

Unit Plan Outline

- I. Enduring Theme: Fantasy
 - a. Topic: Why do we need fantasy?
 - b. Grade level- 2nd
- II. Rationale: Every day, students are exposed to fantastical elements in the different media surrounding them. They take it for granted, and some even have difficulty distinguishing reality from fantasy. Students need to understand why we crave fantasy in our lives and how it is woven into our everyday lives.
- III. Essential Questions
 - a. Why is fantasy important?
 - b. How do artists include fantasy elements in everyday life?
 - c. How is fantasy different from “fake”?
- IV. Unit Objectives
 - a. Students will understand and recognize the use of fantasy in their artwork, the artwork of others, and the world around them.
 - b. Students will understand and demonstrate clay, mixed media, drawing skills and processes, as well as the vocabulary associated with them
 - a. The students will understand and demonstrate the use of line, space, form, unity, balance and rhythm 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. What is fantasy and fantasy vs. “fake” group discussion
- b. Fantasy vs. reality worksheet
- c. Group discussion of importance of fantasy, journal entry

VIII. Lesson 2 Clay Coil Pots

- a. a variety of images showing coil pots with fantasy incorporated in design
- b. clay, water, clay tools, terra cotta pots
- c. Procedures: Students will look at teacher selected images of coil pot, and discuss how fantasy is woven into the piece. After sketching out a design for their pot, the student will watch a teacher demonstration of the creation of a coil pot, scoring, applying slip and the correct use of a terra cotta pot. Students will then begin creating their pot. After drying for an appropriate amount of time, the teacher will bisque fire pieces, and students will then use acrylic paint to decorate their pot.

IX. Lesson 3 Mixed Media Abstraction

- a. Salvador Dali *Galatea of the Spheres*

- b. materials: assorted paper, scissors, glue, watercolors, sharpies, oil pastels, pencils and other teacher chosen media
- c. Procedures: Students will observe Dali's painting, and discuss how it can inspire their next work. The students will then brainstorm and sketch ideas for a portrait of a fantastical being, incorporating spheres. The students will then draw a full size pencil drawing of their subject, and will then trace circles randomly on the drawing. After coloring the circles with the media of their choice, the students will cut out the circles carefully, making sure to save all pieces, and set everything aside. On a second piece of paper, the students will paint a background using a limited palette. Using the full page drawing as a template, the students will then glue their colored circles to the background paper, creating their abstracted portrait.

X. Lesson 4 Drawing Positive/Negative Space

- a. M.C. Escher *Day and Night*
- b. paper, markers, pencils, scissors, glue
- c. Students will study Escher's works, focusing on the positive and negative shapes of his tessellations. Students will then watch a teacher demonstration on the creating of a simple tessellation, and then create their own tessellation. After tessellation is drawn, the students will draw in details as needed and ensure that there is both positive and negative space.