

3rd Grade Fantasy Plants

Unit Focus	Central Focus/Theme/Concept: Fantasy Plants- Stretch and Explore For this unit students will utilize the Studio habit of Mind: Stretch and Explore, which engages students in experimental artistic behavior. Students will create fantasy inspired plants that push the boundary of what a plant can be, asking how far can I take this sculpture while still recognizing it as a plant. Essential Questions: What role does fantasy play in artmaking? How do artist’s visualize possibilities of unreal objects, things, or ideas? How can we push the boundaries of artmaking? How do artists stretch real ideas? Project: Students will create fantasy plants out of clay, experimenting with different techniques to create a final design. Students will engage in three lessons: Lesson One (One day): Artist’s as Explorers- Planning Lesson Two (Three Days): New Nature-Creation of Project Lesson Three (One Day): A New Ecosystem- Collaborative display
A. Anticipatory Set What do students already know & how will you capture their interest for this unit? & B. Rationale Why is this unit of study relevant? All portions of the unit should demonstrate research-based practices to support art teaching and learning.	A.)Students are lightly familiar with clay and should be familiar with different types of plants and their appearances. To pique student interest in this unit we will investigate how contemporary artists such as Megan Bogonovich and Kaori Kurihara stretch their imaginations to create out of this world sculptures that explore the possibilities of nature. We will look at how artists can use real world influences and project their own imagination and ideas into brand new creations. B). Combining imagination with real topics of plant structures students will use the studio habit of mind: Stretch and Explore to push boundaries and explore what makes something a work of art, what it means to be an artist and how to engage with the process of artmaking as play. This is beneficial to the development of learners particularly around this age. NASA conducted studies of creative genius and found that 98% of 5 year olds tested with creative genius, by elementary students were at 30%, and less than two percent of adults tested at this level (Land, 2011). As students reach the upper levels of elementary school they begin to become more interested in realistic representations of objects, especially in the art room. This project asks students to engage with the imaginary as a way to stimulate creative problem solving skills. At this age, “Students are interested in learning content that has relevance to their lives and want to know more about real-world issues, including global concepts, the environment, and diversity” (Sickler-Voigt, 2020, p.116). This project engages students where they are at developmentally and

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	ideas that are interesting to them, we will engage with real world characteristics of plants, while also engaging with imagined solutions to artistic problems and work to visualize the imaginary in a 3D space. Students will engage with the Studio Habit of Stretching and Exploring, creating work that exists half within reality grounded concepts and half within fantasy. Due to complications from Covid students at this grade may not have had any clay experience before, this lesson not only aims to introduce handbuilding techniques to the students but also to incorporate their own ability to problem solve and make decisions on where specific techniques are applicable in their work.
What is the end goal of this unit? (You can paste image(s) and/or describe in writing what your end goal is for this unit development)	Students will develop their clay skills in a way that is challenging and exploratory. Students will use their imagination to come up with their very own plant that has never been seen before! Students will sketch, create 3D sculptures, and work together to create a classwide display for their plants!
Lesson Descriptions Explain how the lessons build upon each other and connect.	Lesson 1: Students will look at the artwork of contemporary sculpture artists Megan Bogonovich and Kaori Kurihara. Students will discuss what aspects of these sculptures identify the theme we are looking at: plants, and begin to evaluate what characteristics demonstrate what makes something a plant. As they investigate they will begin to think of what aspects from these images they connect with in a free sketch. Students will engage with these ideas in a worksheet where they will push the boundaries of what makes something a plant and create a sketch for their very own fantasy plant creation.
	Lesson 2: Students will translate their 2D sketches into a 3D work of art, students will receive a demo on both pinch pots and slab building and ideate the best approach to creating their plant creations. Students will experiment and problem solve to create an out of this world plant!
	Lesson 3: After students complete their final sculptures. Students will reflect on the creation of their plant in an artist statement. The class will engage in a collaborative display of all of their fantasy plants!
A. Technology Explain briefly how technology is used to engage learners. B. Possible Integration Brainstorm possible integration opportunities for this unit.	A.) Students will engage with different sculpture artists through an interactive powerpoint led discussion. B. Students will be engaging with plant biology that connects with third grade science standards: 3.LS.2 Individuals of the same kind of organism differ in their inherited traits. These differences give some individuals an advantage in surviving and/or reproducing. 3.LS.3 Plants and animals have life cycles that are part of their adaptations for

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	survival in their natural environments. We will be looking at concepts of plant adaptations and differences.
Content Statement- CREATING From 2022 ODE Standards	Lesson 1: Lesson 2: 3.1CR Identify problems as sources in preparation for artmaking. 3.2CR Investigate artistic challenges using various materials and tools. Lesson 3:
Content Statement- PERFORMING From 2022 ODE Standards	Lesson 1: Lesson 2: Lesson 3:
Content Statement- RESPONDING From 2022 ODE Standards	Lesson 1: 3.3RE Generate and defend established criteria for determining what is a work of art. Lesson 2: Lesson 3: 3.2RE Use feedback and self-assessment to improve the techniques utilized in personal artworks.
Content Statement- CONNECTING From 2022 ODE Standards	Lesson 1: Lesson 2: Lesson 3: 3.2CO Explain the reasons and value of documenting and preserving works of art.

Performance Based Objectives	Lesson 1 - Students will engage in a class discussion with facilitated images and questioning to provoke students to engage with ideas of experimentation, exploration, and play as influences in artmaking. - Students will use ideas generated in their free sketches during discussion and the ideas of their peers to inspire their own fantasy plant creations on a worksheet.
	Lesson 2 - Students will use information from the slab and pinch pot demo to translate their sketches from lesson one into 3D works of art, students will use creative problem solving skills to create sculptures by combining these learned techniques to fit their plant. - Students will experiment with various tools/glazes to create unique textures and/or designs on their plant sculptures.

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	Lesson 3 - Students will reflect on their process of creating their sculptures through self-assessment. Students will reflect on successes, how they demonstrated experimentation, and changes they would make. - The class will collaborate to make and decorate a display for documentation, students will discuss why they think it is valuable to document art and what the impact of working collaboratively with other artists is.
Performance Based Assessments	Lesson 1 - Students will argue what makes a work of art representative of a plant and how far they can stretch the boundaries of plant representations by discussing how contemporary artists used real and implied ideas to make abstract representations of plants. Madame Pilya will facilitate conversation by providing questioning as needed. - Students will turn in their sketches complete with a visual representation of their made up plant, a name for their plant, and completed arguments for which aspects of their work let the viewer know that it is a plant represented. Lesson 2 - Students will turn in their final plant sculptures, sculptures should demonstrate the use of at least one element of pinch pot or slab building techniques. - Students' plants should demonstrate experimentation through application of texture and glazing to enhance their ideas. Lesson 3 - Students will turn in a self-assessment in the form of an artist statement that demonstrates
Unit Vocabulary	Texture: The surface of an object, how an object would feel if touched. Sculpture: A Three Dimensional work of art. Ceramics: Anything made of clay. Handbuilding: The process of sculpting clay with our hands. Slab Building: The process of rolling and cutting sheets of clay to build sculptures. Pinch Pots: The process of pinching a ball of clay into the shape of a bowl. Scoring: Making clay scratched up before attaching it so that it hugs like velcro. Slip: Adding water to clay to make a mud that acts like a glue. Glaze: Similar to a slip and paint combo that is added to clay after firing, contains glass that when fired in a kiln becomes smooth and shiny. Underglaze: Similar to glaze without any glass in it so it will not become shiny in a kiln.

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Additional Language Demands How have you designed opportunities to speak and/or write throughout your unit so students have multiple ways to learning and knowledge?) You can write this by lesson, or you can holistically address how you are supporting learners to demonstrate their understanding in multiple ways.	During Lesson one students will engage in a discussion about the artworks we are looking at as well as writing in their worksheet a name for their plant and some of the characteristics of a plant they will use in their sculpture. During lesson Three students will be asked to fill out an artist statement that shares their successes, the ways they incorporated experimentation, and any changes they would make in the future. Students will also be asked to work collaboratively on a class display where they will discuss the value of documenting their work.
Accommodations for diverse learning needs- Ensure that you are writing accommodations that specify how you will support students in each lesson to support the various learning needs within a class. These should be specific to each lesson.	Lesson 1: During this lesson material will be provided both written and verbally, students may choose to respond verbally as well. Students may ideate through a collection of images rather than sketches. Students may create a landscape that would contain their plant and build to the context of their fantasy creation. Lesson 2: During this lesson students may choose to wear gloves when working with clay. Students may also choose to demonstrate their ideas in other materials. Students may choose to create additional plants or an environment in which their plants are located and how they can visually represent these ideas. Lesson 3: During this lesson students may choose to participate verbally or through written language. Students may choose to go first or last in the placement of their artworks. Students may be granted additional time for the completion of their artist statements.
Art/Visual Culture Examples (List all artists, artwork, and/or visual culture resources used for this unit)	 Stretch and Explore: Fantasy Plants

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Megan Bogonovich



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Kaori Kurihara



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What do these look like?



Megan Bogonovich

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Kaori Kurihara



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Materials & Supplies	Fantasy Plant Worksheet

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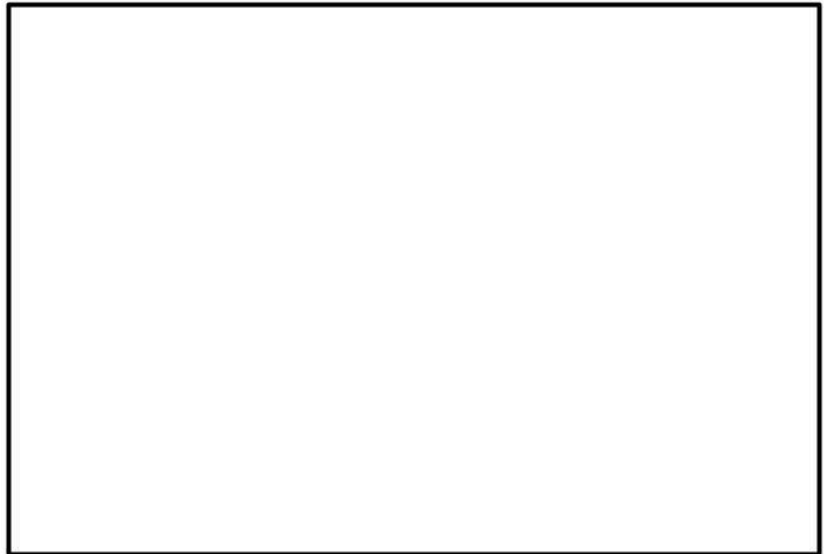
My Fantasy Plant!

Artist name:

Plant name:

The characteristics of my plant are:

Draw your Plant in the box below!



 Plant Examples

 Fantasy Plant Creation Worksheet

Lesson One:

Table Tray

- Paper
- Pencil
- Eraser
- Colored Pencils

Fantasy Plant Worksheet

Lesson Two:



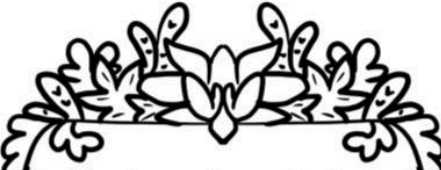
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	Table Tray (Day 2+3) • Water Bucket • Sponge • Scoring tools • Plastic Knives • Toothpicks • Texture Tools Clay (about <.5 lb each) Table Tray (Day 4) • Glaze Brushes • Water • Paper Towels Glaze Lesson Three: Artist Statement
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	Fantasy Plant Artist Statement Artist Name: _____ Plant Name: _____ Three Characteristics of my plant are: 1 2 3 I experimented in my sculpture by: If I could Change one thing about my artwork I would...  My Favorite part of my sculpture is:
Safety Procedures	Table Tray: • Pencil • Construction Crayons • Colored Pencil • Eraser • Glue • Misc. Decorations Students during this unit will be working with clay and glaze. Students will be made aware that they should refrain from touching their face when working with clay to reduce allergies to mold as well as the harm of silicosis. Students will be made aware that materials are only to be

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	used for intended purpose and should not leave their tables while working or touch anything other than artworks. Students will be sure to wipe down any surfaces where clay or glaze have been used with a wet sponge or wipe before drying to reduce clay dust in the air. Students will not be permitted into the kiln room and will turn all their projects in to Madame Pilya or a designated cart.
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Procedures for Teaching/Learning	In the days listed below, feel free to outline which days align with each lesson design. Please feel free to add/remove days/lessons as your unit design requires. - Give estimates of time regarding your plan and procedures for each session and the use of instructional time. For example: <table border="1"> <tr> <td>Lesson 1/Day 1</td><td>5min or 9:00-9:05AM- Greet students, meet on the rug, take attendance, and project artwork on screen. 10 min- 15 min- 5min- 5min-Students clean-up, each table is given jobs to put away supplies, the table to clear-up their area first will be dismissed first for the line.</td></tr> <tr> <td>Lesson 2/Day 2</td><td></td></tr> <tr> <td>Lesson2/Day 3</td><td></td></tr> </table>	Lesson 1/Day 1	5min or 9:00-9:05AM- Greet students, meet on the rug, take attendance, and project artwork on screen. 10 min- 15 min- 5min- 5min-Students clean-up, each table is given jobs to put away supplies, the table to clear-up their area first will be dismissed first for the line.	Lesson 2/Day 2		Lesson2/Day 3	
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Lesson 2/Day 2							
Lesson2/Day 3							
Day 1- Lesson One	5 min- Students will enter the room and take a seat, take attendance, set classroom timer, engage in three calming breaths or five short stretches. 15 min- We will look at how different contemporary artists play with visual representations of plants, how they expand on texture, form, and use fantasy elements to push the boundaries of plant creations. Students will be asked to consider what makes something a plant? Is that still true for art? What tells us that an artist is intending for their work to be viewed as a plant? How do artists use fantasy and real world elements to express their ideas? 20 minutes- Students will use their fantasy plant worksheet to create a new made up plant, its name, and sketch out ideas for what their plant might look like. Students are encouraged to use as much fantasy as possible in their creations. 5 minutes- Students will clean up according to class procedures.						
Day 2- Lesson Two	5 minutes- Students will enter the room and take a seat, take attendance, set classroom timer, engage in three calming breaths or five short stretches. 10 minutes- Students will watch a demo on the projector for both slab building and pinch pots, Students will not be given materials until after the demo, many if not all of the students will be working with clay for the first time due to covid. 20 minutes- Students will assemble their sculptures, problem solving which techniques are best for the creation of their sculpture, during this time Madame Pilya will be around to assist students as they work.						



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	10 minutes- students will clean up according to class procedures.
Day 3- Lesson Two	5 minutes- Students will enter the room and take a seat, take attendance, set classroom timer, engage in three calming breaths or five short stretches. 5 minutes- classroom helpers will pass out materials. 25 minutes- students will continue to work on their sculptures, today will be their last day so they should focus on finalizing their designs 10 minutes- Students will turn in final projects to Madame Pilya who will prepare them for firing. Class will be cleaned up according to procedures.
Day 4	5 minutes-Students will enter the room and take a seat, take attendance, set classroom timer, engage in three calming breaths or five short stretches. 5-10 minutes- Madame Pilya will explain glaze choices and demonstrate glaze application 25-30 minutes- Students will glaze their pieces, Madame Pilya will remind students that glaze choices can aid in their final representation of their plant. 5 minutes- Students will turn their projects into the cart, class will clean up according to classroom procedures.
Day 5- Lesson Three	5 minutes- Students will enter the room and take a seat, take attendance, set classroom timer, engage in three calming breaths or five short stretches. 10 minutes- Madame Pilya will pass out artist statements and students will work to reflect on their final products, the process, and their successes. 25 minutes- students will work collaboratively on a display for their plants, during which we will reflect on the value of documenting work and collaboration with other artists. 5 minutes- students will clean up according to classroom procedures
Clean-up procedures to consider for this unit	Classroom Helpers will put materials back where they belong. At the first chime students will begin cleaning up, they should ensure that all materials are put in the correct place, cleaned to the best of their ability, and that names are on any artworks. At the second chime students should have begun organizing their tables. At the third chime students should be finished cleaning and waiting with their heads down for their classroom helpers to gather their materials.
Closure/review- What comes next in the curriculum that will build on student knowledge from this unit?	Students will have learned valuable techniques in clay building which will come in handy as they move forward in their primary school careers. Students have also learned the value of real and implied moments in art and how they can experiment as means to problem solving and push boundaries of their ideas.

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Supplemental Activities that connect with this unit and corresponding lessons.	Lesson 1: Students can research additional artists, or real life plants as inspiration to their final designs. This will aid in the possibilities of their sculptures. Lesson 2: Students can choose to create a landscape that mimics the environment they would imagine their plant existing in, this will help build connections to the collaborative display created in lesson three. Lesson 3: Students can create a narrative or story surrounding the role of their plant in their ecosystem, any interactions this plant would have with its environment or other creatures located within it.
Unit Reflection for the art educator (Considerations for when you teach this again in the future)	The worksheet and artist statement will act as checkpoints to reflect on the need for reteaching any ideas or how well students grasped concepts that they learned in this unit.

Image of teacher sample or samples to help students learn processes	Will attach on Monday! (Teacher example is currently at the school)
APA Reference list of sources and research conducted for this unit	<i>Callejo, R. M. (2023, October 13). Japanese artist Kaori Kurihara handcrafts ceramic sculptures of exotic fruit. Awesome Inventions. https://www.awesomeinventions.com/fruit-ceramic-sculptures/</i> <i>Do schools kill creativity?: Sir Ken Robinson: TED. (2007). YouTube. Retrieved January 15, 2024, from https://youtu.be/iG9CE55wbTY.</i> Kurihara, K. (n.d.). Kaorikurihara.com. http://kaorikurihara.com/ Megan Bogonovich. (n.d.). https://www.meganbogonovich.com/ Sickler-Voigt, D. C. (2020). <i>Teaching and learning in art education: Cultivating students' potential from Pre-K through high school</i>. Routledge. <i>Studio Habits of Mind: Arts Learning Strategies to deepen student learning across the curriculum. (2013). . Alameda County Office of Education, Alliance for Arts Learning Leadership.</i> <i>TEDxTucson George Land The Failure Of Success. (2011). YouTube. Retrieved January 15, 2024, from https://youtu.be/ZfKMq-rYtnc?si=l2PT09TqUclvBdLS.</i>

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Include any handouts you have created, any slide shows, teaching resources and any assessments you plan to use with this unit.