Syracuse University Department of Art Education

Visual Arts Curriculum Components – K-12
Learning Sketch Short Form Template

Date/Semester:	Monday, April 12, Spring 2021
Grade Level/Course:	5th Grade Art
Unit/Lesson Topic:	Fictional Characters and their Environments
Instructor:	Patrice Gonzales
Lesson Title:	Make Your Own Fictional Character

Previous Learning Experience/Prior Knowledge:
Students are in a 3-week rotating schedule where they have art once a week, twice a week, or not at all. They are in a hybrid model where their class is split into Monday and Tuesday and Thursday and Friday groups with a swap on Wednesday. They have made a pencil or grid drawing of a character or animal of their choice. In their last project students had a choice between a Story Collage or a Colorful Landscape where they used colored pencils or chalk pastels. Students have spent most of the year drawing and have learned about the elements of line, shape, value, texture, color but not space or form. The students are eager to try something sculptural or to use a new material like paint.Students were taught about tint, shade, and tone.

Developmental Characteristics:
- The Gang Stage (Lowenfeld)
  - Realism becomes more important
  - Can be self-critical
  - Drawings of human can be stiff in an effort to make them clearly designed
  - Aware of space between baseline and skyline
  - Change the size of objects to add perspective
  - Objects exist off of the baseline
  - Start to use 3D effects through shading and color combinations
  - Drawings are less lively

What's the Significant Idea?
- Character Creation

Essential Questions:
- How are fictional characters created?

Learning Objective:
- Students will learn that they can create a fictional character by combining elements from different creatures' heads, torsos, arms, and legs.
- Students will learn that they can draw a proportional character by folding a paper into three parts.
- Students will learn that they can develop a character by thinking about the environment in which they live.

Linked Assessment Outcomes: (Include Formative & Summative Assessments)
- Class Discussion (Formative)
- Brainstorming Sketch (Summative)
- Painting Worksheet (Summative)
- Final Project (Summative)
- Self-Assessment Worksheet (Summative)
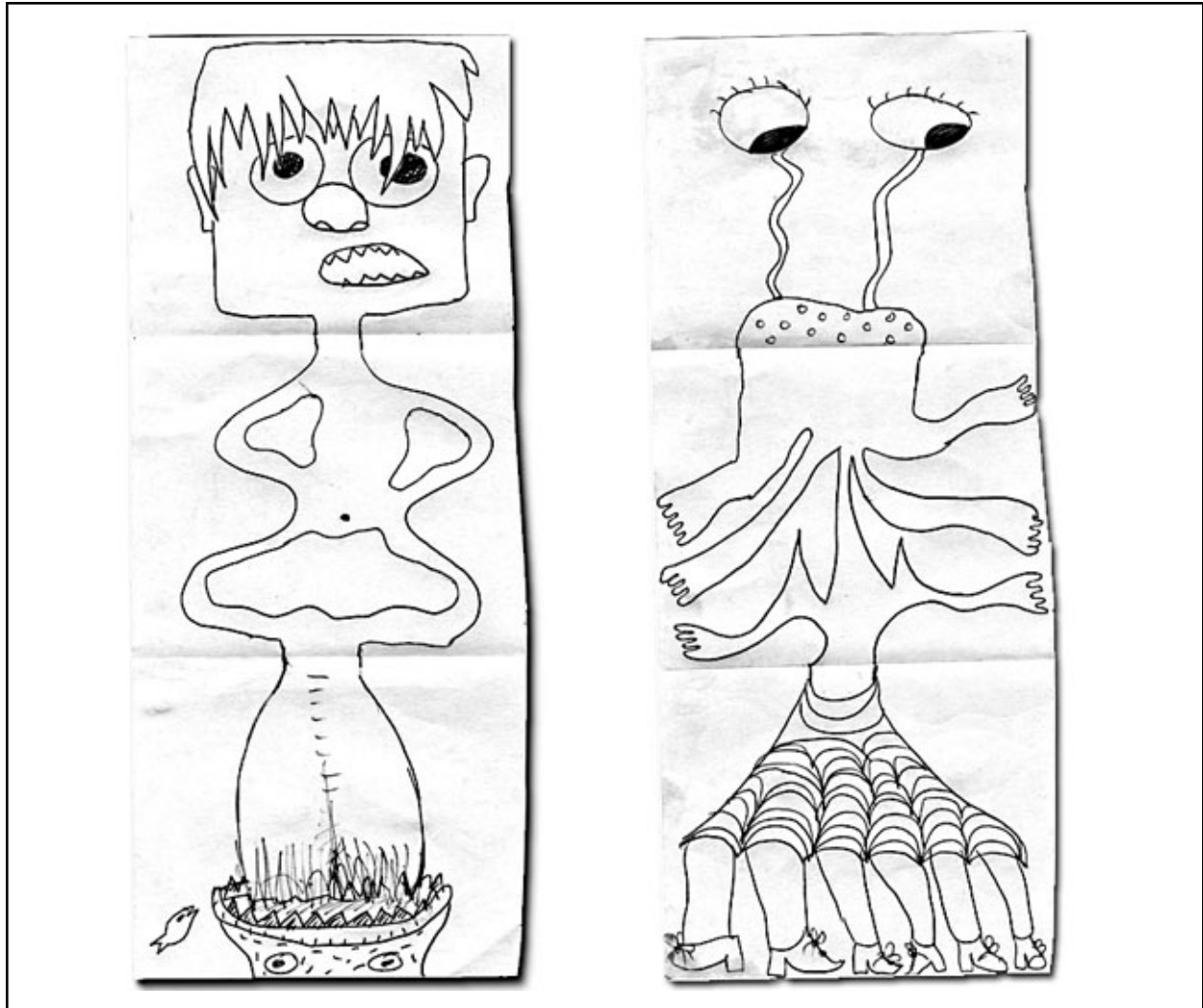
Specific Assessments:
- In-class discussion
- Brainstorming sketch of their fictional characters

Learning Object:
- Coraline- https://www.youtube.com/watch?v=avt_f-TaDBs&t=1s

- Student Samples

Essential/Key Questions:
- Why do we create fictional characters?

Universal Design for Learning Lesson Specific Plans:

Representation:

Multiple Modes: Visual, Auditory, Spatial, Linguistic, Gesture
Students will be presented with the information via video, through worksheets, through photos, and through the completed teacher sample. Students have access to their Chromebooks throughout class where they can look up references or utilize a translation app. Students who are hard of hearing have a mic that the teacher will speak into which will help them hear. Students will have an example on their worksheets and other visual examples on the board to reference throughout the class.

Sensory/Tactile:
Students will be allowed to use an 8.5 x 11 size piece of paper or an 11 x 17 sized piece of paper. They will have access to pre-folded pieces of paper and can use a pencil, pen, colored pencil, crayon, or pastel chalk to create their drawing. They are also able to describe what their character will look like in words on paper or on their Chromebook.

Cultural:
Students have been given a variety of examples of pop cultureVA:Cr2.1.5a- Experiment and develop skills in multiple art-making techniques and approaches through practice
  ○ Students have experience with drawing but will be integrating painting into their practice for the first time this year

Engagement:
Students will have access to the Powerpoint and worksheets through their Google Classroom is access outside of class. Students have also been collaborating naturally and will be encouraged to see what their classmates are creating as well.

Expressions:
Students can use their Chromebooks or pencil on paper to write a description of what their character will look like. They can also answer the questions on the worksheet. Students can sketch what their characters will look like using a folded piece of paper or an unfolded paper. Students can express their understanding through the classroom discussion as well.

Activity Map:
- 9:33-9:36 Introduction PowerPoint
- 9:36-9:40 Introduction to Character Project
- 9:40-9:44 Work with students to create a collaborative character
- 9:44-10:10 Students work on their characters and teachers circulate the room to check in with each student
- 10:10-10:15 Clean up and students share an aspect of their character

Content Standard Connections:
- VA:Cr1.1.5a- Combine ideas to generate an innovative idea for art-making
  ○ Students will be brainstorming ideas and combining them together to create their own fictional character through drawing and painting references for each of the vocabulary words to help ensure that no matter their interests they will see a character or example that they recognize.

Alliances and Outside Resources:

- Gradual Release of Responsibility
  - Using guided Instruction when we create a character together
- Creative Characteristics Questionaire
  - Post-project self-assessment for students from Assessment in Art Education, Chapter 3

Vocabulary Including Age Appropriate Definitions:
- Fictional- Something from our imaginations
- Character- A person in a story
- Setting- A place where a story takes place
- Anatomy- The study of the body

Teaching Materials/Equipment/To-Do List:
- Cut paper
- Teacher sample
- Print out worksheet
- Create character worksheet
- Create environment worksheet
- Lay out materials
- Powerpoint for introduction
- Powerpoint for painting
- Make a cleanup plan for paints and share it with students

Guided Discussion:
Topic Question
Has anyone seen Caroline? We are going to watch this clip because it'll introduce our next project. Can anyone describe what Coraline looks like? What is she wearing? Is she realistic? What makes her look unrealistic?

Association Questions
What's an example of something fictional? Who is your favorite character? What was the setting in Coraline? Which character do you think inspired this student?

Visualization Questions
What traits do we want our character to have? What should they be holding? If we give them a tail will they live underwater? What else would they need to live there?

Transition Questions
I love that you're using Spongebob as your inspiration but how can we make this character your own? Where do you think your character will live? Your panda head looks great! Where do pandas live? What do they eat? Would you put a piece on bamboo in their hand?

Lesson Extensions/Adjustments for Students:

If a student works well and quickly...
They can begin to sketch out the environment in which their creature will live or they can work on their submission to the Earth Day contest.

If a student works slowly and the class is moving on...
Students will have two classes to work on their characters and will take their pieces with them so they can work on them at home.

If I have students with varying abilities and need to use different techniques or materials…
If students are struggling to fold their paper, we will have some pre-folded papers for them, or if they do not wish to fold their paper they can keep them flat. Students will have access to pencils, pens, markers, crayons, and chalk pastels to draw on their papers. They can also plan for their character through writing in pencil or on their Chromebooks.

Clean-Up Plan:
At five minutes before the end of class students will be asked to clean up their desks. They will put their artwork into a folder and put their pencils away. If they borrowed supplies they will leave them on their desk and put the rest of their materials onto their chair. The teacher will then go around and spray each desk and borrowed material and students will wipe them down before they go back to their classrooms. Students will be reminded to push in their chairs before leaving.

Teacher Reflections/Retellings/Reinterpretations:

Remote Learning Notes:

Syracuse University Department of Art Education

Visual Arts Curriculum Components – K-12
Learning Sketch Short Form Template

Date/Semester:	Friday, April 23, Spring 2021
Grade Level/Course:	5th Grade Art
Unit/Lesson Topic:	Fictional Characters and their Environments
Instructor:	Patrice Gonzales
Lesson Title:	Make Your Own Fictional Character

Previous Learning Experience/Prior Knowledge:
In their last project students had a choice between a Story Collage or a Colorful Landscape where they used colored pencils or chalk pastels. Students have spent most of the year drawing and have learned about the elements of line, shape, value, texture, color but not space or form. The students are eager to try something sculptural or to use a new material like paint. Students were taught about tint, shade, and tone. Students who created a Landscape did a color test with colored pencils exploring light pressure, heavy pressure, mixing pencils, creating a gradient, and combining one color with white and then black.

Developmental Characteristics:
- The Gang Stage (Viktor Lowenfeld, Creative and Mental Growth, 1978)
  - Realism becomes more important
  - Can be self-critical
  - Drawings of human can be stiff in an effort to make them clearly designed
  - Aware of space between baseline and skyline
  - Change the size of objects to add perspective
  - Objects exist off of the baseline
  - Start to use 3D effects through shading and color combinations
  - Drawings are less lively
- Dawning Realism (Stages of Artist Development pdf on Blackboard)
  - Aware of the differences between themselves and their classmates
  - Details in their work connected to a specific memory or person
  - Frustration because their work doesn't look like real life
  - Understanding of perspective.
  - Remind them that we have cameras to make exact copies, their

interpretation is what makes art interesting

What's the Significant Idea?
Character Creation

Essential Questions:
How are fictional characters created?

Learning Objective:
- Students will learn that they can apply the color techniques they used in their landscape drawings to color in their fictional characters.
- Students will learn that they can give their character a variety of textures and patterns with their colored pencils.
- Students will learn that they can experiment or test out different techniques of coloring before applying them to their final character drawing.

Linked Assessment Outcomes: (Include Formative & Summative Assessments)
- Class Discussion (Formative)
- Brainstorming Sketch (Summative/Formative)
- Testing Colors (Formative)
- Matching Games (Summative)
- Painting Worksheet (Summative/Formative)
- Final Project (Summative)
- Self-Assessment Worksheet (Summative)

Specific Assessments:
- Matching game
  - This will be a pre-assessment strategy, if students really struggle with this game I will require them all to do the color testing worksheet again
- In-class discussion
  - Students will review the teacher sample via the doc camera to speculate what kinds of techniques were used. What do you notice? In which direction were the lines drawn? What color techniques were used?
  - Students will also review Skye Volmar's colored pencil drawings using VTS
    - What is going on in this picture?
    - What do you see that makes you say that?
    - What more can we find?
- Color testing
  - Students will have the option of filling out the color testing worksheet

(unless they struggle with the matching game, then it will be mandatory). Either way, students need to show that they tested textures and color mixing before adding it to their final drawing, either in the margins or on a separate piece of paper
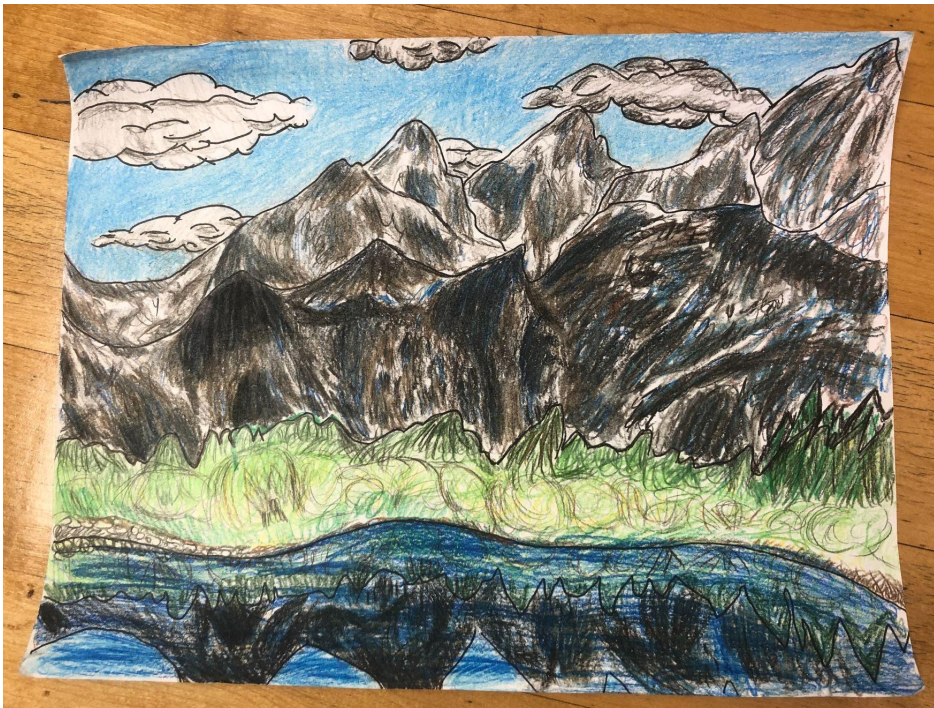- Fictional character
    - Students will be required to use at least three different color techniques in their final drawings
- Student self-reflection
    - Students will fill out a worksheet with a scale on how this project made them feel and how they would rate their engagement

Learning Object:
- Teacher Sample
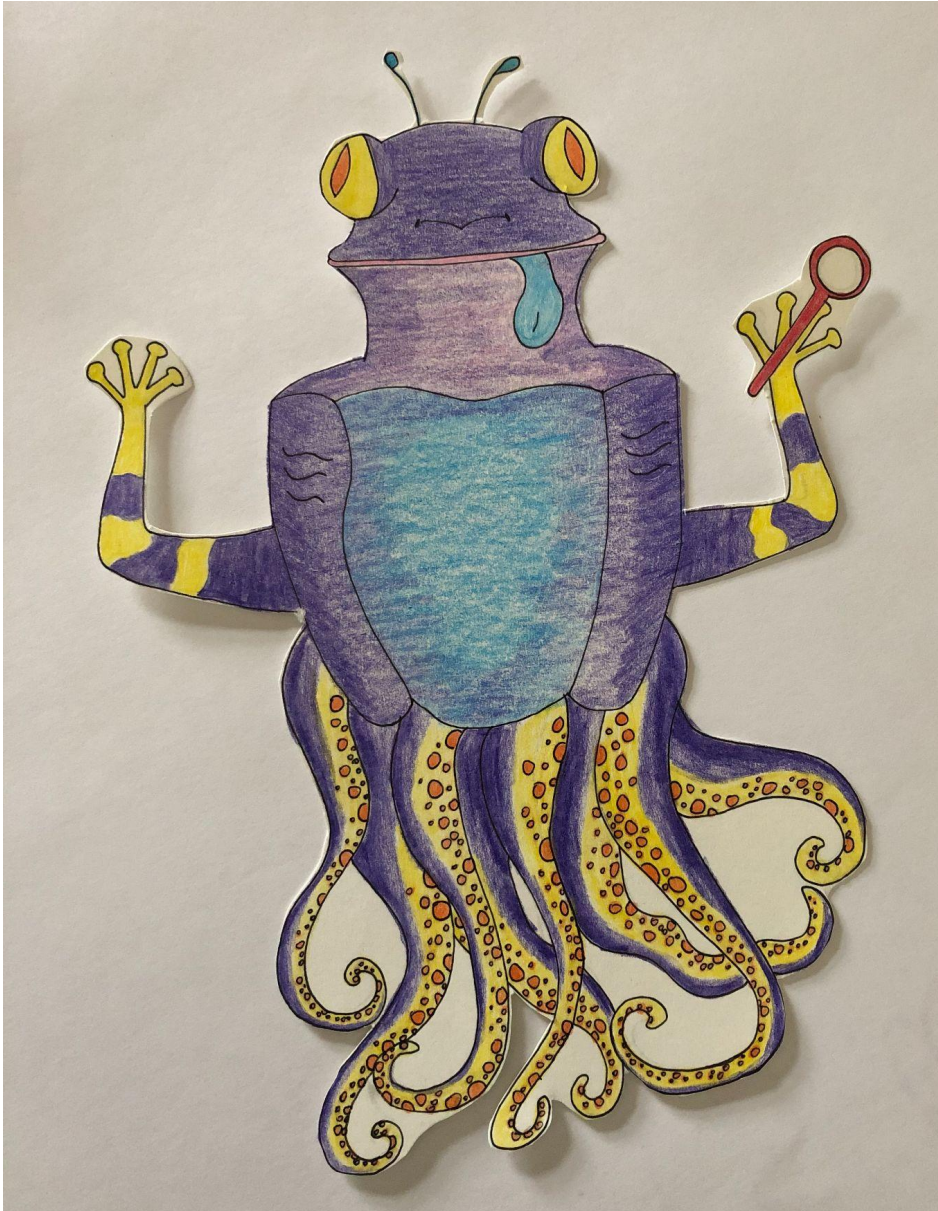
- Student Sample (Stone- Red, Period 5, Corey- Orange, Per 3)

● Skye Volmar- https://artviewer.org/skye-volmar-at-deli-gallery/

Essential/Key Questions:
- Why do we create fictional characters?
- Where do we find fictional characters?
- Are fictional characters important to our lives?

Universal Design for Learning Lesson Specific Plans:

Representation:

Multiple Modes: Visual, Auditory, Spatial, Linguistic, Gesture
- Photos of contemporary artwork, teacher artwork, student artwork, color testing

- Matching game
- Word Bank
- Color testing worksheet
- Self-assessment worksheet
- Auditory, hear the teacher speaking
  - Students who are hard of hearing have a mic which the teacher will wear while speaking so they can hear
- Students will be able to access visual examples in their Google Classroom to reference later/to translate

Sensory/Tactile:
- Students will be able to use markers, colored pencils, or crayons. Students will be able to complete their project digitally through Google Drawing.

Cultural:
- Students will be shown student examples, teacher examples, and a professional example. The professional example is created by a Black woman.

Engagement:
- Powerpoint
- Worksheets
- Google Classroom (Worksheets and Powerpoint)
- Class Discussion
- Students looking at each other's work
- Students sharing ideas with one another
- Teacher looking at students' work and providing individualized feedback
- Creating their characters via Chromebook
- Looking up reference photos on their Chromebooks

Expressions:
- Class discussion
- Matching game
- Color test worksheet/color testing
- Final character drawing
- Google Drawing- using different patterns or filters

Activity Map:
12:17-12:12:21- Review of Rules and Classroom Expectations
12:22-12:26- Matching Game
12:23-12:28- Analyze contemporary sample
12:28-12:30- Explain that we'll be coloring in today, must see at least 3 techniques, release to get materials
12:30-12:54- Independent work time, teachers will check in with each student as they work
12:54-12:59- Clean Up

Content Standard Connections:
- Anchor Standard 2: Organize and develop artistic ideas and work
  - VA:Cr2.1.5a- Experiment and develop skills in multiple art-making techniques and approaches through practice
    - Students will be experimenting with colored pencils in this lesson after creating a fictional character drawing using a rough draft and pencil/marker
- Anchor Standard 7: Perceive and analyze artistic work
  - VA:Re.7.1.5a- Compare one's own interpretation of a work of art with the interpretation of others
    - Students will analyze the colored pencil techniques different artists used in the work

Alliances and Outside Resources:
- Artviewer
  - https://artviewer.org/skye-volmar-at-deli-gallery/
- VTS
  - vtshome.org
- The Gang Stage
  - Viktor Lowenfeld, Creative and Mental Growth, 1978
- Mr Otters Studio Colored Pencil Techniques
  - https://www.youtube.com/watch?v=p73ii5pKz78
- Creative Characteristics Questionnaire
  - Post-project self-assessment for students from Assessment in Art Education, Chapter 3

Vocabulary Including Age Appropriate Definitions:
- Line- marks moving in a direction
- Value- how light or dark a color can be, how much pressure you use when drawing
- Texture- how the surface appears ex. Smooth, rough, shiny, dull, exc.
- Gradient- gradual blending two colors and/or a transition from light to dark
- Pattern- when a design lines, shapes, forms and/or colors are repeated ex. Dots, stripes, exc.

Teaching Materials/Equipment/To-Do List:
- Powerpoint
- Teacher Sample
- Promethean Board
- DocCam
- Rip paper towels

- Cut Paper
- Make color testing worksheets
- Create self reflection questionnaire
- Layout materials
  - Paper
  - Colored Pencils
  - Color Testing Worksheets
  - Self Reflection Questionnaire

Guided Discussion:
Topic Question
We're going to do a matching game to start the class! We're going to match the coloring technique to how they were created. This image shows the color purple slowly turning into yellow. What is that called?

Association Questions
What kind of techniques did this student use in their landscape? What did they do well? What techniques do you see being used here? How are they different from the last image?

Visualization Questions
Which of these would you consider using in your character? If your character lives underwater which of these techniques would help show that?

Transition Questions
Out of the colored pencil drawings we looked at today which one did you like the most? Why did you like it? How could we use those strategies in your character?

Lesson Extensions/Adjustments for Students:

If a student works well and quickly...
Students who work well and quickly will be able to sketch out their character's setting. They will also be able to cut out their characters.

If a student works slowly and the class is moving on...
Students will have a second class to continue work on coloring in their characters. They will also be encouraged to take their work and some colored pencils home with them to finish coloring them in.

If I have students with varying abilities and need to use different techniques or materials…
Students will also have the option to use markers or crayons if they have sensory issues with colored pencils or if they struggle to hold the pencils.

Clean-Up Plan:
At five minutes before the end of class students will be asked to clean up their desks. They will put their artwork into a folder and put their pencils away. If they borrowed supplies they will leave them on their desk and put the rest of their materials onto their chair. The teacher will then go around and spray each desk and borrowed materials and students will wipe them down before they go back to their classrooms. Students will be reminded to push in their chairs before leaving.

Teacher Reflections/Retellings/Reinterpretations:

Remote Learning Notes:
Remote students will have access to this Powerpoint in their Google Classroom and all of the worksheets that were handed out in class. They will also be given videos to access to help them color in their characters.
https://www.youtube.com/watch?v=p73ii5pKz78

Syracuse University Department of Art Education

Visual Arts Curriculum Components – K-12
Learning Sketch Short Form Template

Date/Semester:	Wednesday, May 12, Spring 2021
Grade Level/Course:	5th Grade Art
Unit/Lesson Topic:	Fictional Characters and Their Environments
Instructor:	Patrice Gonzales
Lesson Title:	Introduction to Watercolor

Previous Learning Experience/Prior Knowledge:
Students have been working on their fictional characters and have now finished coloring them in with colored pencil. They are familiar with the terms value, tint, shade and tone. Some students have begun sketching their settings but the majority have not. Many of the students have used watercolor before but none of them have painted in this year's art class. In their last project students had the choice to create a collage or a colorful landscape. Students are familiar with horizon line, foreground, midground and background, and are beginning to really grasp perspective.

Developmental Characteristics:
- Crisis of Realism/Representation of Three-Dimensional Space (Roland, 2006)
  - At 9-10 students have more visual awareness
  - More focused on proportion and details
  - Increased interest in depicting motion
  - They want to draw more realistically
  - Can be very critical of their own work
  - Give students observational techniques
  - Focus on visual description
  - Students now relate the objects they are drawing with a ground plane
    - Overlapping objects, difference in proportions, use diagonals for perspective, showing depth in their work
  - Remind students that this is only one way to of organizing space, there are more personal ways to do this

What's the Significant Idea?
Setting/Environment Creation

Essential Questions:
How does our environment affect us?

Learning Objective:
- Students will learn that they can produce different values of the same color by adding more or less water to their watercolor palettes
- Students will learn that they can blend to colors together using water and their brushes
- Students will learn that they can create different effects by applying their watercolor to dry paper or wet paper

Linked Assessment Outcomes: (Include Formative & Summative Assessments)
- Class Discussion (Formative)
- Watercolor Test (Summative/Formative)
- Final Project (Summative)

Specific Assessments:
- Class Discussion
  - This will be a pre-assessment strategy to determine if the students remembered the techniques they used for colored pencils. This is also a way for them to make connections/find the similarities between the two mediums. I will also use this time to review foreground, middle ground and background with students.
- Watercolor Test
  - Most of the students have experience with watercolor though they have not used it in the classroom. I will use these test worksheets to see what the students are able to use and how much control they have of the medium. This will help me adjust their next lesson to see if they need more demo/experience time before moving on to their settings. I can also determine if some students need to swap the watercolor for watercolor crayons.
- Final Project
  - I will review their final projects using the following checklist
    - Completed a draft of their character
    - Their character filled up their entire page
    - Used at least three color pencil techniques
    - Cut out their characters carefully
    - Used pencil to sketch their setting
    - Used at least two watercolor techniques
    - Used materials respectfully
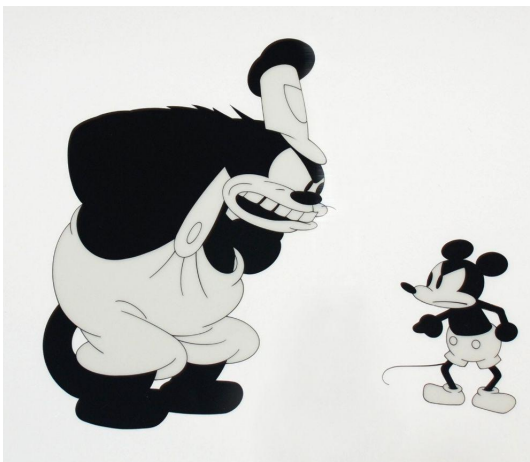   - Took their time and used care when making marks

- ○ I will provide bonus points for the following
  - ■ Gave their character accessories
    - ● Pets, hats, tools, exc.
  - ■ Connected their character to the setting
    - ● Says things like "my character has gills so I placed them in an underwater setting"
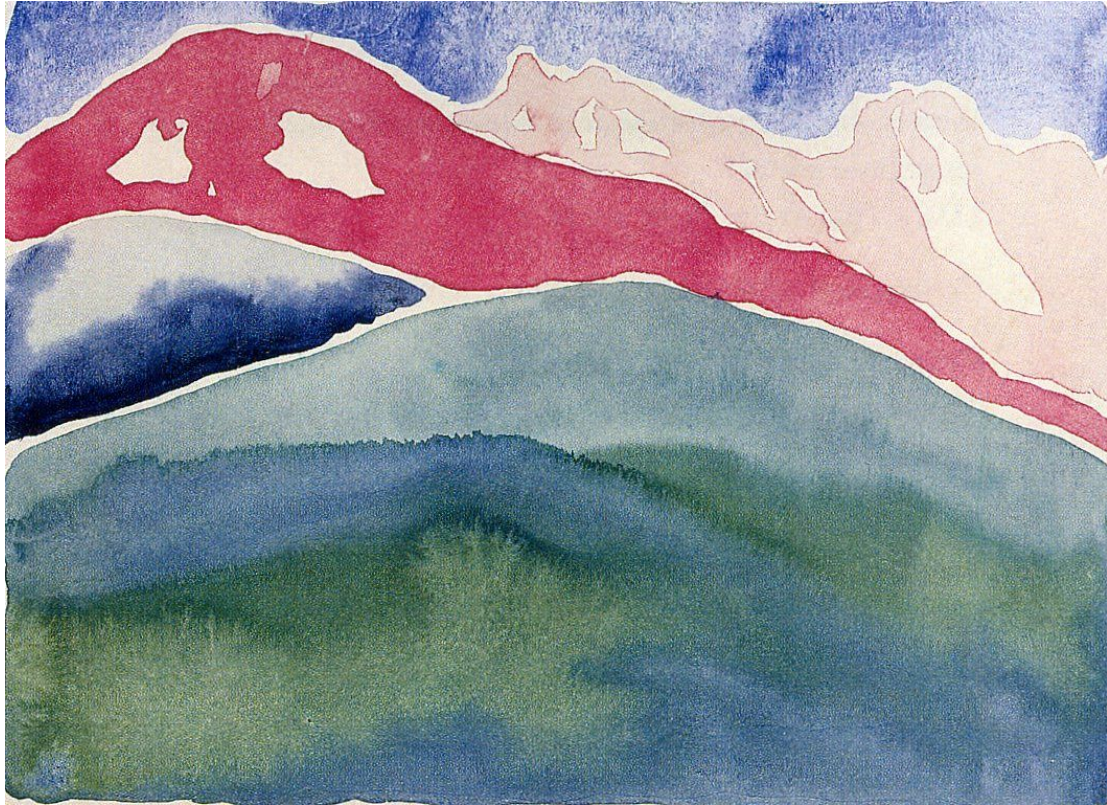
Learning Object:
- ● Teacher Sample

- ● Steamboat Willie

- ● Georgia O'Keeffe

- Kay WalkingStick

Essential/Key Questions:
- Do characters look different based on their environment?
- How does thinking about the environment help us create our characters?
- How does thinking about our character help us create our environment?

Universal Design for Learning Lesson Specific Plans:

Representation:

Multiple Modes: Visual, Auditory, Spatial, Linguistic, Gesture
- Photos of contemporary artworks, teacher sample, watercolor test
- Pin the term on the photo game, where is the foreground, middleground and background?
- Watercolor testing worksheet
- Auditory, hear the teacher speaking, hear their classmates' responses
  - Students who are hard of hearing have a mic which the teacher will wear while speaking so they can hear
- Students will be able to access the Powerpoint and samples in their Google Classroom for later reference

Sensory/Tactile:
- Students will be able to use watercolor, watercolor pencils, watercolor crayons, or markers for this lesson. Students also have the option to complete the project through Google Draw.

Cultural:
- Students will be shown a professional example, teachers sample, and artists samples
  - Two female artists, one is from the Cherokee nation
  - They are familiar with Steamboat Willie from their grid drawings earlier in the year
  - Students are really interested in animation and anime. They'll be able to make this connection in this lesson.

Engagement:
- Powerpoint
- Watercolor worksheets
- Google Classroom (Worksheets and Powerpoint)
- Class Discussion
- Demo
- Students looking at each other's work
- Students sharing ideas with one another
- Teacher looking at students' work and providing individualized feedback
- Creating their characters via Chromebook
- Looking up reference photos on their Chromebooks

Expressions:
- Class discussion
- Pin the term on the painting game
- Watercolor test sheet
- Google Drawing- using different patterns or filters

Activity Map:
- 12:17-12:12:22
  - Animation
- 12:22-12:26
  - Demo
- 12:26-12:28
  - Review landscapes, explain materials and clean up
- 12:28-12:52
  - Independent work time, teachers will check in with each student as they work
- 12:52-12:59
  - Clean Up

Content Standard Connections:
- Anchor Standard 2: Organize and develop artistic ideas and work.
  - VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.
  - VA:Cr2.2.5a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

Alliances and Outside Resources:
- Roland, C. (2006). Young in Art- A Developmental Look at Child Art. artjunction.org.
  - Ground Plane
- VTS
  - Vtshome.org
  - To analyze contemporary artworks
- JAQUITH, D. (2011). When is Creativity? Intrinsic Motivation and Autonomy in Children's Artmaking. Art Education, 64(1), 14-19. Retrieved April 15, 2021, from http://www.jstor.org/stable/23033947
  - Students can choose what their setting looks like
- Kay WalkingStick
  - https://froelickgallery.com/artists/61-kay-walkingstick/works/16906-kay-walkingstick-salt-river-canyon-2016/
- Georgia O'Keeffe
  - http://www.claudioara.com/Art-60091/Poster-Framed-Georgia-O&039%3BKeeffe-Blue/
- Steamboat Willie
  - https://www.youtube.com/watch?v=BBgghnQF6E4&t=21s
- Stop Motion Studio app
- Mr. Otters Studio Watercolor
  - https://www.youtube.com/watch?v=K-KYHJriivw

Vocabulary Including Age Appropriate Definitions:
- Cels- a clear plastic sheet animators drew charatacers on which would then be placed over a background
- Value- how light or dark a color is
- Gradient- gradual transition from light to dark, or between two colors
- Layering- placing on color on top of another
- Wet on Wet- when you apply watercolor to a wet piece of paper
- Wet on Dry- when you apply watercolor to a dry piece of paper

Teaching Materials/Equipment/To-Do List:
- Create teacher sample of setting
- Create teacher sample of watercolor test
- Create materials distribution/clean up plan
- Lay out materials
- Make labels for material piles
- Powerpoint
- Cut paper

Guided Discussion:
Topic Question
Why are we making a setting? What happens when you combine a cut out character with a background?

Association Questions
Can anyone tell me what these terms mean? How did we use them with color pencils? How might we use them with watercolor?

Visualization Questions
Which of these techniques did these artists use? Did she put paint on every part of the page? Does this look realistic? Did this artist layer colors?

Transition Questions
How much water am I using here? What does adding more color do? What can I do to blend these colors together? How can I use my paper towel here? What else can I try?

Lesson Extensions/Adjustments for Students:

If a student works well and quickly...
They can begin sketching their setting in pencil or if they have already started this sketch they can begin adding watercolor.

If a student works slowly and the class is moving on...
Students will have this entire class to do this test. They can continue their tests into the next class. If they haven't started their setting by the next class they will be asked to take paper home to begin their sketch.

If I have students with varying abilities and need to use different techniques or materials…
Students will also have the option to use watercolor pencils or watercolor crayons to complete their project. If these offer sensory issues they can also use markers or Google Draw.

Clean-Up Plan:
Students will be released by rows to clean up their materials. The materials will be put away next to the sinks so students only have to go to one spot in the classroom. There will be instructions on the board for students to follow. These include putting their painting on the drying rack (I will be by the drying rack to assist), then washing out their brush and their water cup, putting materials away and then wiping down their desks once Olivia sprays them down. Each material location will be labeled and have a taped off area so it's clear where students should place their materials. I will then make a folder for each class so once their work is dry they can be stored together.

Teacher Reflections/Retellings/Reinterpretations:

Remote Learning Notes:
Students have access to these Powerpoints and worksheets on their Google Classroom and will have a video tutorial -
https://www.youtube.com/watch?v=K-KYHJriivw