

World Building Unit Plan

Central Focus/Big Idea	Worldbuilding
Grade Level	4th
Class Size	13 students
Time	9:00-10:50 (2 hours)
Class Demographics	children

National Visual Arts Standards Addressed

- 4th VA: Cr2.1.4 a. Explore and invent art-making techniques and approaches.
- 4th VA: Pr4.1.4 a. Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.
- 4th VA: Re7.1.4 a. Compare responses to a work of art before and after working in similar media.
- 4th VA: Cn10 .1.4 a. Create works of art that reflect community or cultural traditions.

Unit Overview

We will be having our students explore the concept of worldbuilding. Students will create different elements of a world and a cohesive narrative between each of their art pieces. Students will create a ceramic bobblehead, a diorama for the ceramic creature to live in, food for the creature to eat, a stop-motion video of the creature in its home, and a still-life drawing of their creature. Students will be manipulating different materials in each of the projects, such as clay, underglaze, drawing materials, foam, found objects, as well as digital tools to create video.

Student Prior Knowledge and Conceptions

Fine motor skills, drawing, navigating technology, using scissors and paintbrushes. Students' prior knowledge based on certain vocab, like “scene”, “prop”, or “habitat” will be useful as well.

Unit Objective

Students will become familiar with worldbuilding and its different elements while considering how their environment influences their creative choices.

Key Artists

Week One:

[Adrian Schachter](#)

[Schachter's work](#)

[Jeffery Sun Young Park](#)

Week Two:

[Mary Becker: Her work](#)

[Abigail Deville](#)

Week Three:

[Yayoi Kusama: Her work](#)

[John Miller: His work](#)

Week Four:

[Laika Studios](#)

Laika is our only artist for the week as they are a collective of diverse sculptors and animators creating stop-motion

Week Five:

[Hilary Pecis: her work](#)

[Anna Valdez](#)

Lesson 1: Bobble Heads

Central Focus/Big Idea	Worldbuilding
Lesson Title	Ceramic Bobbleheads

Lesson Description

Our first ceramics-based lesson is where students will create sculptural bobbleheads. Students will be introduced to the different ceramic tools, and how to create pinch-pots, and use their imagination to create creatures. Students will learn about Jeffery Sun Young Park and Adrian Schachter to take inspiration from how they create their characters/creatures

Lesson Objectives and Description

Students will familiarize themselves with different ceramics techniques and various aspects of creating sculptural ceramics.

Students will observe both Schachter's and Young Park's work and draw connections between the two artists' works and their own.

Students will explain their artistic process and compare it to our key artists.

National Visual Arts Standards Addressed

- 4th VA: Cr2.1.4 a. Explore and invent art-making techniques and approaches.
- 4th VA: Re7.1.4 a. Compare responses to a work of art before and after working in similar media.

Student Prior Knowledge and Conceptions

Fine motor skills, using their imagination to create a narrative,

Tools, Supplies, and Technology Needed

Wet clay	Clay working tools	Sponges	Wire Cutters	Pre-made bodies for the bobbleheads (16)
----------	--------------------	---------	--------------	--

Key Artists and Their Work

- [Adrian Schachter](#)
- [Schachter's work](#)



Adrian Schachter, Creature (GPT3 under the sun), 2021 Ceramic Sculpture 19 7/10 × 9 1/10 × 9 2/5 in | 50 × 23 × 24 cm

- [Jeffery Sun Young Park](#)



Jeremy Sun Young Park, “Dokkaebi Dreams” (2022), Ceramic

Critical Questions	When looking at Schachter’s Creature, what does the texture left underneath the glaze add to the piece? How would it be different if it was perfectly smoothed out? Do the “Dokkaebi Dreams” creatures not having arms tell you anything about them? If they did have arms what would they look like? How big do you think these creatures are? What would you change to make these sculptures your own?
--------------------	--

Vocabulary and Language Acquisition	
Vocabulary	Ceramics: an object made of clay that is hardened when fired Glaze: a mixture of powdered materials that often includes a pre-melted glass made into a slip and applied to a ceramic body by spraying or dipping and capable of fusing to the glassy coating when dried and fired Underglaze: applied or suitable for applying before the glaze is put on Slip and score: a technique used to join pieces of clay together Texture: How something looks or feels when it’s touched Bisque fire: the initial firing to turn ceramic pottery into a stronger material Glaze fire: a firing cycle to the temperature at which the glaze materials will melt to form a glasslike surface coating
Language Supports	Slideshow w/ the images of the artworks discussed as well as any vocab that would be discussed during the intro to the lesson Poster/Handout with clay tools and how to slip and score/work with clay etc.

ACCOMMODATIONS FOR SPECIFIC DIVERSE LEARNERS

Premade bodies (students are making the heads)

Handouts w/ how to sculpt simple shapes and examples of simple features we can have them try to recreate.

Instructional Activities

Intro Activity: 5 minutes

Hi, welcome to the first Saturday art class

- All the teachers introduce themselves
- Take attendance if we do that and/or have students just go around and say their names

We are going to be talking about different cartoon characters ranking them to see which ones are our favorites

- Ask students what makes one character better than another

Lesson time: 20 minutes

- The teacher will pull up the slideshow
- Big idea world building (say definition)
- Today we will be creating our characters to start our worlds.
- Show slides with artwork of key artists
- Ask students key critical questions they answer in class or in small groups (small groups if they're not raising their hands to answer)
- The teacher will move onto the slide with different clay vocabulary and describe it all to the students
 - After the ceramics definition ask students what types of things in their lives are ceramic
 - After texture definition ask students why artists add texture to their work
- Show slides with teacher examples and bring out real-life teacher examples of the bobbleheads
- During this time, the teacher introduces the project
 - Our first step is creating a character or creature (highlight the importance of an original character and not one of their favorites like Hello Kitty or Spiderman)
 - You will be making the heads out of pinch pots we will learn how to make those soon
 - You will also be adding onto your character using slipping and scoring (ask students who remembers what that means)
 - We will be adding color to these in a couple of weeks so today we need to focus on the shape of our characters
- We are going to do some brainstorming sketches so that we aren't lost once we get our clay
 - Teachers will pass out papers to students
 - The teacher will instruct students to fold their paper in half twice creating 4 sections on their paper
 - Brainstorming activity, kids make 4 different sketches of their creature/character
 - Students choose their favorite sketch to work off of

- Clay time!
- The teacher will pass out a ¼ lb ball of clay to each student and a board for them to transport and store their work on
- The teacher will demo pinch pot
 - Start by balling up clay I like to make mine extra neat but others like to kinda let the clay do its own thing
 - Next, you're going to take your thumb and squish a hole in the middle of the ball but not all the way through
 - After you have the hole you start using your pointer finger and thumb to pinch around the hole to make it bigger
 - You continue to pinch the clay around the hole to manipulate the clay into a little pot or in this case your creature's head.
- Students have time to make pinch pots
 - Leave pinch pots blank because we will be looking at tools that will help you sculpt details
- Get students' attention and bring them to the back table with different clay tools
 - Give students small chunks of clay to practice different tools
 - As a group, we will look through the different tools and think of different things we can use them for
 - Slip and score demo where students can practice alongside Explaining why slip and score is important
- Students are now free to use the tools to start sculpting the face/head of their creature
 - Have extra clay available and close to the students in case they want to add clay

Closing Activity:

- Clean-up time!
 - The teacher will be ready to take a picture of the progress of each student's work and plastic for students to lightly wrap their work in and the teacher will put it in a cabinet
 - Students will clean the clay off of their tools at the sink with water or wet sponges and return to their place
 - Students will return unused clay to clay bag
 - Tables are covered in paper so no need to wipe down
- The teacher asks students to share how they felt about clay, what they liked/didn't like etc.

Activity for Early Finishers, Enrichment and Extensions

Students will use the key artist's art as a reference and create a small sculpted character based on the critical question "What would you do differently to make this work your own?"

Objective-Driven Assessments

Students will use a compare and contrast sheet and write down their thoughts on both artists.

Students will write/describe their artistic process to a teacher

References

- <https://www.artsy.net/artwork/adrian-schachter-creature-gpt3-under-the-sun>
- <https://spazioamanita.com/Artists/Adrian-Schachter>
- <https://overtheinfluence.com/artists/jeffery-sun-young-park/>

Lesson 2: Found Object Dioramas

Lesson Description

Our second lesson is a found object-based lesson where students will be creating dioramas for their bobbleheads. Students will be introduced to the different collage techniques, environment creation, and finding objects in everyday life that can be turned into art. Students will learn about Abigail Deville and Mary Becker. Each of these artists has created dioramas similar to what we are creating.

Lesson Objectives and Description

Students will familiarize themselves with what found objects are and how they can be implemented in art.

Students will observe both Deville and Becker's work and draw connections between the two artist's works and their own.

Students will explain their artistic process and compare it to our key artists.

National Visual Arts Standards Addressed

- 4th VA: Cr2.1.4 a. Explore and invent art-making techniques and approaches.
- 4th VA: Re7.1.4 a. Compare responses to a work of art before and after working in similar media.

Student Prior Knowledge and Conceptions

Fine motor skills, scavenging, painting, organizing

Tools, Supplies, and Technology Needed					
Shoe boxes	Found objects	Construction paper	Glue	Scissors	Paint and brushes

Key Artists and Their Artwork	
Mary Becker: Info on Becker	&  <i>Mary Becker, My Little Island (in the Pacific) Antique Vintage Fibers (Lace, Trims, Paper), Book Pages, Found Objects, Beads, Matchbook</i> <i>3 1/2" X 1 1/2" X 2 1/2" 2024</i>
Abigail Deville Her speaking about found object	 <i>Abigail Deville Dark Days</i> <i>Found materials, accumulated debris, family heirlooms</i> <i>2012</i>
Critical Questions	How is Mary Becker creating an environment within her diorama? Abigail Deville uses found objects typically associated with trash in her dioramas. How could you use trash in your diorama?

	What would your little island look like? Do you like the use of text in the dioramas? Deville uses family heirlooms in her pieces. What special item from your family would you use? Would you rather be in Becker or Deville's diorama? Why?
--	---

ACCOMMODATIONS FOR SPECIFIC DIVERSE LEARNERS	
Adaptations and Accommodations	
Teachers will have collected items for students to use if they cannot participate in the walk Teachers will have boxes that are already made to be used	

INSTRUCTIONAL STRATEGIES

*Assign a timeframe to each teacher/student action

Launch (This is only five minutes)
- Teachers get students settled in and then reintroduce themselves “Good morning! We are so happy to see you! We are Mr. Fox and Miss T! - Have students reintroduce themselves before we do an icebreaker - Students will do a small hunt through the room and they will be tasked with finding a small item in the room that they would like to use as a prop in a movie. - Students will be asked to name and then give their item a new purpose. - Teachers will settle the class down and begin by introducing what we are doing. “Would you use the items you chose in your bedroom?” “Remember last week when we made our bobbleheads? Today we will be creating dioramas for them or homes!” - The whole launch should take no longer than fifteen minutes

Instruction: A teacher should be able to read the instructions and know exactly what to do or ask.

- Teachers will pull up the slideshow and begin working their way through the slideshow
- The teacher will reintroduce the big idea, just to reinforce what we are learning about
 - “Remember our big idea from last week? Let’s go over it again in case you forgot!”
 - Big idea world building (say definition)
- Teachers will introduce Abigail Deville and Mary Becker
 - Each artist will be introduced to general information
 - Inspiration, materials, a focus in their work, and who they are outside of their art
 - Students will then be introduced to each of the key works
 - My Little Island (in the Pacific) by Mary Becker
 - Dark Days by Abigail Deville
 - Teachers will ask key critical questions to the whole group or small groups
 - Teachers will also ask general questions if the key critical questions remain unanswered
 - “What do you think of when you look at this piece?”
 - “Are you reminded of a place when looking at this work?”
- The teacher will move onto the slide with different found object vocabulary and describe it all to the students
 - Teachers will be asking students questions that pertain to the vocabulary within the lesson
 - As Mr. Fox and Miss T are teaching, Miss Booton and Miss Lalli will be taking pictures or running necessary errands
- Show slides with teacher examples and bring out real-life teacher examples of dioramas and our bobbleheads in the diorama
 - “This is what you will be making today!”
- Teachers will ask students to reflect on their brainstorming sheets when they previously answered questions about their bobbleheads.
 - “The answers to these questions could help you all think about where your character may live!”
 - Showing the examples gives students an idea of what they are looking for
- During this time, the teacher introduces the project step by step and explains each step clearly
 - Our first step will be going out on a walk around ISU and collecting items that may go well in your diorama
 - Once you’ve collected the items for your diorama, you will return inside and gather the remaining objects you may need. Then you will be picking out a shoebox to decorate with the items you found, objects we have set out, and different art materials
 - Students will then begin gluing in the elements of their diorama
 - This includes cutting and gluing pieces of paper into the box, painting or coloring in the box, gluing in their elements
- Teachers will pass out the brainstorming worksheets that they have done
 - Students will have time to look over the brainstorming worksheet and think about what they may want the diorama to look like
 - Students will have time to draw out what they think the diorama will look like with their character
 - Teachers can ask students to make a list of found objects they want to collect
- Walk time!

- Teachers will take the students on a ten-minute walk to collect materials that they may use for their dioramas
 - Teachers may split the students into smaller groups and take them to different areas
- Teachers will have a pre-planned route that they will take the students on to collect materials
- Once students collect their items, teachers will take students back inside the classroom
 - Teachers will help students get settled in before getting students started on their project
 - Students will pick out their shoeboxes and other materials that we will have gathered beforehand
 - Students will need to pick out different items that teachers have provided because there is not enough time to gather enough stuff for their dioramas outside
- As students are working, teachers will be walking around and assisting students

Closure

- Clean-up time!
 - Teachers will ask the students for help in cleaning up their work areas
 - Putting paper away, throwing away scraps, tidying up the room
- Once students have cleaned up the room and the art tools that they have been using, teachers will recap what we have learned about today
 - Remind students of what found objects are, think back to our key artists and our key works
- Teachers will ask students how they felt about today's lesson
 - "Did you like working with found objects or repurposing junk?"
 - "Were there things that you found difficult?"
 - "Would you do it again?"
- Teachers will line up students and prepare them to go home!

Activity for Early Finishers, Enrichment and Extensions

Students will write a short story about their diorama. The prompt will ask students to write about a prop in their diorama and why it is there. Students will also be able to write about their diorama as a whole.

Objective-Driven Assessments

Students will use a compare and contrast sheet and write down their thoughts on both artists.

Students will write/describe their artistic process to a teacher

References

<https://www.artsy.net/artwork/mary-becker-my-little-island-in-the-pacific>

https://boxheartgallery.com/art-and-artists/recent-exhibiting-artists/mary-becker/?srsId=AfmBOopUawzf0ncqUiMZly7PW6XKyt1V4l4K2Pk_1A4DYDJaYr_aRIjf

<https://art21.org/artist/abigail-deville/>

<https://www.bowdoin.edu/art-museum/news/2024/abigail-deville-interview.html>

3-D sculpture and Underglazing

Lesson Objectives and Description

Students will familiarize themselves with what found objects are and how they can be implemented in art.

Students will observe both Miller's and Kusama's work and draw connections between the two artist's works and their own.

Students will explain their artistic process and compare it to our key artists.

National Visual Arts Standards Addressed

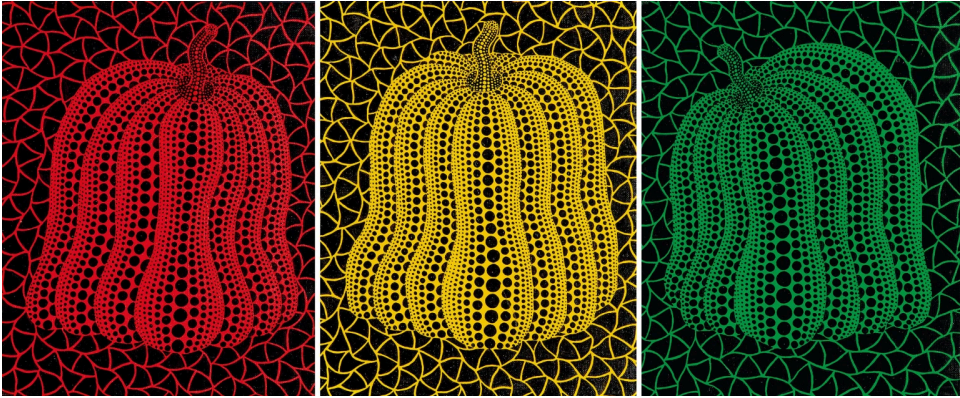
- 4th VA: Cr2.1.4 a. Explore and invent art-making techniques and approaches.
- 4th VA: Re7.1.4 a. Compare responses to a work of art before and after working in similar media.

Student Prior Knowledge and Conceptions

Fine motor skills, painting, geometric thinking, cutting with scissors, 3d design

Tools, Supplies, and Technology Needed

Underglaze, Foam, Puffy paint, Paintbrushes, Mod podge, Scissors , Cups of water, Paper towels, Paint pallet

Key Artists	• John Miller ◦ Info on Miller • Yayoi Kusama ◦ Kusama interview
Key Artworks/	 <i>“Blue Plate Special,” 2021. Blown and hot sculpted glass, 18 x 13 x 16 inches overall. (Photo courtesy of Mario Clarke, copyright John Miller)</i>  Pumpkin 2003



Pumpkin 2018

Key Critical Questions

How did John Miller create feelings with his sculpture?

Yayoi Kusama creates brightly colored pop pieces that can look quite strange. Looking at her piece, what do you see?

Have you ever used colors to create a different look for your art?

Do you think that there are different layers in each of Miller's sculptures?

Kusama is inspired by natural forms in her artwork. Have you ever used natural forms in your work? After seeing Kusama's work, would you use natural forms?

Have either of these artists inspired you to create funky food sculptures?

Vocabulary and Language Acquisition	
Vocabulary	Underglaze:: applied or suitable for applying before the glaze is put on Sculpture: make or represent (a form) by carving, casting, or other shaping techniques. Pop art: an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture Natural forms: objects in nature in its original form Stippling: the art or process of drawing, painting, or engraving using numerous small dots or specks
Language Supports	Slideshow w/ the images of the artworks discussed as well as any vocab that would be discussed during the intro to the lesson Vocabulary list with definitions

ACCOMMODATIONS FOR SPECIFIC DIVERSE LEARNERS
Adaptations and Accommodations
Teachers will have pre-cut foam into different food shapes Teachers will have pre-mixed different underglaze colors

INSTRUCTIONAL STRATEGIES

Launch (This is only five minutes)

- Teachers get students settled in and then reintroduce themselves
 - “Good morning! We are so happy to see you! We are Ms. Booton and Ms. Lalli!
- Have students reintroduce themselves before we do an icebreaker
 - Sandwich soup or salad (in the slides gets students up and moving)
- The whole launch should take no longer than fifteen minutes

Instruction: A teacher should be able to read the instructions and know exactly what to do or ask.

Go through PowerPoint:

- **Intro artists:**
 - John Miller
 - Yayoi Kusama
- **Key critical questions: John Miller**
 - How did John Miller create feelings with his sculpture?
 - Do you think that there are different layers in each of Miller's sculptures?
- **Key critical questions: Yayoi Kusama**
 - Yayoi Kusama creates brightly colored pop pieces that can look quite strange. Looking at her piece, what do you see?
 - Have you ever used colors to create a different look for your art?
 - Kusama is inspired by natural forms in her artwork. Have you ever used natural forms in your work? After seeing Kusama's work, would you use natural forms?
- **General key critical questions:**
 - Have either of these artists inspired you to create funky food sculptures?
- **Go over vocabulary:**
 - Sculpture: make or represent (a form) by carving, casting, or other shaping techniques
 - Pop art: an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture
 - Natural forms: objects in nature in their original form
- "What kind of foods will your creatures eat, are they a soup eater, a sandwich eater, or a salad eater?"
- We are going to be making little food squishies, you will each get a block of foam to cut into the shape of a food your creature will eat so start brainstorming ideas.
- Do they eat mushrooms? Is it a made-up food that only exists in the universe of your character?
- **Demo on shaping foam:** using the doc cam
 - Show students how to cut foam using the foam knives
 - Cut with the grain of foam and not against it
- **Demo on painting:** using the doc cam
 - When you are ready to paint, let us know and we will get the supplies for you
 - You will have a toothpick to help hold the foam without getting your hands too dirty, you will be using paintbrushes to paint
 - There will be some pre-mixed colors in the paint pallets in front of you, make sure to paint thicker layers because the foam will absorb the paint a little bit
 - Keep in mind the paint will dry a little bit darker than how it looks
- **Make Art!:**

- Students will then transition to the back of the class to work
- 1 hour to work - with a timer on the board
- **Clean up:**
 - Place art on a tray to leave to dry
 - Paint brushes in water cup
 - And have students throw away extra pieces of foam
 - Have students move back to the front of the classroom for glazing

Transition time:

- **Go over vocabulary:**
- **Demo:**
- **Underglaze time:**
 - Underglaze is clay that has been super watered down and mixed with colored pigment
- Teachers will pass out underglaze, paintbrushes will be on the table
- Kids underglaze their clay bobbleheads

Closure

- **Clean-up time!**
 - Teachers will ask the students for help in cleaning up their work areas
 - Putting paper away, throwing away scraps, tidying up the room
 - Once students have cleaned up the room and the art tools that they have been using, teachers will recap what we have learned about today
 - Remind students of what found objects are, think back to our key artists and our key works
- **Follow up after the lesson:**
 - “Did you like working with the foam?”
 - “Were there things that you found difficult?”
 - “Would you do it again?”
- **Teachers will line up students and prepare them to go home!**

Activity for Early Finishers, Enrichment and Extensions

Students will write a short story about their diorama. The prompt will ask students to write about a prop in their diorama and why it is there. Students will also be able to write about their diorama as a whole.

Objective-Driven Assessments

Students will use a compare and contrast sheet and write down their thoughts on both artists.

Students will write/describe their artistic process to a teacher

References

<https://www.artsy.net/artwork/mary-becker-my-little-island-in-the-pacific>

https://boxheartgallery.com/art-and-artists/recent-exhibiting-artists/mary-becker/?srsltid=AfmBOopUawzf0ncqUiMZly7PW6XKyt1V4l4K2Pk_1A4DYDJaYr_aRIjf

<https://art21.org/artist/abigail-deville/>

<https://www.bowdoin.edu/art-museum/news/2024/abigail-deville-interview.html>

Lesson 4: Stop Motion

Lesson Description

Our fourth lesson is a film-based lesson where students will be creating stop-motion videos for their bobbleheads. Students will be introduced to the different film techniques, storyboarding, and video production. Students will learn about Laika Studios. This conglomerate of artists has created stop-motion videos that could be used to inspire our students.

Lesson Objectives and Description

Students will familiarize themselves with film techniques and how they can be implemented in art.

Students will observe Laika Studio's work and draw connections between the artist's works and their own.

Students will explain their artistic process and compare it to our key artists.

National Visual Arts Standards Addressed

- 4th VA: Cr2.1.4 a. Explore and invent art-making techniques and approaches.
- 4th VA: Re7.1.4 a. Compare responses to a work of art before and after working in similar media.

Student Prior Knowledge and Conceptions

Technology skills, narrative creation

Tools, Supplies, and Technology Needed
Ipads Tripod Bobblehead Food diorama

Key Artists	Laika Studios Coraline trailer Coraline behind the scenes Could possibly show this video to demonstrate just how much goes into making stop motion? Could be a good point of reference for the kids.
Key Artworks/	 Coraline

	Laika Studios, stop motion, 2009
Key Critical Questions	How do the artists at Laika Studios convey feelings through their films? What is the mood in Coraline? Why? After watching a little bit of the behind-the-scenes video, what are your thoughts? Did you know how much work went into making claymation movies? Are there other stop motion or claymation movies that you are familiar with? Could you think of your artwork, like your bobbleheads in a stop-motion film like Coraline? What would your film look like?

Vocabulary and Language Acquisition	
Vocabulary	Stop motion: Stop motion animation is an advanced flipbook-style form of animation. It involves photographing and then physically manipulating objects within your frame. Film: a motion picture Mood: what the audience feels as they watch a film, which can change from scene to scene Claymation: an animation technique using movable clay characters and stop-motion recording Frame rate: the frequency at which frames in a television picture, film, or video sequence are displayed. - the number of pictures per second Sequential order: following a logical order
Language Supports	Slideshow w/ the images of the artworks discussed as well as any vocab that would be discussed during the intro to the lesson Handout with storyboarding info Handout with how to stop motion and different film terms/animation terms

ACCOMMODATIONS FOR SPECIFIC DIVERSE LEARNERS

Adaptations and Accommodations

A more in-depth tutorial will be provided for students

Teachers will provide a pre-loaded sequence for students to use.

INSTRUCTIONAL STRATEGIES

Launch (This is only five minutes)

- Teachers get students settled in and then reintroduce themselves
 - “Good morning! We are so happy to see you! We are Mr. Fox and Miss Lalli
- Introduce the icebreaker of what sounds each of our characters will make
 - Give the students a couple of seconds to think
 - Mr Fox and Ms Lalli will start with their character's noises
 - Each student will have one turn expressing the noise their character makes, going in order of how they are seated in the room

Instruction: A teacher should be able to read the instructions and know exactly what to do or ask.

- Teachers will pull up the slideshow and begin working their way through the slideshow
- Go over the day's schedule
 - What is stop motion/Vocabulary
 - Key artists and questions
 - Work time
- Introduce the idea of stop motion
 - We are continuing our world-building by making a mini stop-motion film with everything we've made so far
 - A film is like a movie or a video, and stop motion film is a movie made when a bunch of photos is being presented so fast that it looks like a movie
- Go over vocabulary
 - *Stop-motion animation:* is an advanced flipbook-style form of animation. It involves photographing and then physically manipulating objects within your frame
 - *Mood:* what the audience feels as they watch a film, which can change from scene to scene

- *Claymation*: an animation technique using movable clay characters and stop-motion recording
- *Sequential Order*: following a logical order
- *Frame rate*: the frequency at which frames in a television picture, film, or video sequence are displayed. - the amount of photos that are shown in one second
- Introduce Laika studios
 - The people who created movies like Coraline, paranormal, and Boxtrolls
 - One of the artists Becker creates art that reflects a lot of her own beliefs and morals. Her artwork is viewed as her happy place and she continues to create art that is based around current issues.
 - They work in claymation, moving all the little clay figures bit by bit and taking photos each time they move the figure.
 - We are going to watch a short video on the behind-the-scenes of making one of the claymations
 - Then we are going to watch what it looked like after they put it all together
- Questions
 - How do the artists at Laika Studios convey feelings through their films?
 - What is the mood in Coraline? Why?
 - After watching a little bit of the behind-the-scenes video, what are your thoughts? Did you know how much work went into making claymation movies?
 - Are there other stop motion or claymation movies that you are familiar with?
 - Could you think of your artwork, like your bobbleheads in a stop-motion film like Coraline?
 - What would your film look like?
- Storyboarding time:
 - For each of your videos, your character needs to come into the frame and do one action, and it needs to be 10 seconds long which means you have to take 120 pictures
 - You will all get a storyboarding worksheet to draw out what each scene looks like and write down a couple words or a sentence about what is happening in each scene
 - Pass out pencils and worksheets
- Show examples:
 - While you all are brainstorming your ideas, I will show you our storyboard examples and our stop-motion films.
 - Play examples
- How to use the iPad:
 - Tripods should already be set up
 - We are going to use an app called “Stop Motion Studio” on iPads, we have tripods where the iPads are going to sit while you take the pictures
 - The red button is to take photos, and the slider on the left shows the “onion skin” which lets you see the photo that you took before to help you position your character to the next photo
 - The bottom is the pictures you took. If you don't like a photo, you can click it and delete it. The app also counts how many photos you took,
 - Remember that 12 photos = 1 second and we want your videos to be 10 seconds long
 - If you want to see your video so far you can press the play button which looks like a triangle or arrow
 - To make sure the video plays at the right speed, click the setting button and slide the ruler to make sure the yellow line is at 12
- Work time:
 - We have a piece of paper that shows the functions of the app in case you need a reminder
 - If you are ready to start the stop motion you can head to the desks with the iPads
 - If you need to finish your diorama you can find a seat on the table

- If you still need a little more time to work on your storyboard you can stay where you are, and I can give you 3-5 more minutes to work

Closure

- Clean-up time!
 - Teachers will ask the students for help in cleaning up their work areas
- Teachers will line up students and prepare them to go home!

Activity for Early Finishers, Enrichment and Extensions

Students will create an interesting composition and take a photo of it.

Objective-Driven Assessments

Students will use a compare and contrast sheet and write down their thoughts on both artists.

Students will write/describe their artistic process to a teacher

References

- <https://www.laika.com/>
- https://youtu.be/vlv4yzsmwyI?si=7mYfas9HA8DqbZy_
- https://youtu.be/jXqqd0ZBEMA?si=4_veOYGyq0jIBNM0

Lesson 5: Watercolor Still Lives

Lesson Objectives and Description

Students will familiarize themselves with drawing techniques and how they can be implemented in art.

Students will observe Pecis and Takano's work and draw connections between the artist's works and their own.

Students will explain their artistic process and compare it to our key artists.

National Visual Arts Standards Addressed

- 4th VA: Cr2.1.4 a. Explore and invent art-making techniques and approaches.
- 4th VA: Re7.1.4 a. Compare responses to a work of art before and after working in similar media.

Student Prior Knowledge and Conceptions

Drawing

Introductory watercolor skills

Introductory color theory with watercolor and colored pencils

Tools, Supplies, and Technology Needed
Paper
Drawing pencils
Watercolor Colored pencils
Watercolor
Scrapbook paper

Key Artists	● Hilary Pecis ○ Creates domestic (or scenes of homelife) still lives that create a casual and comforting feeling when viewed. ○ She feels that there are unlimited possibilities within still life which can act as a good starting point for artists.  ○ ● Aya Takano ○ Takano’s liminal spaces hint at gender norms that, like gilded cages, idealize women while confining them. ○ Exploring the expansion and compression of liminal space, “beginning, liminal, ego” flirts with Hong Kong’s reputation as a glamorous consumerist paradise while hinting at the gender inequities lurking underneath. She works in scenes rather than still lives.
-------------	--

Key Artworks/



Untitled Interior, 2022, Hilary Pecis



Key Critical Questions	How does Hilary Pecis' work create an environment? What does this environment make you feel? Imagine your bobblehead in your diorama and how you may put it into a drawing. What would the drawing look like? Do you want to do more of a still life like Pecis or a scene like Takano? Why? What would your character be doing? How does Ayo Takano's work show movement? How is it different from Hillary Pecis' work? What emotion does Ayo Takano's work make you feel?

Vocabulary and Language Acquisition	
Vocabulary	○ Still Life: a painting or drawing of an arrangement of objects, typically including fruit and flowers and objects contrasting with these in texture, such as bowls and glassware. ○ Environment: the surroundings or conditions in which a person, animal, or plant lives or operates. ○ Composition: the nature of something's ingredients constituents, how a whole or mixture is made up. ○ Shading: the darkening or coloring of an illustration or diagram with parallel lines or a block of color. ○ Cross-hatching: (in drawing or graphics) shade (an area) with intersecting sets of parallel lines. ○ Liminal: occupying a position at, or on both sides of, a boundary or threshold.
Language Supports	Slideshow w/ the images of the artworks discussed as well as any vocab that would be discussed during the intro to the lesson Handout with shading information

ACCOMMODATIONS FOR SPECIFIC DIVERSE LEARNERS

Adaptations and Accommodations

Handouts will be printed in an easy-to-read font for our students with dyslexia

Teachers will aid students in creating a base for their drawing if needed

INSTRUCTIONAL STRATEGIES

*Assign a timeframe to each teacher/student action

Launch (This is only five-ten minutes)

- Teachers get students settled in and then reintroduce themselves
 - “Good morning! We are so happy to see you! We are Mr. Fox and Miss T”
- Introducing the Icebreaker
 - “We are going to be doing some yoga!:
 - Salamander Yoga Video (linked to slideshow)

Instruction: A teacher should be able to read the instructions and know exactly what to do or ask.

- Teachers will pull up the slideshow and begin working their way through the slideshow
- Go over the big idea again
 - Before going over the big idea, teachers will ask students to tell us what the big idea is
 - Afterward, we will reinforce what the big idea is.
- Teachers will go over the schedule for the day
 - What is still life drawing?
 - What are the words we need to know today?
 - Key artists and questions
 - Work time
- Introduce the idea of still-life drawing
 - “As our final project, we are going to explore still life drawing! Can anyone tell me what still life drawing is?”
 - Explain the parameters of the project

- “Today we will be setting up our own still life to draw using our dioramas, bobbleheads, and the food we made them! You will be setting up an interesting composition and then drawing what you have set up.”
- Go over vocabulary
 - Still Life: a painting or drawing of an arrangement of objects, typically including fruit and flowers and objects contrasting with these in texture, such as bowls and glassware.
 - Environment: the surroundings or conditions in which a person, animal, or plant lives or operates.
 - Composition: the nature of something's ingredients constituents, how a whole or mixture is made up.
 - Shading: the darkening or coloring of an illustration or diagram with parallel lines or a block of color.
 - Cross-hatching: (in drawing or graphics) shade (an area) with intersecting sets of parallel lines.
- Introduce Hilary Pecis
 - “Today we are going to be learning about two artists who create still lives that are based on real-life or on a fictional setting!”
 - “The first artist we will be looking at is Hilary Pecis”
 - Miss T will then read the information about Hilary Pecis from the slideshow that discusses her inspiration, her medium, why she chose still life, and what she does outside of creating art
- Questions about Hilary Pecis
 - How does Hilary Pecis’ work create an environment?
 - What does this environment make you feel?
 - Imagine your bobblehead in your diorama and how you may put it into a drawing. What would the drawing look like?
- Introduce Aya Takano
 - Takano’s liminal spaces hint at gender norms that, like gilded cages, idealize women while confining them.
 - Exploring the expansion and compression of liminal space, “beginning, liminal, ego” flirts with Hong Kong’s reputation as a glamorous consumerist paradise while hinting at the gender inequities lurking underneath
 - She works in scenes rather than still lives.
- Questions about Aya Takano
 - Do you want to do more of a still life like Pecis or a scene like Takano? Why? What would your character be doing?
 - How does Ayo Takano’s work show movement? How is it different from Hillary Pecis’ work?
 - What emotion does Ayo Takano’s work make you feel?
- Show our teacher examples
 - “Look at how each of us used different techniques to create our still-life drawing! Notice the differences between our compositions and our creative choices!”
- Students will begin working on their drawings
 - “Alright everyone, it is time for us to begin working on our still-life drawings! Miss T and Mr. Fox will help you set up your dioramas, bobbleheads, and food into a scene you would like to draw while Miss Lalli and Miss Booton set out the materials you will need!”
 - After all is set up students will gather materials for the project and begin drawing

○ Teachers will walk around and aid students if they need assistance and will offer positive comments about progress ■ If students are struggling, teachers will help the student walk through the issue and think of solutions that may help them ● If students finish early, they can create a narrative surrounding their bobblehead
Closure ● Clean-up time! ○ Teachers will ask the students for help in cleaning up their work areas ● Teachers will line up students and prepare them to go home!

Activity for Early Finishers, Enrichment and Extensions
Students will create a story about their bobblehead and its environment and write it to be displayed with their work!

Objective-Driven Assessments
Students will use a compare and contrast sheet and write down their thoughts on both artists.
Students will write/describe their artistic process to a teacher

References
https://www.artsy.net/artwork/hilary-pecis-untitled-interior-1 https://www.perrotin.com/artists/Aya_Takano/15

** Developed and written by Emily Booton, Cylas Fox, Tzitzalli Gonzalez, Abigail Tomlinson Art Education, Illinois State University, 2024*