**Lesson#1: Imaginary Creature Marionettes**

**Essential Understanding**:

Art can be used as a tool for exploring new possibilities and can be used for invention.

* Transformation involves manipulation of subject, form, and material.
* Visual arts connect to multiple characteristics of art
  + *- Recognize articulate, and debate that the visual arts are a means for expression*
* - The critique process informs judgments about artistic and aesthetic merits in works of art
  + *- Critique personal work and the work of others with informed criteria*
  + *- Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information*
* *- The processes and philosophies of art and design inform interpretations in works* of art
  + *- Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives*
* - Apply an understanding of art processes and creative thinking to plan and create art in traditional, unique, and inventive ways
  + *- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research*
* - Artists, viewers, and patrons respond to art from familiar and unfamiliar cultures and assign intended meaning to works of art
  + *- Identify, compare, and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas*
* - Historical time periods and cultural settings are interpreted in works of art
  + *- Recognize, demonstrate, and debate the place of art and design in history and culture*
* *- Transfer the value of visual arts to lifelong learning and the human experience*
* *recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information.*

**Objectives/Outcomes/Concepts/Standards:**

1. 1) Students will be able to transform their ideas from paper (Planning) to sculpture (Creating). *(Applying; Create; Apply an understanding of art processes and creative thinking to plan and create art in traditional, unique, and inventive ways)*
2. 2) Students will be able to identify the difference between 2D and 3D works of art. *(Understanding/Analyze; Comprehend; Visual arts connects to multiple characteristics of art)*
3. 3) Students will be able to develop a plan for the creation of a marionette in a sketchbook, (Planning) and will alter their plan through critique (Reflecting).

*(Evaluating; Reflect; The critique process informs judgments about artistic and aesthetic merits in works of art)*

1. 4) Students will be able to describe and create the attributes of a their chosen animal and the reasons why they chose the features (Reflecting).

*(Remembering; Reflect; Specific methods of planning support the development of intended meaning)*

1. 5) Students will be able to create a marionette using volume, mass, and space (Creating). (*Applying/Creating; Create; Identify characteristics and expressive feature of art.)*

**Pre-Assessment:**  (pre-assessment instrument attached)

1) Can students explain the process of transformation?

2) Can students explain how planning supports the creation of artwork?

3) Can students identify the difference between 2D and 3D works of art?

4) Can students describe and create attributes of their chosen animals their reasoning for choosing the features?

5) can students create a movable sculpture and identify the expressive features of art?

**Accommodations and modifications:**

Students will be challenged by creating a marionette that combines multiple animal features. Students must include but are not limited to 3 different animal features in their creature. Students will be offered a wide range of materials to cater to the various features and ideas. Students with challenges can use these materials to create a simple sculpture that does not necessarily need to operate as a marionette. Also, we will provide “stretch and sketch” ideas on the board each day for students to work on when they are finished. An example of these stretch and sketch ideas would be: “Create a written biography for your animal”, “what does your imaginary animal’s home look like?” “Put yourself in your animals perspective. What does it see on a day to day basis?”

Aaron and several others are kinesthetic learners that also need multiple forms of stimulation. To accommodate their needs we will bring one of the decorated suitcases for them to explore if they need a mental break from the provided activity. The suitcase will contain something like blocks or link-in-logs to help occupy the students who get done with their work quickly or who need a break from the assignment.

kayah goes to math class in the morning and come back for the last 10 minutes of art class. the first day she was able to get caught up with the sketch books the last two days that we have been building the marionettes she has come in during clean up. We had her take a bag of supplies home and work on it at home.

**Materials:**

* sketch book and pencils
* string
* different colored solo cups
* glue
* sticks/ tongue compressors
* pom poms (fuzzy balls)
* strips of fabric
* fabric squares
* found objects
* acrylic paint
* paint brushes
* foil
* string
* googly eyes
* Popsicle sticks
* dowels
* wooden spools
* pipe cleaners
* hot glue gun/ glue

**Resources:**

images for power points:

<http://mhsdigitalimagingmateod.blogspot.com/2010_09_01_archive.html>

<http://animaltracks.today.com/>

<http://www.worth1000.com/contests/20073/20073-surf-and-turf>

[www.imaginismstudios.com](http://www.imaginismstudios.com/)

<http://www.clipartreview.com/pages/111025-224831-530009.html>

<http://bestclipartblog.com/30-vampire-clip-art.html/vampire-clip-art-4>

<http://www.jasonnazar.com/2008/09/23/10-lessons-startups-can-learn-from-superheros/>

<http://spidermanpictures.blogspot.com/2009/11/spider-man-clipart.html>

<http://magickalgraphics.com/werewolves.htm>

<http://dark.pozadia.org/wallpaper/Moon-Werewolf/>

<http://victorianvisualculture.wordpress.com/2011/12/08/alice-in-wonderlandcinderellathe-little-mermaid/>

<http://www.personal.psu.edu/mrr204/blogs/ll_ed_402/2009/07/mythological-creatures-a-classical-bestiary.html>

<http://31st-and-chi.blogspot.com/2010/07/mythical-creature-party.html>

<http://www.pizzaxtremeteam.com/tag/catwoman/>

<http://ambeard.blogspot.com/2011/03/day-28-picture-of-something-youre.html>

<http://collider.com/monsters-inc-blu-ray-review/11292/>

<http://www.oocities.org/monsters_inc_fan/whoswho.html>

<http://disney-clipart.com/MonstersInc/characters/Celia.php>

<http://www.arthursclipart.org/justforkids/hercules/page_01.htm>

<http://disneyfriendsclub.com/phil>

<http://www.theleek.net/articles/science_technology/catdog.html>

<http://www.watchcartoononline.com/catdog-episode-1-dog-gone>

How to create a marionette:

<http://familyfun.go.com/crafts/how-to-make-a-marionette-674861/>

<http://www.stormthecastle.com/how-to-make-a/how-to-make-a-marionette.htm>

<http://pbskids.org/zoom/activities/do/marionettes.html>

<http://www.ehow.com/how_4896926_make-marionette-puppet.html>

<http://www.thecraftycrow.net/2010/09/cardboard-tube-marionettes.html>

<http://www.amaco.com/amaco-lesson-plans/amaco-lesson-plan-36-marionettes/>

**Preparation:**

- Create three different marionettes for examples to figure out how it will work, and to show the students various ways to construct their 3-D animals from their 2-D sketches.

- Gather supplies that we will need and possibly purchase some materials that are not already available.

- Prepare PowerPoint and have it set up and on the screen in the beginning of class.

- Have slips of paper ready for the small groups to create imaginary animals with the active involvement activity outdoors.

- Have “stretch and sketch” materials ready and set up in a specific part of the classroom.

- Have the idea bag/ hat with idea strips inside.

**Safety:**

- Students will be instructed on how to use the glue gun safely. All glue guns are low temperature; appropriate for school use at the secondary level.

- Students will be instructed on how to use the scissors correctly, both with simple cuts and utilizing them to poke holes into certain materials.

**Action to** **Motivation/Anticipatory set:**

-In order to introduce the concept of animal/human transformation, and to inspire and get the students excited about this assignment, we will show a PowerPoint with interesting and thought-provoking images of transformed figures. We will show various images of imaginary animals that are transfigured in some way, as well as human forms that have been altered in some animal-like ways, and discuss how we will be applying transformation to our first project (imaginary creature marionettes).

-**Slides (1-6)** - *Superheros/ movie characters*  - We will discuss how superheroes and super-powers are often animal related and how the artists who created these characters used animal characteristics and skills to create transfigured humans. (I.E. Spiderman, Batman, Catwoman, the Hulk) (ask students what type of human and animal characteristics they can see?)

**-Slides (7-12)** - *Mythical animals-* We will show examples of vampires, were-wolves, mermaids, and mythological creatures to show how animals and humans have been combined in the movies. (ask students what type of animals they see)

-**Slides (13-28)** - *Transformed animals -* We will show multiple different imaginary animals that have been combined in multiple different ways. (ask students what animals they can see in the images?)

**-Slide (29-30)-** *Marionette Examples -* We will briefly bring up how we will be turning out imaginary, transformed creatures into marionettes. Pictures and a brief explanation will be discussed, but we will go into more depth next week. (literacy)

**Ideation/Inquiry:**

*Outdoor Animal Creation Activity*

1) We will go outside to do a kinesthetic brainstorming activity. It will help students think about how their imaginary creatures might move as a marionette.

2) Brooke, Becca, and Janis, will demonstrate the activity the students will be doing. all the students will get in a circle.

3) Each student will draw a slip of paper from a hat, and will have to think about how to act out their animal. they have to sound, move, and look like the animal they drew.

4) We will go around the circle, students will act out the animal on the slip of paper as the other students figure out what type of animal they will then start to act like it too, until everyone has started to act like that animal.

5) Once everyone has guessed what they think it is we will ask one of the students to tell us what animal it was.

6) after we get around the circle we will tell them again why we did the activity, and we will ask if any of them have any further ideas about their animals after experiencing first hand what it would be like to act like a transformed animal/human.

7) Then, we will come inside and have the kids sit down in front of the whiteboard. We will have them brainstorm different animal characteristics.

8) As they come volunteer different animals, and different parts of animals, the teachers  will demonstrate how they would combine them. The teacher will be drawing with dry-erase markers on the board, taking away parts of the animal with the eraser as we go along with the brainstorming.

9) We will then have the students practice creating imaginary animals in their sketchbooks (after we have introduced them). We will tell them that next class period we will start the marionettes, so they need to be sketching over the week, and until the end of class so they can figure out how they will create their transformed animal. if they want to add color they can. we will have markers and colored pencils available. we will remind the students that they are creating ideas that can then be changed later

**Procedures:**

-introduction with all of us

- Hello everyone. Do you all remember us from last week? Since we are all still getting to know each other  we will take attendance again, today we will go around the circle and say our names and make our favorite animal noise. (3-5minutes) (**Discussion) (literacy)**

**-**unit assessment : power point and hand outs. Remind them that it is not a test, it will not be graded and it is just for us to know what they know. Show the questions on a power point and say the questions out loud. tell the students to circle the correct one motioning (circular) around each option. thanks for doing that for us. (5-10) **(assessment)**

-This week we are going to be creating creatures, the reason I am saying creatures is because we will be taking parts of animals and combining them together. Its going to be fun. So you all know what Spiderman looks like right?

- begin power point and create a discussion about the images and how they have been transformed. (5-10min) **(lecture,** **discussion, technology) (literacy)**

-Ask questions during the power point.

- How do superheros transform themselves? Do they have any animal characteristics?

- What types of animals do you see that could have gone into creating this?

-What do you see?

-What textures do you see

**-Slides (1-5)** - *Superheros/ movie characters*  - We will discuss how superheroes and super-powers are often animal related and how the artists who created these characters used animal characteristics and skills to create transfigured humans. (I.E. Spiderman, Batman, Catwoman, the Hulk)

**Slides (6-11)** - *Mythical animals-* We will show examples of vampires, were-wolves, mermaids, and mythological creatures to show how animals and humans have been combined in the movies.

**-Slides (12-27)** - *Transformed animals -* We will show multiple different imaginary animals that have been combined in multiple different ways.

**-Slide (28-29)-** *Marionette Examples -* We will briefly bring up how we will be turning out imaginary, transformed creatures into marionettes. Pictures and a brief explanation will be discussed, but we will go into more depth next week.

-End of power point “Also think about how these creatures will move because next week we will be transforming your ideas into movable sculptures.”

-We will now go outside for an activity. In a circle you will each pick one thing from an idea bag/hat (That will have the name of an animal on it (like penguin, horse, cow, lion, cheetah))  you will need to figure out a way to act out that creature so the others can guess what you are. (10-20 minutes) (**Group Brainstorming) (literacy)**

-We will go outside to do a kinesthetic brainstorming activity. It will help students think about how their imaginary creatures might move as a marionette.

-Brooke, Becca, and Janis, will demonstrate the activity the students will be doing. all the students will get in a circle.

-Each student will draw a slip of paper from a hat, and will have to think about how to act out their animal. they have to sound, move, and look like the animal they drew.

-We will go around the circle, students will act out the animal on the slip of paper as the other students figure out what type of animal they will then start to act like it too, until everyone has started to act like that animal.

- Once everyone has guessed what they think it is we will ask the student to tell us what animal it was.

- After we get around the circle we will tell them again why we did the activity, and we will ask if any of them have any further ideas about their animals after experiencing first hand what it would be like to act like a transformed animal/human.

-Then, we will come inside and have the kids sit down in front of the whiteboard. We will have them brainstorm different animal characteristics.

- Come back together and go back inside, remember last week when we talked about our favorite animals? What are some of those animals defining characteristics? How can parts of those animals could possibly be put together?

- On the white board draw parts of the animals that the students talked about.

-What is one of the animals? (Draw it on the white board) What was another animal? How can we combine the two? (Draw it on the white board) (**Brainstorming) (literacy)**

-As a group we will discuss parts and characteristics of creatures we will play popcorn and have the students tell us what their ideas are on the board creating a list with lots of ideas so they can brainstorm with.(15-20minutes) **(Discussion) (literacy)**

-Now that we have created this list do you think that there are pieces that you you would like to use for your creatures? We have brought you all your own sketch books. We would like for you to use them to help you plan out your creatures. (numeracy)

-Hand out sketchbooks

- We would like it if you would use at least 3 characteristics that you like and apply them to your creature.

-For the rest of class we will be working on our creatures in our sketchbooks. If you would like to use colors we have markers and colored pencils and crayons. **(Inquiry, Brainstorming)**

- If you have any questions grab one of us.

-Clean up

-Put your sketches all together. Talk about what you like about other ones? And why? (literacy)

**Day 2**

- Discuss ideas from last week (transformation, marionettes, multiple perspectives, multiple animal combinations)

-continue working on drawings for 5-10 minutes.

- Talk about marionettes and how they show movement, discuss the materials, and precautions. ( hot glue)  Students will be instructed on how to use the glue gun safely. All glue guns are low temperature; appropriate for school use at the secondary level. (Technology, literacy)

- show example marionettes. we will have 3 different examples that we have made for class

we will address:

-poking holes in cups (the three teachers will have exacto knifes talk with us if you need a hole poked in the side of your cups)

- poking holes in bottom of cup can be done with a pen on the carpet

-how strings will be used to move the features of the marionette (technology)

-how beads can be used to help separate things as well as decorative features

-putting together pieces of marionettes

-show the student's where the stations will be. (where they can get materials from. cups, Styrofoam, paper, fabric, string/ fishing line, markers, paint, pipe cleaners) (there will be boxes of materials on the circle table for the students to go through and find what they want to use)

- there will be a station set up for paint and hot glue

-paint will be by the sink and the hot glue will be back in the corner by the reading area. (numeracy)

-for the rest of it the students will be working at their desks. (or if they need more room they can work at a bigger table.)

-students will draw in their sketchbooks how they plan to put their marionettes together with the materials that they have chosen.

- Make sure that they are basing the marionettes off of their drawings from last class. If they want to completely change their idea they either need to fully discuss with one of us the idea or work on a new drawing.(numeracy)

Clean up ( 15-20 minutes) (numeracy)

-put paint shirts back in bin

- wash paint brushes

-put paint back

-sketchbooks stacked on the center table

-put marionettes in large bins that we will bring

-markers back in the bin on the circle table

-glue put away

-hot glue unplugged

**Day 3**

-set up class room PLUG IN HOT GLUE

-set up stations: 1) feathers 2) fabric 3) cups, beads and pipe cleaners and foam paper 4) string and dowels. Each of these stations will have hot glue that has been plugged in since we have been in the room, and they will have scissors there as well (if there is need for paint we will have that available by the sink) the stations will have butcher paper on the table so the mess will be easier to clean up ( numeracy, technology)

-greet the students

-review what we did last week, share blog (literacy)

-ask the students what was difficult and what they liked.

-show some examples of the students who have started using different materials to create their projects

-it will be a work day for the students, they will continue working on their projects for the majority of the class. (40-50 minutes)

-we will address the students problems as they come up

-the three teachers will have an exacto knife to help the students poke holes in their projects if they need help.(technology)

Clean up ( 15-20 minutes)

-we will tell specific students to clean up the stations that they have been at (literacy, numeracy)

- wash paint brushes

-put paint back

-sketchbooks stacked on the center table

-put marionettes in large bins that we will bring

-markers back in the bin on the circle table

-glue put away

-hot glue unplugged

if the students have completed their marionettes they can show the class their creature.

**Student reflective/inquiry activity:** during this lesson we will be checking in with the students and asking them questions that will help them reflect on their processes as they explain their steps. (literacy)

**Post-Assessment (teacher-centered):**Same as pre- assessment to make sure that we have made growth and have met the standards requirements.

1) Can students explain the process of transformation?

2) Can students explain how planning supports the creation of artwork?

3) Can students identify the difference between 2D and 3D works of art?

4) Can students describe and create attributes of their chosen animals their reasoning for choosing the features?

5) can students create a movable sculpture and identify the expressive features of art?

This assessment will be measured by talking with the students and discussing their work.

**Self-Reflection:**

This lesson went well for the most part. There were a few things that had to be adjusted as we went. The students needed more time than was planned and we had some issues with hot glue. The students had a difficult time figuring out how to make their marionettes move the way that they wanted. Some of the students also got board with the project before they had finished. This lesson was good because it allowed the students to explore the materials and their ideas.

Things to think about before the lesson in the future:

-Plug the glue guns in before class starts because it takes a while for most of them to get warmed up.

- The students struggled with how marionettes move it could be useful to give more information about how to assemble them so that they can move the way that the students want. This was frustrating for the students.

- maybe limit the supplies, giving all of the supplies to the students resulted in them caring more about how to embellish the marionette before actually creating the structure, by giving the students materials to create the body of their creature they could focus more on how they want the marionette to move. Then giving the students the supplies to embellish their marionettes after they had created it. this could give them more room to focus on the step by step process rather than just letting them figure it out.

- I might also have students do a collage piece before they begin building, by cutting out parts of animals and combining them together to form a new one could have helped give the students more direction when they began to build their marionettes.