

## LIVING ARTIST LESSON PLAN

<b>Central Focus</b>	The theme of the lesson is a living artist, Richard Johnson
<b>Grade Level</b>	Kindergarten
<b>Class Size</b>	15
<b>Time</b>	9 – 10:50am
<b>Class Demographics</b>	

<b>National Core Arts Standards Addressed</b>
<ul style="list-style-type: none"> <li>VA:Cr1-K, a. Engage in exploration and imaginative play with materials</li> <li>VA:Cr1-K, b. Collaboratively engage in creative art-making in response to an artistic problem.</li> <li>VA:Re7-K, b. Describe what an image represents.</li> </ul>

<b>Common Core State Standards Addressed</b>
<ul style="list-style-type: none"> <li><a href="#">CCSS.ELA-Literacy.SL.K.1.b</a> Continue a conversation through multiple exchanges.</li> <li><a href="#">CCSS.ELA-Literacy.SL.K.3</a> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li><a href="#">CCSS.ELA-Literacy.SL.K.6</a> Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul>

### SPECIAL PRE-INSTRUCTION PREPARATIONS

<ul style="list-style-type: none"> <li>Decorate the room</li> <li>Make a poster or display with the teachers' names</li> <li>Make display that help explain 2D vs. 3D (drawing of an object and 3D paper object and have the words written)</li> <li>Make name tags</li> <li>Compile information about the illustrator, Richard Johnson</li> <li>Prepare a PowerPoint with several images</li> <li>Pre-cut shapes out of the foam sheets</li> <li>Make teacher examples</li> </ul>
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### ARTISTIC PRACTICE

<b>Forms</b>	2D	3D	4D
<b>Frames</b>	Cultural	Subjective	Structural
<b>Conceptual Framework</b>	Artwork	Artist	Audience
			World

<b>Artmaking (60%)</b>	<b>Critical/Historical Study Activities (40%)</b>
<ul style="list-style-type: none"> <li>Brainstorming ideas for their stories (true story, fiction, or favorite fairy tale?)</li> <li>Sketching ideas for their characters</li> <li>Create 3-dimensional characters using foam shapes</li> </ul>	<ul style="list-style-type: none"> <li>Listening to instruction about the difference between 3-dimensional and 2-dimensional artwork                             <ul style="list-style-type: none"> <li>Teacher reads a pop-up storybook out loud to the class</li> <li>Watch a video</li> </ul> </li> </ul>

### LEARNING OBJECTIVES

<b>As a result of this lesson, students will be able to:</b>
<ol style="list-style-type: none"> <li>Shown an illustration by Richard Johnson, verbally describe the story being illustrated and give at least one reason to support their interpretation.</li> <li>Using the thumbnail worksheet, sketch at least 3 different ideas for a character from a story of your choice.</li> <li>Using foam shapes create a 3-dimensional character from a story of your choice (can be fiction, non-fiction, or your favorite fairy tale) that uses at least three layers of foam.</li> </ol>

### INTERDISCIPLINARY CONNECTIONS

<ul style="list-style-type: none"> <li>Math (2D/3D, shapes)</li> <li>Language Arts (stories)</li> </ul>
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### TEACHER MATERIALS

<ul style="list-style-type: none"> <li>Posters, displays, books, decorations, videos</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint presentation, computer, projector, images, notes for instruction or lesson plan</li> </ul>	<ul style="list-style-type: none"> <li>Name tags, paper towels, Clorox wipes, place mats</li> </ul>
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### STUDENT MATERIALS

<ul style="list-style-type: none"> <li>• Foam shapes</li> <li>• Glue sticks</li> </ul>	<ul style="list-style-type: none"> <li>• Poster board</li> <li>• Crayons, markers, colored pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Thumbnail sketch worksheet</li> <li>• Pencils</li> </ul>
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### ARTISTS IN CONTEXT

<b>Key Artists</b>	Richard Johnson
<b>Key Artworks</b>	Pinocchio pop-up book Alice in Wonderland pop-up book
<b>Key Critical Questions</b>	<ol style="list-style-type: none"> <li>1. How can artists tell a story without using words?</li> <li>2. How is a pop-up book different that a normal book?</li> <li>3. How do Richard Johnson's illustrations make you feel and why?</li> <li>4. How are the illustrations similar and different in these two storybooks?             <ul style="list-style-type: none"> <li>○ Color</li> </ul> </li> </ol>

### VOCABULARY AND LANGUAGE ACQUISITION

Discipline Specific (Syntax)	Academic
<ul style="list-style-type: none"> <li>• 2-dimensional (2D) art – flat artwork (paintings, drawings, photos)</li> <li>• 3-dimensional (3D) art – art that comes off of a flat surface (sculpture, ceramics)</li> </ul>	<ul style="list-style-type: none"> <li>• Shape – the form of an object (circle, square, triangle, etc.)</li> <li>• Story – an event or imagined event</li> <li>• Character – the person, animal, or creature that the story is about</li> <li>• Fairytale – a popular, imagined story</li> </ul>

### LANGUAGE FUNCTIONS

analyze, compare/contrast, critique, describe, interpret, question, etc.
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### LANGUAGE MODES AND ACTIVITIES

Throughout your unit you should have at least one activity focused on have students exercise each mode.			
Read	Write	Listen	Speak
<ul style="list-style-type: none"> <li>• Students will see words displayed around the room and teachers will point to the words during instruction (2-dimensional, 3-dimensional, shape, story, fairytale)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will practice writing their names on their artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Students will listen to the teacher read a pop-up storybook</li> <li>• Students will listen to instruction about Richard Johnson's artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Students will provide their thoughts about Richard Johnson's artwork, pop-up books, and their favorite stories</li> </ul>

### INSTRUCTIONAL STRATEGIES AND LEARNING TASKS

<b>Launch</b>	<b>Instruction Methods</b>
<ul style="list-style-type: none"> <li>• Who can tell me their favorite fairytale?</li> <li>• Who are some of your favorite characters from storybooks?</li> <li>• Why is that character your favorite?</li> <li>• Can anyone guess what we are going to be talking about today?</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class instruction</li> </ul>
<b>Instruction</b>	<b>Instruction Methods</b>
<ul style="list-style-type: none"> <li>• Teachers will read a pop-up book story to the students (on the carpet)</li> <li>• Students will return to their seats</li> <li>• Teachers will show images of Richard Johnson's illustrations and pop-up books             <ul style="list-style-type: none"> <li>○ How is a pop-up book different that a normal book?</li> <li>○ How do Richard Johnson's illustrations make you feel and why?</li> <li>○ How are the illustrations in these two stories similar and different?</li> </ul> </li> <li>• Teachers will show their examples of the project and explain the requirements             <ul style="list-style-type: none"> <li>○ There needs to be at least 3 layers of foam</li> <li>○ The character needs to come from a story</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Whole class instruction</li> <li>• Teacher demonstration</li> <li>• Independent work</li> <li>• One-on-one instruction</li> <li>• Hands-on student involvement</li> </ul>

<ul style="list-style-type: none"> <li>• Students will sketch 3 ideas for their characters</li> <li>• Students will help teachers clean up sketching supplies</li> <li>• Teachers will explain the difference between 2-dimensional art and 3-dimensional art using the display</li> <li>• Teachers will demonstrate how to apply the pieces of foam</li> <li>• Teachers will pass out foam materials to quiet students</li> <li>• Students will construct their characters</li> <li>• Teachers will assist students as needed</li> <li>• Students will help teachers clean up foam materials</li> <li>• Teachers will conduct a review activity that asks the students to decide if something is 2D or 3D by holding up signs with a 2 on one side and a 3 on the other side</li> </ul>	
<b>Closure</b>	<b>Instruction Methods</b>
<ul style="list-style-type: none"> <li>• Teachers will ask the students what they learned today</li> <li>• Students will have the chance to share their stories and characters</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> </ul>

### ACCOMODATIONS FOR SPECIFIC DIVERSE LEARNERS

<b>Adaptations and Accommodations</b>
<ul style="list-style-type: none"> <li>• Teachers made several visual displays for the classroom that assist in explaining 2-dimensional art and 3-dimensional art.</li> <li>• Students can verbally explain their characters and scenes from their stories instead of writing explanations.</li> </ul>
<b>Enrichment and Extensions</b>
<ul style="list-style-type: none"> <li>• Students can add details to the background to help communicate the story.</li> </ul>
<b>Activity for Early Finishers</b>
<ul style="list-style-type: none"> <li>• Students can make a second character.</li> </ul>

### OBJECTIVE-DRIVEN ASSESSMENTS

<ol style="list-style-type: none"> <li>1. Shown an illustration by Richard Johnson, the student verbally described the story being told and gave at least one reason to support their interpretation.</li> <li>2. The student used the thumbnail worksheet to sketch at least 3 different ideas for a character from a story of their choice.</li> <li>3. The student used foam shapes to create a 3-dimensional character from a story of their choice (fiction, non-fiction, or favorite fairytale) that used at least 3 layers of foam.</li> </ol>
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### REFERENCES

<p>Johnson, R. (2011). Richard Johnson Illustration   Artist &amp; Illustrator. Retrieved from <a href="http://www.richardjohnsonillustration.co.uk/">http://www.richardjohnsonillustration.co.uk/</a></p> <p>Johnson, R. (2013). <i>Pinocho macmillan</i> [Video file]. Retrieved from <a href="http://www.youtube.com/watch?v=nVm92tgL-Fo">http://www.youtube.com/watch?v=nVm92tgL-Fo</a></p>
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\* Developed and written by (Ashley Freeland and Amber Doherty), Art Education, Illinois State University, 2014 \*