

IO: For students to understand what qualities and characteristics make up a “Mythical Creature” and create their own.

SWBAT:

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- Understand and express the meanings of the words "mythical" and "creature"
- Verbalize an understanding of the special attributes of magical creatures, specifically unicorns and dragons, and of how they compare to real-life beings
- Discover different magical creatures and show an understanding of how they are described in stories.
- Create their own Mythical Creatures.

Essential Questions:

- What are Mythical Creatures?
- What is the description of your Creature?
- What is its story?
- What are its powers?
- What materials will you use to draw your mythical creature?
- How will you take that drawing that is 2-D and make it 3-D?
- What are the foundational elements to your sculpture? (The larger shapes that will then create your creature?)
- How will you reduce the clay rather than add to the structure?
- How will you fix a broken piece from your sculpture?
- What is Clay Slip?

Do Now/Motivation/Warm Up: Review:

- What is a mythical creature?
- How are mythical creatures different from everyday beings?
- What special powers do mythical creatures have?
- What kinds of mythical creatures do you know of?

Blueprint:

Art Making

Through close observation and sustained investigation, students develop individual perspectives on art; utilize the principles of art; solve design problems; and explore perspective, scale and point of view.

Developing Art Literacy

Students hone observation skills and discuss works of art; develop visual arts vocabulary to describe art making, the tools and techniques used to produce art, and the elements and principles of design; read and write about art to reinforce literacy skills; interpret artwork by providing evidence to support assertions; reflect on the process of making art.

Making Connections

Students recognize the societal, cultural, and historical significance of art; connect the visual arts to other disciplines; apply the skills and knowledge learned in visual arts to interpreting.

National Art Standards:

Creating: Generate and conceptualize artistic ideas and work. 1.1, 2.1

Making: Organize and develop artistic ideas and work: 2.3

Reflecting, Refining Continuing: Refine and complete artistic work. 3.1

Responding: Perceive, Interpret and Evaluate: 7.1, 8.1, 9.1

Connecting: Relate: 11.1

Introduction to New Material:

As a class we discuss the Do Now questions.

Students are then shown “Unicorn in Captivity” Tapestry from the Metropolitan Museum of Art, created 500 years ago in the Netherlands.

-Why would someone want to put a Unicorn in captivity?



We discuss the nature of a Mythical Creature and those they have been and not been exposed to.

mythical - something that has not yet been deemed as true by western scientists but despite this a significantly large group of people currently or in the past have believed this being to have actually existed.*

creature - 1. any living being of the animal kingdom (or with traits similar to animals). This includes, mammals (except humans), fish, birds, reptiles, amphibians, molluscs and insects.
2. 'spirits' which are beings who do not possess a body or an ethereal (ghost-like) body.
3. any human beings that are part animal or have the ability to transform into an animal.

Students then watch the following You Tube Video on the TOP 10 Mythical Creatures of All Time.

<https://www.youtube.com/watch?v=4M3063KYYr4>

Guided Practice: In students sketchbooks the will:

- **Research** one mythical creature and their story along with some of their qualities.
- **Print or find** 3 images that you will be using as reference to create your own mythical creature.
- **Do a small sketch** of the mythical creature you will be drawing for Part A of this assignment.
- Students will begin their Mythical Creature Drawing Composition the following week!

When their Drawings are almost finished they are given the **Ladder of feedback** to finish their drawings successfully.

When drawings are successfully finished students get 3 days of exploratory time to work with the air dry clay.

- How does it feel?
- What does the material do?
- How to you work with the supplies?

They then create a conversation around troubleshooting and how to work with the nuances of the material.

Students then work for 6 days on their mythical creatures using their drawings to guide them.

They are given the **Ladder of Feedback** and use it in conjunction with their drawings and sculptures; comparing their 2-D to 3-D process.

As a class we came up with the criteria we would be using for feedback in order to have a successfully created sculpture.

- Shape
- Parts that make up creature
- Details with the assumption that they will come to fruition.

IPADs are introduced.

- **Step 1:** You and your partner take a picture of your sculpture next to your drawing of what the mythical creature is going to eventually look like.
- **Step 2:** Video tape your voice and your partner pointing to the sculpture giving specific feedback from your **Ladder of Feedback**.
- **Step 3:** Take a picture with your I-Pad of the Criteria on the next slide.
- **Step 4:** Take a picture of your ladder of feedback.

Closing/Assessment:

Students will use the **TAG** feedback with the criteria we created above to look at both the drawing and their sculptures to determine if they have successfully created their mythical creature rendered from their drawings.

Students will also take a photograph of the final product along with their drawings and then document, videotaping the TAG feedback.

TAG FEEDBACK		
Question: Have you successfully created a mythical creature from clay, rendering it as close to your drawing as possible?		
Tell a compliment: I like the way you.....	CRITERIA	Give a Suggestion: Maybe you could.... Have you thought about....
	SHAPE	
	PARTS OF THE LARGER SHAPE (ie:Tails, Wings, Claws, Tongues etc)	
	DETAILS	

Name: _____ Period: _____

Concepts and Behaviors Required for completion of project.	D	C	B	A	Grade for each category
	60-69	70-79	80-89	90-100	
Shape	Student did less than required with the material.	Student reproduced the shape of their mythical creature. However, it is difficult to recognize the shape from the drawing created and was created with minimum effort and used the least amount of creativity during its transformation.	Student exemplified the use of maximum amount of effort in reproducing the shape of their mythical creature. However, it is difficult to recognize the shape from the drawing created to guide the sculpture through the process.	Student went over and above reproducing the shape of their mythical creature. You can recognize the shape from the drawing created to guide the sculpture through the process.	_____
PARTS OF THE LARGER SHAPE (ie: Tails, Wings, Claws, Tongues etc)	Students did less than required with the sculpture created. Student applied no effort.	Students used the least amount of creativity when creating the additional forms (ie: Tails, Wings, Claws, Tongues etc) are unrecognizable in its final presentation.	Students exemplified the use of maximum effort in creativity creating the ensemble. However, additional forms (ie: Tails, Wings, Claws, Tongues etc) are almost unrecognizable until you look at the drawing created for reference.	Students went over and above creating the additional forms (ie: Tails, Wings, Claws, Tongues etc) to aide in a more realistic representation.	_____
DETAILS	Students did less than required with the sculpture created. Student applied no effort.	Students used the least amount of creativity when creating details, scales, horns, indentations, specific marking and or colors. Student did not create a recognizable final presentation.	Students exemplified the use of maximum effort in creativity creating the ensemble. However, details, scales, horns, indentations, specific marking and or colors are almost unrecognizable	Students went over and above working on the details, scales, horns, indentations, specific marking and or colors to aide in a more realistic representation of their mythical creature.	

			until you look at the drawing created for reference.		
CREATIVITY & ORIGINALITY	Project incomplete or finished with no evidence of experimentation.	Project finished but with trite imagery and/ or solutions, no evidence of experimentation or originality.	Project finished but not completely original, problem solved logically.	Project finished with total originality after thorough experimentation.	_____
EFFORT & PERSEVERANCE	Project unfinished or completed only after many prompts, ideas physical help or solutions from others.	Project finished with minimum effort/ met minimum requirements with no extra effort.	Project finished with hard work but some details lacking.	Project finished with maximum effort, went well and beyond requirements.	_____
Teacher Comments:					