Lesson Plan Format with the Big Idea Fantasy

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| Lesson Title | Electronically Enhanced 3D Felted Fantasy Creature |
| Grade Level | 4 and above |
| Time Frame (How many days are in the lesson?) | 10 Days |
| Goal of Lesson (Essential questions) | * How can wool fibers be dyed with Kool Aid and/or food color gels?
* In what ways can a 3D sculpture be formed using an armature and needle felting?
* How can soft circuitry enhance the design of a 3D needle felted figure?
* How can fantasy be depicted using needle felting?
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| Objectives (After the lesson the students will be able to….) | Have some understanding of cellular and molecular composition of wool fibers.Be able to dye wool fibers in a microwave using Kool Aid and/or food color gels. Have some understanding of color theory to be able to mix dye colors as needed for value graduation or variety of color hues.Be able to use needle felting process to resemble fantasy creature of choice.Have some knowledge of circuitry.Be able to apply circuitry knowledge to enhance fantasy creature.  |
| Resources and Materials for Teacher (Cultural exemplar/ Visual: Supplies and Equipment; URLs) | [https://felt.wikispaces.com/Welcome+to+Felt+%21](https://felt.wikispaces.com/Welcome%2Bto%2BFelt%2B%21)[https://felt.wikispaces.com/Fiber+Artists](https://felt.wikispaces.com/Fiber%2BArtists)PPT Dyeing to 3D felt |
| Instructional Sequence/ Teaching Procedure |  |
| **Day 1** | Introduction ( 15 minutes) | Show tennis balls and pine cones. Ask students what they have in common to prompt conversation about felting. Show PPT. Explain that today they will dye wool using Kool Aid and what they know of color theory to create colored wool to be used to make a fantasy creature. Briefly review color mixing theory. |
|  | Instructional Actives (15 minutes). Perceptual or Studio activity; instruction/ demonstration | Review power point instructions of how to dye the wool fiber in the microwave. Also explain that while half of the class is dyeing fiber the other half will be drawing ideas for their fantasy creature. After sketching their idea they will begin the armature process. |
|  | Guided and Independent Practice (45 minutes) | Students will take turns dyeing fiber in the microwave. Other students will create armatures and begin core felting. |
|  | Closure (10 minutes) | Have students pair share about their fantasy creature ideas.  |
|  | Management/ Cleanup (5 minutes) Procedures (Any safety issues to consider?) | Students should take care in using the sharp felting needles. When sharing needles have students use alcohol pads to clean before and after use. |
| **Day 2** | Introduction (15 minutes) | Briefly review from previous day. Students will continue to work on their armature.  |
|  | Instructional Activities (15 minutes) Perceptual or studio activity; instruction/demonstration | If additional colors are needed have students dye these today. |
|  | Guided and Independent Practice (25 minutes) | Show students how to roll fingers and toes using a tooth pick. |
|  | Closure (30 minutes) | Have students take pictures to document their progress on felted creature. |
|  | Management/ Cleanup (5 minutes) Procedures (Any safety issues to consider?) | Clean and return needles. |
| **Day 3** | Introduction | Show student sample of 3D felted figure with circuitry enhancement. Inform students they will be working with circuits today to add to their soft sculpture. |
|  | Instructional activity | Role play a demonstration game to help students recognize the idea of a circuit. (Consider having students re-enact a physical demonstration of how the wool fibers reacted to the Kool-Aid dye to check for understanding) |
|  | Guided and independent instruction | Have students sketch their plan for enhancing their figure with a circuit. Continue working on needle felting their fantasy creature. |
|  | Closure | Have students submit an exit ticket to explain something they learned about circuits today. |
|  | Management/ Cleanup (5 minutes) Procedures (Any safety issues to consider?) | If worked on needle felting return supplies. Clean needles. |
| **Day 4-6** | Introduction | Tell students they will document their progress for each day’s activities through digital photos and journaling things they tried/ learned in the process.  |
|  | Instructional Activities | Provide digital access to internet for reference material to make parts for fantasy creature |
|  | Guided and Independent Practice | Continue felting creature making defining body parts. Attach circuit before adding dyed wool. |
|  | Closure | Document day’s work. On day 5 have an in progress class critique for students to share their work. |
|  | Management/ Cleanup (5 minutes) Procedures (Any safety issues to consider?) | Put away materials; clean needles. |
| **Day 7-9** | Introduction | Inform students that they will write a story from the point of view of their fantasy creature. |
|  | Instructional activity | Review story components of setting, characters, plot outline, problem, something happens, resolution. |
|  | Guided and independent practice | Use a storyboard or outline to help students develop their stories. Some students may want to collaborate including their fantasy creature in the story. If additional time is needed to work on felting this should be done in class and the story writing can be done outside of class using Google Docs. |
|  | Closure | Continue to document daily work through journaling and digital photos. |
|  | Management/ Cleanup (5 minutes) Procedures (Any safety issues to consider?) | Put away materials; clean needles. |
| **Day 10** | Introduction | Inform students that they will share a synopsis of their short story with class members and show their completed fantasy creatures.  |
|  | Guided and Independent Practice | Students share |
|  | Closure | Brainstorm how students could extend the lesson. Consider if they will make a recording of the stories for others, etc. |
|  | Management/ Cleanup (5 minutes) Procedures (Any safety issues to consider?) | All documentation of journals and photos should be uploaded and made available for grading. |
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| Interdisciplinary Connections | Science, Technology/Engineering, Math, Language Arts |
| 4th grade Visual Art Arkansas Standards | VA.5.4.4 Develop basic *color theory* (e.g., *value*, *color schemes*, color wheel)VA.5.4.19Demonstrate responsibility, conservation, and proper and safe use of tools, materials, and equipmentVA.6.4.3Produce a 3-D project using grade-level appropriate *elements of art* and *principles of design* VA.6.4.4Produce projects using alternative and traditional techniques and mediaVA.6.4.5Produce artwork that involves problem solving (e.g., brainstorming, practice, drafts, *sketches*, models)VA.6.4.9Produce artwork inspired by or connected to content from other disciplinesVA.7.4.5Examine personal artwork and the works of others (e.g., distinguish parallels, famous artists, appropriate *elements of art*, subject matter, *aesthetics*, individual styles, relationships to other disciplines) |
| Modifications/ Enrichment | Younger or non-typically abled students may choose to create 2D figures. |
| Evaluation | FormativeTeacher ObservationStudents answer promptsExit ticketRole play demonstrationDigital Photo documentationJournals  | SummativeRubric |