

Unit Plan Outline

- I. Enduring Theme Humor
 - a. Topic: Humor in art
 - b. Grade level Second Grade 3rd 9 weeks
- II. Rationale: Students at any age love humor, but many times do not know how to display humor in an appropriate manner. By studying how humor is used in a variety of artwork, students of this age can start to form an understanding of an appropriate use of humor in everyday life.
- III. Essential Questions
 - a. What is humor?
 - b. How do artists portray humor in art?
 - c. Why do artists portray humor in art?
- IV. Unit Objectives
 - a. Students will understand and demonstrate appropriate use of humor in art and everyday life.
 - b. Students will understand and demonstrate their ability to create a clay piece, drawing, painting and printmaking.
 - c. The students will understand and demonstrate the use of shape, color, value and emphasis in their artwork.
- V. GLE's
 - a. See Instructional Guide
- VI. Assessment

- a. Informal and formal assessments using multiple devices such as but not limited to:
 - i. Group participation
 - ii. Rubrics
 - iii. Artist statements
 - iv. other teacher chosen assessments

VII. Lesson 1: Knowledge Building

- a. group discussion

VIII. Lesson 2: Humor in Clay

- a. variety of clay artists, *I Need My Monster* by Amanda Noll
- b. modeling clay, clay, clay tools
- c. Students will look at a variety of clay pots, and learn about the pinch method by observing a teacher led demonstration. Students will then practice making a basic pinch pot with modeling clay. After practicing, the students will listen to the book *I Need My Monster* by Amanda Noll, and then brainstorm ideas on how to change a basic pinch pot into a funny monster. Students will then create their monster, making sure to score and slip any pieces necessary. After monsters are fired, students will paint with acrylic paints.

IX. Lesson 3: Humor Through Drawing

- a. Patrick Amiot, Jeff Koons
- b. paper, pencils, markers, colored pencils, crayons

c. Students will observe the art of Amiot, Grooms and Koons, comparing and contrasting them. Students will then brainstorm ideas of areas of the community that need some humor added to them, alone with ideas of what kind of humorous items could be added. Students will then create a drawing using media of their choice, making sure to depict an area in our community, and the humorous item that will be placed there.

X. Lesson 4: Humor Through Painting

a. William Wegman, Leonardo da Vinci
b. tempera paint, paper, pencils, sharpies
c. Students will observe and discuss the artwork of William Wegman and da Vinci. After looking at the artwork, students will brainstorm and sketch ideas of animals that will make funny Mona Lisa- like portraits. Students will then create a tempera painting of an animal in a Mona Lisa pose, making sure that there are lots of detail that are added. Finally, the students will outline everything with black sharpies.

XI. Lesson 5: Humor through printmaking

a. Red Grooms
b. printing foam, ink, brayers, pencils, paper, barrens
c. Students will look at teacher approved Red Grooms prints (please view ahead of time, Red Grooms has some inappropriate images), and discuss the humor contained within. Students will then design and create a humorous print.