

4th Grade
Big Idea: Fear
Topic: Strength
Emphasis: studio: printmaking

Conceptual Framework:

Fear is the ability to recognize danger leading to an urge to confront it or flee from it. It is a distressing emotion aroused by impending danger, evil, pain, etc., whether the threat is real or imagined; the feeling or condition of being afraid. It is also a feeling of distress, apprehension, or alarm caused by impending danger, pain, etc. Specifically I will address where fear comes from and how each of us can learn to cope with it.

Overall Goals and Objectives:

Every student should be able to connect with their past in some way and recollect what they have a fear of, what things have made them feel uncomfortable, or what they have been through. Each student should be able to connect their feelings and past experiences somehow with their thoughts in order to portray them in order for other classmates and teachers to get an understanding as well. I will work with the students to establish an understanding of why we have fears, what they are, and how we could possibly overcome them.

Key Concepts for the Unit

- Fear requires strength and courage.
- Fear is about feeling unsafe.
- Fear creates obstacles for oneself and those around them.
- Fear is hard to understand by anyone but yourself.
- Fear can be come from experience.
- Fear should try to be coped with.

Essential Questions for the Unit

- How can you overcome your fear and gain strength?
- How do you feel safe?
- What does fear disable you from doing?
- Can you relate to anyone else who has the same fear?
- What past experiences have scared you?
- Can you ignore or hide your fears?

Lesson #2 Strength

Key concepts for the topic

- Fear requires strength
- Fear can be frustrating.
- Fear may bring tears and emotions.
- Fear requires courage.
- Students will discover how hard it is to overcome something that you are afraid of

Essential question for the topic

- Can you overcome what you are afraid of?
 - If yes, how so?
 - Is it hard to do?
- How do you feel stronger?
- How did you realize this would help?
- Where do you get your strengths from?
- Were there any traumatic events that happened that made you stronger or weaker?

Supportive Activities

- *Supportive Activity A*
 - Power Point of examples; brief overview of the idea of fear itself, then introduce fear and strength together
 - Students will reflect on their ideas of strength and how they feel it associates with fear. They will begin by writing all the ideas by brainstorming into their sketchbooks about strength
 - Who do they think of?
 - What makes strength?
 - What requires strength?
- *Supportive Activity B*
 - Fear and Strength Activity
 - Students will brainstorm and make 2 different columns; one of their fears and one of their strengths. Student must think of as many options as possible. Once students make and complete this list, they should try to chose one from each column that is either their biggest fear or the one that is the most unique
 - Students will use this as the base of their artmaking activity

- *Supportive Activity C*
 - Students will use their ideas of strength and draw/create them as a stronger person to overcome their biggest fear
 - This person can be strong inside or outside. They can have the physical appearance of a superhero or just be a normal person. Students will attach a page long written description/essay of this character to describe how they will be able to overcome their fears

Artmaking activity

- Essential Concepts
 - Strength can be physical or emotional
- Essential Questions
 - How do you feel the strongest?
 - How do you get your strength?
- Activity
 - Students will work with means of printmaking mainly with monotypes for the age level
 - They will use water based speedball ink and sheets of plexi glass
 - Students will use ideas from the supporting activity b. Once they have chosen one fear and one strength, the students will work to make a scene as a narrative using those two words. The words must also be incorporated into the narrative.
 - Once they prepare their plexi, they will place the paper on top and use the brayer to push the ink into the paper to make a print. This method of printmaking only allows for one print.
- Materials
 - Plexi glass
 - Water based speedball ink
 - 12x18 paper
 - paint brushes
 - brayer

- Interpreting Artworks
 - Students will look at artworks of several artists, dealing with strength and fear; some are printmakers, some are other
 - Sue Coe the first artist and she works with ideas of slaughtering animals and different politics. Some people need the strength to see these works and work and live through them. Also some people are very afraid of seeing such actions being done to the animals.

- Personal Connection
 - Students need to think of the different strengths they have
 - Does your strength compare or relate to anyone else?
 - How does this change help you or someone else?

- Setting Boundaries
 - Students must use what they know and have experiences in fear and strength
 - Students must try to be original in their narratives and drawings

- Assessment Objectives
 - Students will use printmaking methods to create different images relating to them and their strengths when it comes to fear

- Assessment
 - Homework
 - Students will research how to overcome their biggest fear.
 - They will have a worksheet with questions to help guide them with the research
 - Questions will include: What sources are available for conquering them, who else famous has the same fear