

UNIT PLAN TITLE: Pokémon Sculpture

ESSENTIAL QUESTIONS:

ESSENTIAL CONCEPTS:

DATES: March 20th – April 10th

AGE GROUP: 3rd Grade

PART I: DESCRIPTION OF UNIT

Very briefly and clearly describe the unit including the images that will be discussed, the concepts that will be taught, the techniques that will be used and the open-ended art project that will be posed.

This unit was inspired by my students. During our last mixed media project, I noticed a lot of students drawing or discussing Pokémon. I also noticed that they seem to be tired or bored with drawing and believe they need something new, so I decided to do a sculpture project. Students will create their own Pokémon using foil and masking tape for the base and applying plaster strips to create a sculpture in the round.

Lesson 1 will consist of a discussion about aesthetic qualities of Pokémon and understanding how Pokémon are created/imagined. Students will have the end of class to begin sketching and brainstorming ideas for their own Pokémon.

Lesson 2 will include a demonstration on creating a form or maquette using foil and masking tape. We will discuss form and positive and negative space within 3-dimensional works. Students will have the rest of class to work on their maquette.

Lesson 3 will be a work day, allowing students to work on and finish their maquettes. Towards the middle of class, I will demonstrate how to use plaster strips so students who are finished can move on to the next step.

Lesson 4 will be a work day. Students will be expected to have their maquettes completely covered in plaster so they can dry.

Lesson 5 we will discuss color themes and combinations before they begin painting their Pokémon. The rest of class will be dedicated to painting their Pokémon. Pokémon are due at the end of class.

Lesson 6 will be critique day. I will go over the procedures and concepts behind a critique before we begin. Students will display their Pokémon on their desks and walk around the room to look at each others' work. We will then talk about our work as a full group.

PART II: STANDARDS, OBJECTIVES, AND KEY VOCABULARY AND CONCEPTS

Category Overarching National Standard	Anchor Standard	Performance Standard	Specific Objective for your lesson that relates to the Performance Standard; Must be written as observable/tangible/demonstrated ability
Creating	Anchor Standard 1: Generate and conceptualize artistic ideas and work.	VA:Cr1.1.3a Elaborate on an imaginative idea. VA:Cr2.2a Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.	Students will create their own Pokémon, created from an imagined combination of different animals. Students will demonstrate correct procedures for using plaster strips.
Responding	Anchor Standard 8: Interpret intent and meaning in artistic work.	VA:RE.8.1.3a Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.	Students will analyze how form and color affect mood of Pokémon.
	Key Concepts and Vocabulary	How will they be introduced or taught?	
Key Concepts to be Taught	Form Sculpture in the Round	Introduced during group demonstration	

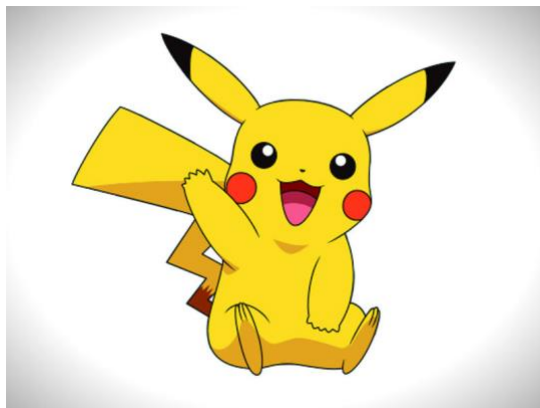
Key Vocabulary to be Emphasized	Sculpture in the Round Plaster Maquette	Introduced during presentation when looking at images	
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PART III: OPENING: LOOKING AND TALKING ABOUT AN ARTIST'S IMAGE

Describe this part of your lesson, note images to be used and specific questions to be discussed. Remember that the discussion of the image should help you address your theme as well as concepts and vocabulary.

I will open class by playing a clip from Pokémon to get them excited and engaged. I would then prompt them to answer the following questions: What are Pokémon? Are these anything like the animals you see everyday or in zoos? What are similarities? What are differences? What makes Pokémon special? What different animal parts do you see in this Pokémon? Then I would pull up an image of a Pokémon so we could begin to talk about form and sculpture in the round. I would ask: What is the difference between shape and form? When we look at this 2D image of a Pokémon are we looking at shapes or forms? What forms do you see in this Pokémon? How would you create those forms?

<https://www.youtube.com/watch?v=NiEABxi8G4U>



PART IV: POSING THE OPEN-ENDED PROBLEM AND PROVIDING THE CRITERIA

Describe exactly how you will state the “open-ended problem” or task to the children.

Today I want you to: create a sculpture in the round of a new, original Pokémon that shows form and positive and negative space using plaster strips on a foil maquette.

PART V: GENERATING IDEAS, MAKING PRELIMINARY PLANS

Describe how you will help the children generate ideas for their artwork and plan it ahead of time.

After the presentation, they will be asked to begin sketching ideas for their Pokémon. I will have reference images of a variety of animals if they need help generating ideas for combining different animals. Students may be asked to write notes about their Pokémon's abilities and powers.

Part VI: EXPLORING MATERIALS, TOOLS, AND TECHNIQUES

Discuss how you will demonstrate and introduce materials, techniques and tools. Describe how children will explore materials, techniques and tools.

After having time to sketch, I would demonstrate how to make their animal forms from crumpled up foil taped together. We will talk about looking for smaller shapes and forms that they can find from our reference images available while I demonstrate making those shapes with the foil and attaching them with tape. I will send them back to their tables to work on creating their forms.

After they have created their maquettes, I will have another demonstration on using plaster strips. We will discuss the importance of not touching our eyes or face once we begin using the plaster and of course not to put it in their mouths. I will demonstrate how to cut the pre-cut strips into an appropriate size for specific parts of my maquette, how to wet the plaster strip, place it on the form, and then smooth out the plaster. Students will each have the opportunity to test a plaster strip on my demo maquette.

PART VII: CREATING THE FINAL PRODUCT

When it is time to transition into creating the final product, I will remind them of the objectives and set out the materials for them to retrieve and bring back to their table. They will have the remainder of class to work on their sculptures. When they have finished their plaster sculptures and are ready to paint, I will supply them with materials. If a student finishes early, they can create a Pokéball to go along with their Pokémon.

PART IX: SHARING AND REFLECTING

On the class period that projects are due, I will have them set out their Pokémon at their seats and then do a 5 minute gallery walk. Students will walk around the classroom to look at each other's work. Then we will have a critique. Students will share facts about their Pokémon and then receive critique from their peers.

PART X: ASSESSMENT PROCEDURES & INSTRUMENTS

Score using attached rubric.

PART XI: SUPPLIES

Aluminum Foil, Masking Tape, Plaster Strips, Tempera Paint, Paint Brushes, Water Containers, Pencil, Eraser, Sharpener, and Sketch Paper.

PART XII: TIME AND ACTIVITY OVERVIEW CHART**March 20th, 2018**

Time	Activity Description	Supplies needed	Location in room	Notes/Transitions
12:40	Hook – Pokémon Clip	Projector, PPT	At seats	
12:45	Opening – Looking and Talking about Artists Image	Projector PPT	At seats	
1:00	Posing the Open ended Problem	Projector PPT	At seats	
1:05	Generating Ideas, Making Preliminary Plans	Sketch paper, pencil, sharpener, eraser, images of animals for inspiration	At seats	
1:20	Clean Up			

March 27th, 2018

Time	Activity Description	Supplies needed	Location in room	Notes/Transitions
12:40	Review what we discussed last week	Projector, PPT	At seats	
12:45	Demonstration – how to make foil maquette	Foil, masking tape	At demo table	

12:50	Work Time – create foil maquettes	Foil, masking tape, sketches	At seats	
1:20	Clean up			

April 3rd, 2018

Time	Activity Description	Supplies needed	Location in room	Notes/Transitions
12:40	Review what we discussed last week	Projector, PPT	At seats	
12:45	Demonstration – how to use plaster strips	Plaster strips, water container	At demo table	Allow students to test strip on demo maquette
12:50	Work Time – finish foil maquettes or begin plaster strips	Foil, masking tape, plaster strips, water containers, sketches	At seats	One water container per table
1:20	Clean up			

April 10th, 2018

Time	Activity Description	Supplies needed	Location in room	Notes/Transitions
12:40	Demonstration – how to paint on plaster sculptures	Tempera paint, paint brushes, water container	Demo table	
12:50	Work Time – paint plaster sculptures	Tempera paint, paint brushes, water container	At seats	One water container per table
1:20	Clean up			

April 17th, 2018

Time	Activity Description	Supplies needed	Location in room	Notes/Transitions
12:40	Presentation on Critiquing Art	Projector, PPT	At seats	
12:55	Gallery Walk – look at each other's work		Walk around room	
1:00	Guided Critique		Gathered around student being critiqued	
1:20	End of class			