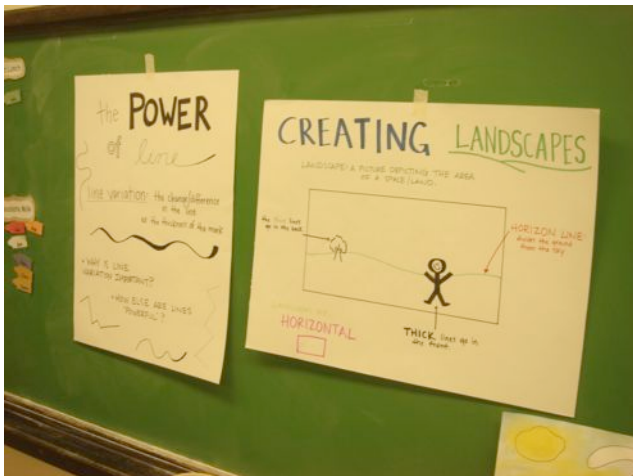
- Here is another example of a Surrealist artist who also made his own sort of Fantasy Landscapes. (Ciurana, the Path. Joan Miro. 1917)
- **What makes this image here look like a Fantasyland?** Do you think it's the colors? Or is it the shapes of the different parts of the pictures?
- **What does the Horizon line look like in this painting?** *Is it a straight line?*
 - Last image *the Wagon Tracks*. Joan Miro. 1918.

• DEMONSTRATION: (10 minutes)

- Students will be seated at their desks with their sketchbooks ready. They will also be reminded that if they don't pay attention they won't have as much time to do their work and they won't finish for the day.
- *In order to start our projects, we are first going to be making the base "line drawing" for our fantasy worlds, like this one* (hold up example of plain line drawing). **Do all the lines look the same to you? Or are they different in their size and shape?**
- *Well today, we are going to learn how to make our lines interesting and how to compose a landscape.*

• MAKING A LINE/"THE POWER OF LINE":

- *When creating lines, it is important how we hold our marker and how press it onto the paper.* (Have everyone pick up his or her marker and demonstrate putting it to the paper.)
- **What happens when you press down and then don't use as much pressure when putting it onto the paper? Does your line change?**
- *This is called Line Variation and it can make your images interesting.*



- CREATING A LANDSCAPE

- Remember in the pictures we looked at, I had you guys point out the Horizon line, and we talked about how it was important in a landscape? Well we are going to put just those in our drawings for today.
- **First, everyone should start out with their piece of paper facing what way?** Right, like a rectangle like how landscapes are made.
- Next, you should take a pencil and create what you want your Horizon Line to be. We are not going to use the marker first, because you are going to create shapes that might overlap the Horizon line, so you will retrace over the line once you are all complete with your drawing.
- Now, we just talked about creating different sized lines. And in order to create a good landscape we want to create space. We can do this by putting the thick lines in the front and smaller lines in the back (Demonstrate how this happens and point to example)

- CREATING FANTASY!

- **How are you going to create fantasy in your pictures?**
- **Are you going to have a curvy, waking images like the Miro picture?**
- *Think about what you want in your landscape, this is your Fantasy World you can create anything in it!*

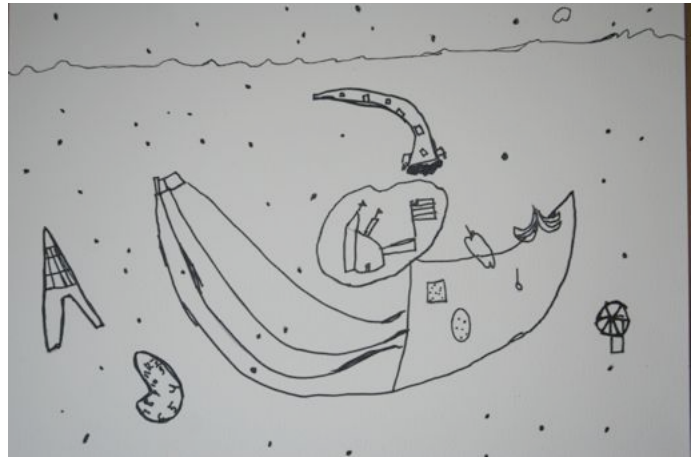
- **Does anyone have any questions on lines or what we are going to be doing today?**
- What everyone should have is their piece of 12”x16” sheet of paper and different sizes of Sharpie markers. **What way should your paper be facing?** (Horizontal)
- **Are you going to have variations in your line?**
- **Is there going to be horizon lines in all of your landscapes?**

- DESIGN/WORK SESSION: (15 minutes)

- Students will be given this time to complete their line base drawings.
- Requirements of the line drawing (Horizon Line, Line Variation, and fill the whole page) will be on the board as a reminder.
- Teacher will be walking around to help aid with student questions.
- Students will be told to write their names IN PENCIL on the backs of their pictures.
- Students will be reminded when they have 5 minutes left to work.



Students' Completed Landscape Line Drawings:



- CLEAN UP: (6 minutes)
 - Students will be given a job to complete at each table to help in the clean up.
 - All markers should be replaced in their correct containers on the round table.
 - All artwork should be collected and put in a pile on the round table.
 - All sketchbooks should be collected.
 - Once everything is completed, students should return to their desks and sit quietly and wait for closure.
 - Table who is done the fastest and is the quietest will win the Clean Up points. (CLEAN UP POINTS: Tell students that throughout the semester the table that sits the quietest and cleans up properly will get a point. These will be recorded and the table (the students at the table) with the most at the end of the semester will get a small prize. CLEAN UP points may also be given to tables (students) that work hard and follow instruction well.

- CLOSURE: (4 minutes)
 - **Can someone tell me a vocabulary word we learned today?** *Ex. Landscape, horizon line, variation, Surrealism*
 - **How is that word and what we learned about it important to our project of creating our fantasy landscapes?**
 - **Are the images we saw today about Surrealism and talking about our Fantasy Landscapes going to make you view your real landscape differently?**
 - *Now, for next week we are going to continue working on our landscapes and we are going to add color, so start to think of what colors your fantasy worlds are going to have in them*
 - Thank students for a good workday and encourage strengths and if necessary say what can be improved for next week.

Timetables:

Time allotted for lesson (60 minutes total):

Activity	Minutes
Discussion/Introduction	12 mins.
Demonstration	10-15 mins.
Design/Work Session	25-30 mins.
Clean-up	8 mins.
Closure	5 mins.
TOTAL	60 mins

Preparation Time:

Activity	Time
Writing lesson	1.5 hours
Revising lesson	hours
Gathering materials/resources	2.5 hours
Set-up (before classes)	hours
Making an example/board	1.5 hours
TOTAL	hours