**Teacher** Hanna Brown

**Grade / Class** 3rd Grade / Art

**Lesson Title** Imaginative & Competitive Play

**Big Idea** Play

**Key Concept**

Students at this age are in the Schematic/Symbol Making stage and Dawning Realism phases. Students will have a defined concept of people and are able to start making a more accurate portrayal of a human figure. Students are able to comprehend and create their own stories from imaginative play in order to create art. At the Dawning Realism phase the will be able to make clear compositions of a setting in their story for imaginative play.

**Essential Questions**

* When we use imaginative play, what are we creating?
* How do we use competition and play together?

**National / State Standards**

VA:Cr.1.1.3a Elaborate on an imaginative idea.

VA:Re.7.2.3a Determine messages communicated as images.

VA:Re.9.1.3a Evaluate an artwork based on given criteria.

VA:Cn10.1.3a Develop a work of art based on observations of surroundings.

**Lesson Objective**

* Students will be able to synthesize their own imaginative play and their pod setting in order to create their own character and setting used small sculpture, perspective, installation, and photography.
* Students will recall from their previous experiences with competition in order to analyze a classmate’s work of art through competitive play in a class critique.

**Connection to Student Background Knowledge** Everyday students play with toys such as Barbie’s, green army men, Legos, stuffed or plastic animals, Shop-kins, etc. When using these toys they create worlds and their own stories where these characters go on adventures or talk amongst each other. The artist Slinkachu does similar things; he takes his small figures and places them in the real world for people to see. The viewer can tell there is a scene happening based on the context around the characters. Students will be using their own experiences with imaginative play and competitive play in order to fully understand the big idea.

**Assessment** I will have an index of which students listen during the PowerPoint, participate in discussion, and are making art through out the class period. I will be grading on attention during instruction. At this school students 1st-5th are graded on a (^, #, \*) rating scale meaning: progress needed, meets expectations, and above and beyond.Students will also be graded with an artist statement discussing the character, setting, and main idea of their installation.

**Differentiated Instruction** Each table will have an iPad with a demonstration video of the art making, additional ideas of settings, and have step-by-step instruction for the subgroup.

**Reading Strategy** Students will think-pair-share after reading short facts about the artist. Then use a Story Map in order to interpret the setting, characters, and main idea from a Slinkachu artwork. Students will also have vocabulary to understand such as Perspective, Setting, Characters, and Main Idea.

**Technology Use** Students will use the website “Kahoot.it” where I will measure their pre-assessment on sculpture, perspective, and play. Students will be observing a PowerPoint through projector. Students will observe demos via the projector through an iPad connection. Each table will have their own iPad with resources at their disposal for accommodating subgroup students (including a demo video, additional images of Slinkachu, and the reading). Students will use iPads (Day 2) to take two photos of their scene/setting.

**Community Resources** Students will be using a communal area they use every day with the fourth grade pod in order to install their figures.

**Media Category / Materials List** Sculpture & Installation

Fimo Clay

Paper

Paint

Oven

An installation area

iPad

Printed Photos

**Lesson Overview**

Students will use technology, install a figure, and create their own character using a place where they spend time every day, their pod! Students will be pre-assessed by being asked questions through Kahoot. Students will use Habit 6: Synergize in order to work together and read about the artist Slinkachu and talk amongst each other about him. Students will then observe the PowerPoint about Slinkachu and discussion about play, how artists today (like Slinkachu) use play just like kids. Students will end up creating their own character and install it in their pod. Using the idea of competitive play we will critique each others work with who has the best setting, character, and main idea.

**Procedures**

**Day 1**

05-10: Play Kahoot/Pre-assessment tool.

10-15: Scan QR code with iPad and read to group members & think-pair-share with table.

15-30: Teacher-to-student discussion and PowerPoint on Slinkachu and discussion about different types of play

25-30: Student-to-Student Table/Group work and worksheet to identify the setting, characters, and main idea of a Slinkachu artwork.

30-35: Students create their own character and main idea and setting by sketching on back of worksheet, distribute potential areas accommodation sheet.

35-40: Teacher demonstration of using Fimo clay to create our small character in a pose related to our setting.

40: Students make small figure.

55: Clean up, then line up IF TIME: review about what they learned for the day and talk about the next step.

**Day 2**

Review what we learned on Day 1, including vocabulary words.

05: Discuss what we learned about imaginative play last class and our story map.

10: Paint our figure, clean up paint when finished.

30-50: As a class, go to our settings that we came up with last class and in groups share iPads to take 2 photos to show installation site and a close-up of their character.

45: Send pictures to Ms Brown to print off for next class.

**Day 3 (only half of the class period)**

05: Class discussion of competitive play. Students will use their own backgrounds where they compete in sports, dance, theater, singing, etc. Where they compete against each other to better themselves.

15: Teacher-to-student direction we will display our two photos at our tables and be given instruction on how to critique/competitive play to give out best main idea, best setting, and best character.

**Resources**

PowerPoint of Slinkachu

Websites for accommodations

[www.brownartroom.weebly.com/Slinkachu](http://www.brownartroom.weebly.com/Slinkachu)

Video of figures from Goodwill

<https://www.youtube.com/watch?v=5oLRScpeIH4&feature=youtu.be>

Reading strategy ideas

<http://www.franklinschools.org/cms/lib2/IN01001624/Centricity/Domain/101/Teaching%20Common%20Reading%20Strategies%20in%20Art.pdf>

Slinkachu biography and images.

<https://www.instagram.com/slinkachu_official/>