STAGE ONE

**Rationale:**

* Determine a **big idea** that you could use with constructing Dan Reeder’s Screamer.
* Write a rationale.
* Explain what is the importance of the big idea.
* How does the big idea relate to your students’ future interests/needs?
* How does the big idea relate to contemporary culture?
* How is it represented in the arts

Rationale example:

 By studying the big idea of **“Fear or Fear Factors”** students will consider the key concepts of being afraid as well as how fear can be motivating for positive action. Fear is an important area for educators to address in order to help students learn to identify conditions that can have both positive and negative consequences on several levels--personally, locally and globally. Today’s social issues such as global warming, bullying, and terrorism are examples of fears with which students can relate. The big idea of fear has been represented in many artworks such as Francisco de Goya’s *Saturn Eating His Children*; Pixar’s *Monster’s Inc.;* Marvel Comics’ vast array of superheroes including the Hulk, and Frankenstein; Kate Clark’s *Bully;* and Patricia Piccinini’s *The Long Awaited*.

**Key Concepts:**

* Brainstorm the key concepts that could be included in your study of the big idea.
* List 12-20 concepts that might be associated with the big idea. Use the same sentence stem to help organize your thinking.

Key Concepts Example:

* Fear is motivating--it can prompt action
* Fear can paralyze
* Fear is prompted by the unknown
* Fear is prompted by the misunderstood
* Fear can be contagious producing panic
* Fears can be overcome
* Dictators and tyrants rule through fear
* Superstitions can incite fear
* Risk takers are fearless
* Insurance companies depend on fear factors
* There is fear of rejection
* There is fear of heights
* There is fear of global warming
* There is fear of parents’ divorcing
* There are physical characteristics that illustrate when someone is afraid
* Fear can be depicted through monsters

**Essential Questions:**

Phrase the key concepts as questions to be answered by the study. Write 1-3 essential questions to be answered during your study of the big idea.

Essential Questions Example:

* How can fear of something be illustrated through a papier mache monster?
* How can an art project motivate positive action that helps reduce fear of something?
* What are ways that other artists have used fear of monsters in their work?

STAGE TWO

**Unit Objectives:**

What do you want the student to be able to do after the lesson? Relate the objectives to the Essential Questions. Consider the evidence necessary to demonstrate student learning. This will be used for assessment later. What kind of performance tasks will be required? What kind of student reflection is necessary? Provide a listing of individual lessons that will be covered in the unit.

**Unit Objectives Example:**

1. Students will be able to identify how other artists have used fear of monsters in their art.

2. Students will be able to create a paper mache monster that illustrates fear of something.

3. Students will reflect on ways that their art project can motive positive action to help reduce fear of something.

**Performance Tasks Example:**

1. Students will be able to use the process of paper mache to create a monster related to fear of something.

2. Students will use plasticene clay or Model Magic to help plan their design for a papier mache monster.

3. Students will use acrylic paint to mix color appropriate for monster.

4. Students will use foam sheets to create prints for flip book that advocates fear reducing activism.

**Student Self-Assessment and Reflection Example:**

1. Students will be able to recognize and discuss how other artists have used fear of monsters in their art through formal qualities of art elements and design principles, symbolism, and point of view.

2. Students will collaboratively devise a plan to use their art project to motivate positive action that will help reduce fear of something.

Lessons in Unit:

Day 1 Get acquainted; overview of project; see examples of monsters and other fear factors used by artists with powerpoint. Create small model of monster using plasticene or Model Magic

Day 2 Create armature of monster body parts using wads of paper taped with masking tape and reinforced with wire. Consider props.

Day 3 Paper mache 1-3 layers on monster body parts. (head, belly, legs, arms, hands, tail).

Day 4 Assemble body parts of monster. Apply 3-6 layers paper mache. Model claws, eyeballs, teeth from air dry clay.

Apply cloth mache. Discuss activism regarding something feared.

Day 5 Final layer of paper mache; may use cloth especially for lips and eye sockets.

Day 6 Paint overall. Evaluate surface texture.

Day 7 Paint clay. Black wash and rub off.

Day 8 Add drool. Critique.

STAGE THREE

**First Lesson in Unit Fear Factor: Monsters**

I. Lesson Title: What are you Afraid Of?

II. Grade Level: 6-9

III. Time Frame: 1 day (90 min. afterschool art club)

IV. Goals of the Lesson: Students will recognize how fear of monsters can be used for positive motivation

V.Objectives: (1) Students will see and discuss how monsters and other fear factors have been used in art.

 (2) Students will create a small model of a monster to be used in designing a collaborative paper mache monster.

VI. Specific art Concepts: Modeling with Model Magic or plasticene

VII. Resources & Supplies: Powerpoint to overview the project including link to Dan Reeder’s You Tube of Screemer.

 Book, *The Simple Screamer* by Dan Reeder

 Paper and pencil for drawing ideas

 Wire (Coat hangers and other)

 Wire cutters

 Safety goggles

 Newspaper

 ¾”-1/2” Masking tape

 Cardboard, file folders or card stock

VIII. Instructional Sequence:

 Introduction: (20 minutes) Help students get acquainted with working partners by using an ice breaker game related to what students may be afraid. Next, overview the project by showing powerpoint, You Tube, and referring to example of Screemer.

 Instructional Activity:

 **Step 1**(15 minutes) Divide students into groups of two. Provide individual students with Model Magic or Plasticene clay to make a model of their proposed monster. Encourage students to discuss what their “Fear Factor” monster could promote with their team member. The students should use their personal monsters to help them design one collaborative paper mache monster. Allow students opportunity to draw out their idea for their collaborative monster.

 **Step 2** (10 minutes) Provide time for students to share with class their personal monsters and ideas for what their monster may promote.

 **Step 3** (5 minutes) Demonstrate how to use wire as flexible armature for arms and legs.

 **Step 4** (20 minutes) Provide time for students to begin body parts such as arms, legs, tail, head made from wire, newspaper and masking tape. (If previous steps run long this step may be postponed to the next day)

 Closure: (5-10 minutes) Remind students that they should consider props to use with their monster creations. Clean up and store supplies. Label each team’s monster parts by placing in team tubs.

IX. Management/Cleanup Procedures: The last 5-10 minutes of class students will clean their work area and return supplies to designated places.

X. Assessment of Understanding Move around the room to observe student work and ask questions regarding student choices

XI. Summative Evaluation: Oral critique at conclusion of lesson. Ask students to look at each other’s work pointing out successful techniques used.

XII. Interdisciplinary Connections: Language arts- Poems or selected readings regarding monsters may be incorporated

XIII. Modifications: Provide additional time as needed. Supply plastic gloves for students who have an aversion to art paste texture.

**National Art Standards:**

All of the National Visual Art Standards are addressed in the preceding lesson plan for Grade 9-12 including:

(4) Understanding the visual arts in relation to history and cultures

(5) Reflecting upon and assessing the characteristics and merits of student’s work and the work of others

(6) Making connections between visual arts and other disciplines

(7) Understanding and applying media, techniques and processes

(2) Using knowledge of structures and functions

(3) Choosing and evaluating a range of subject matter, symbols, and ideas

 Standards taken from <http://artsedge.kennedy-center.org>

**Arkansas State Standards:**

Create work(s) of art from *direct observation* using wet and dry media • *gradation*• simulated surface qualities CP4A1.7