

Representing Fables & Stories

Unit Plan for Elementary: Cycle 3

Incorporated with:

French literature, history & science

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Unit

Question of Inquiry

How can we represent characters from fables and stories through different artistic techniques and mediums?



"The Fox & the Crow: Paper puppets on Landscape Collage"

Unit Rationale

Storytelling through fables and legends has always been an important aspect of teaching children valuable lessons such as morals. Many famous paintings, sculptures and photographs have shared their culture and history with us through the art they have created. In the lessons of this unit students will explore a variety of ways of representing a story or its characters through art making.

This unit was created for cycle three elementary students with the goal of encouraging the development of their imagination through storying telling. Each lesson teaches the important concepts in the visual arts while also blending into aspects of literature, history and science. This unit is therefore cross-curricular.

In this unit they will learn about famous fable stories from Jean de La Fontaine, they will recreate the characters from these stories, use optical illusions to bring motion to their characters, and they will invent their own stories. Students will gain an appreciation for the different ways of representing a story.

The main goal of this unit is to teach students various artistic ways of representing a story. For example they can represent a story with puppets, masks, comic trips, mosaics. This unit contains multiple lessons, all of which aim to teach about representation of stories.

Artist Statement & Philosophy



“As an artist, my goal is to encourage the expression of ideas and emotions. I also aim to inspire my students to be playful with their imagination. As an art teacher, my goal is to provide the means to encourage this type of expression in my students by inspiring them to discover their own inner artist and storyteller”.

-Cynthia Cousineau

Prototypes



“A collage landscape made using construction paper”

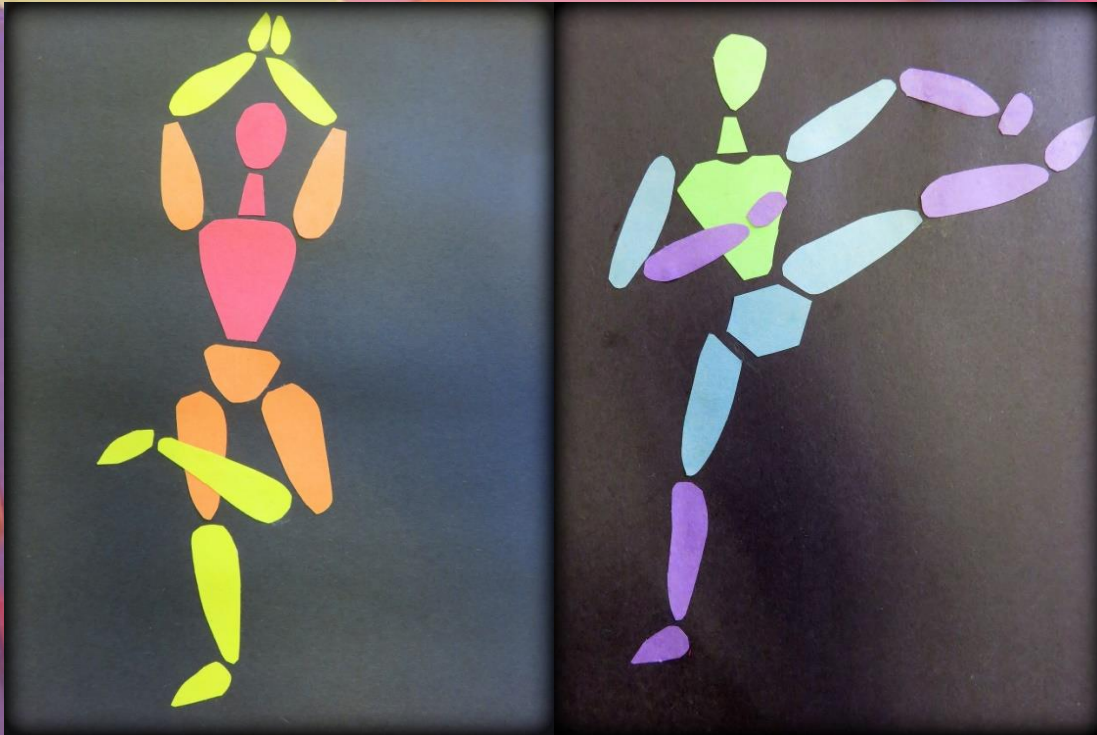


"Paper Crow Puppet Prototype"

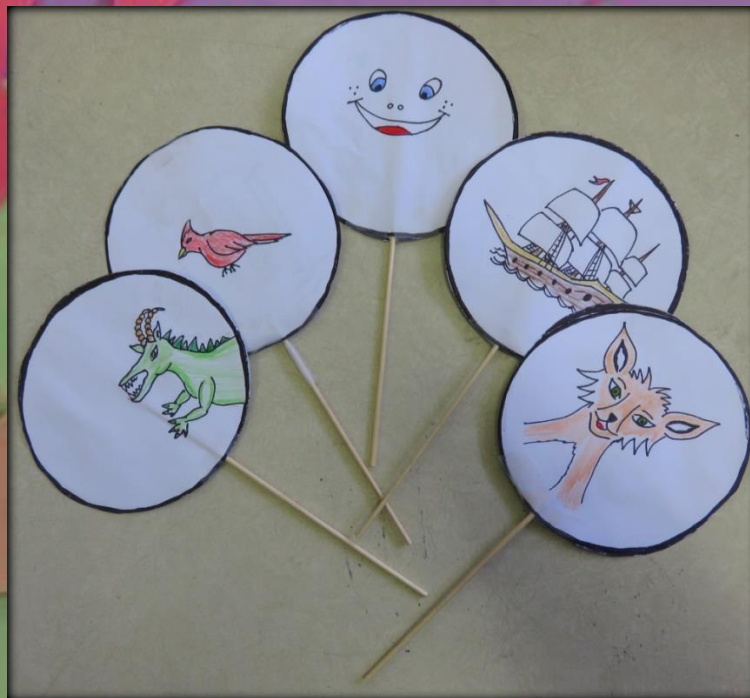


"Paper Fox Puppet Prototype"





“Prototype motion figures using warm and cold colors”



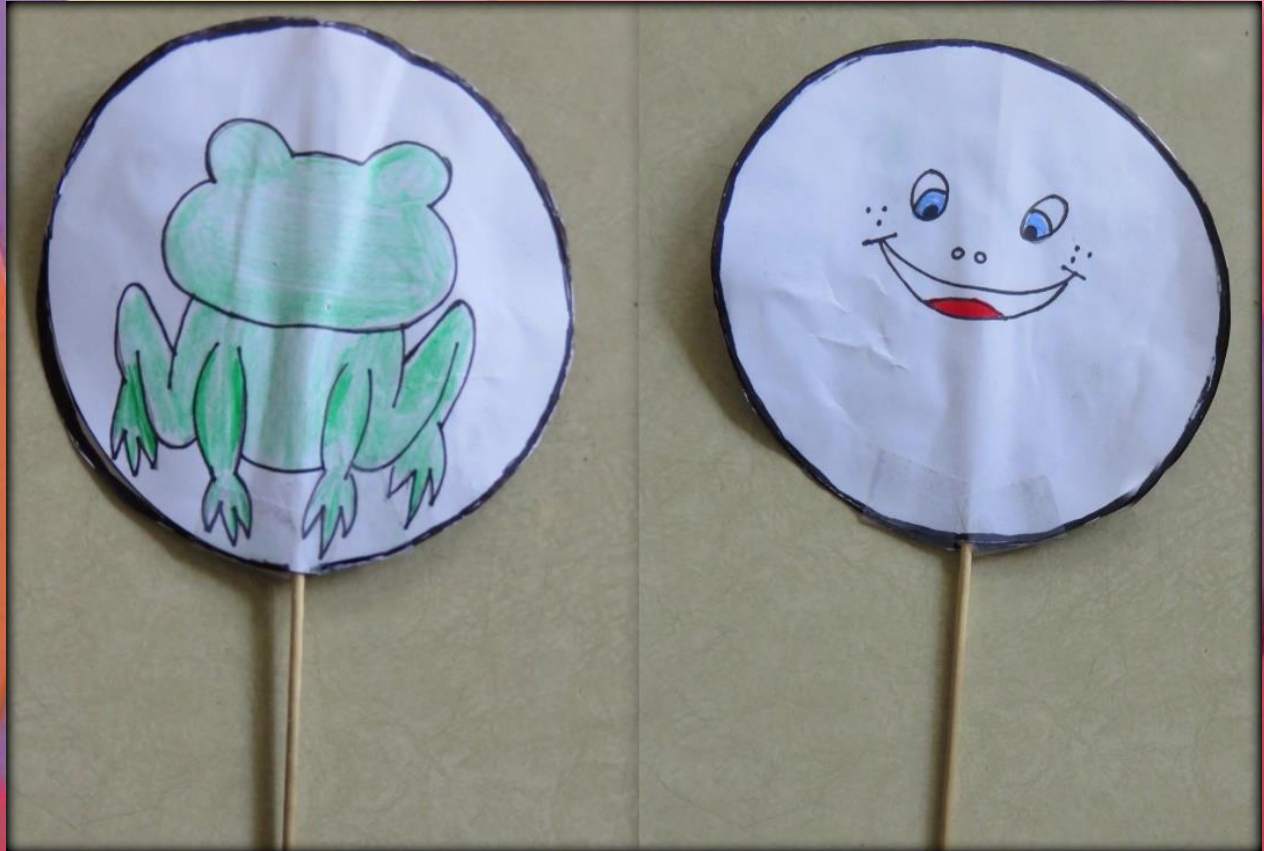
“Prototype examples of Thaumatropes”



"Prototype thaumatropes that display a scene from a story"



"Thaumatrope of the Fox from the Fable story of "the Fox and the Crow"



Prototype Thaumatrope of the Frog, from the fable ‘The frog and the Ox’



“Prototype of a Fox Mask”



“Prototype of a paper mosaic representing a dragonfly”

Nom: Cynthia C.

Titre: Vie de Pirate



①

“Prototype comic page”

Graphic Organizer

Lesson	Time Frame	Specific Objective	Art Concept to be Learnt	How it relates to the Unit theme: Representing a story
Landscape Collage	1:30 hours	To create a collage of a landscape to represent the scene of a fable story	Foreground, middle ground, background	A landscape that represents the scene of a story or fable
Animal Paper Puppets	1:30 hours	To recreate the characters from fable stories	Tracing Motion	The puppet represents a character from a fable story
Motion Figures	1:30 hours	To explore color relationships by making a collage of a human figure representing an exercise motion	Warm & Cold Colors Motions & Figures	Representing an exercise that that frog from the fable "the frog and the ox" would have done to get bigger.
Thaumatrope	1:30 hours	To mix optical illusions with storytelling by building a toy thaumatrope	Optical Illusions Motion	Using optical illusions to represent a scene of a story
Fable Animal Masks	3 hours	To make a fable animal mask	Masks	A mask representing a character from a fable story
Paper Animal Mosaics	4 hours	To represent an animal from a fable in a mosaic	Mosaics	Representing fable characters with mosaic techniques
Narrative Comic Strips	3 hours	To write a story and create a comic strip that represents it	Storyboards Viewpoints Perspective	Writing a story and representing it with comic book techniques

Unit: Fables & Stories

Unit Plan Outline

Fable: The Fox & the Crow

Lesson 1: Landscape Collage

Rationale

Fables play an essential role in the art of story-telling for teaching children about morals. Fables involve themes and characters that appeal to children and the stories are often humorous. The characters are often played by animals that behave and talk like people, but maintain their animal traits. These stories involve animals that display human-like behaviour. Through stories children develop their literary skills.

These stories were originally invented by a slave named Aesop, who was a famous storyteller in his time. Aesop lived in ancient Greece, and his stories were often used to entertain guests at parties. He was rumored to have a very ugly appearance, and he was often mistreated. He would come up with stories that aimed to teach people a valuable lesson. His stories would eventually inspire Jean La Fontaine to also create children's stories that aimed to teach morals.

The Fox and the Crow tells the story of a greedy and hungry fox that sees a crow with a piece of cheese in its beak. The crow eventually gets the piece of cheese by using flattery to get the crow to sing and drop the cheese. The moral this story teaches is "not to trust a flatterer". This lesson will allow students to create a fox or crow puppet which they can use to retell the story. They will create a forest landscape collage to be the setting of their story. Once they have completed their lesson they may use their puppets to re-enact the famous fable story.

Learning Objectives

- To create a collage of a forest landscape using colored paper
- To learn how to overlap paper to give a perception of depth
- To learn the morals from the fable stories.

Fable: The Fox & the Crow

Lesson 2: Paper Puppets**Rational**

This lesson will allow students to create a fox or crow puppet which they can use to retell the story. Students will design their own original character from the fable and bring them to life in the form of a paper puppet. These puppets will also be added to their forest landscape collage to represent a scene from the fable.

Learning Objectives

- To create a paper puppet that can display motion.
- To learn the morals from the fable stories.
- To recreate the characters from the fable.
- To design drawings that can actually be played with.



"Second Paper Fox Prototype"

Fable: The Frog & the Ox
Lesson 3: Warm & Cold Motion Figures

Rationale

In the story “The Frog and the Ox”, a frog encounters an Ox and wants to become as big and strong as that Ox. So he exercises and gets bigger and stronger, but that was not good enough so he exercises some more. He exercises so much to the point where he becomes so big he explodes.

The moral of this story is that vanity may lead to self-destruction. The frog cared so much about how he looked; he eventually got so big he exploded. He used different physical exercises to become bigger. Exercise involves motion, and students will explore the different types of motions by creating a colorful human figure to demonstrate a specific form of exercise. Students will familiarize themselves with representing figures using simple shapes.

Learning Objectives

- To become more familiar with the term “motion” and how to represent it through art.
- To explore the relationship between colors by learning about warm and cold colors.
- Students will become more familiar with the artistic elements of the human figure.
- Students will explore different artistic techniques for communicating motion.



“Project Prototype using cold colors”

Lesson 4: Thamatropes

Rationale

Optical illusions are pictures that can be misleading. What we see with our eyes is communicated to our brain but sometimes what we see is different than what exists in reality, because of illusions in the visual system. Optical illusions occur when the brain tries to make sense of what our eyes see. An optical illusion is a trick of the mind in which our brain sees things that may or may not be real.

The thaumatrope was a popular children's toy in the 19th century. It is composed of a disc with an image on each side that is attached with two pieces of string or a stick. When the strings are twirled quickly between the fingers or the stick is turning fast enough it creates an illusion that two images seem to melt into one single image. The thaumatrope can be used to tell a story or display a particular motion.

In this lesson the students will experiment with motion and illusions. They will recreate a scene from a story or fable. For example, a fable is a story where animals are the main characters and they show certain human characteristics. In the example below we see prototype thaumatrope of a fox from the fable “The Fox and the Crow” who display human characteristics by wearing a top hat and bow tie. Students will be inspired by the stories of fables when creating their thaumatrope.

Learning Objectives

- Explore the use of motion and illusions in art.
- Acquire knowledge of how to incorporate optical illusions in an image
- Creates a thaumatrope which demonstrates an illusion and represents a fable story.
- Learning to combine two images to an illusion of a single image.

Lesson 5: Fable Animal Masks

Rationale

After reading various fable stories students will gain a clear understanding how what a fable tale entails. They will write their own fable story and make a mask that will represent their main fable character. The mask will represent an animal, and could also include a human-like trait. For example: a mask of a fox with a bow tie. For older grades the masks would be made using plaster strips. However for this particular age group the masks would be created using materials that are easy to access such as markers and paper.

Learning Objectives

- To design their own fable story
- To design the main animal character of their fable story in a mask
- To make a mask using various materials
- To incorporate a human trait to their animal masks.



“Prototype of Mask Making Process using Plaster Strips”

Lesson 6: Paper Animal Mosaics

Rationale

Back in the time of antiquity, ancient cultures like the Romans would use art as a way of communicating their stories by capturing scenes of their everyday life, such as scenes representing music, hunting, wars, or gladiator fights. They decorated their temples and houses with images that represented the mythology of their culture. The Romans are well known for their artistic abilities with mosaics, a technique where they would use small pieces of rock, marble or ceramic to create a motif and an image. These mosaics were mostly based on the themes of mythology of animals.

This lesson on paper mosaics is important because it will teach students about the patience involved in the creation of art. They will learn to appreciate the time and details involved in the creation of a mosaic work. This lesson relates to the theme of fables because students will depict an animal from a fable story. In more advanced version of this lesson students may represent a scene from a story. This lesson can easily be adapted to the themes of fables, storytelling and mythology.

Learning Objectives

- To learn to appreciate mosaics.
- To know the history of mosaics and how they are important to understanding Roman culture.
- To explore the different techniques involved in mosaics, such as the creation of motifs.
- To create their own paper mosaic with a geometric motif as the frame.
- To represent a story or an animal with paper mosaics.
- To realise the value of patience involved in the creation of mosaics.
- To gain an appreciation for the small details in mosaics.

Lesson 7: Narrative Comics Strips

Rationale

This lesson is important because it allows students to develop their imagination and storytelling abilities by allowing them to invent their own characters and bring them to life when designing their comic strips. Students will learn the history of comic strips and explore different examples of popular comic strips from around the world, for example the manga a type of Japanese comic strips. However this lesson will mostly focus on learning the techniques involved in the creation of comic book stories inspired by Franco-Belgian comic strips such as Tintin and Astérix and Obélix.

This lesson is perfect for students who have written their own fable stories or any other type of story, because it allows them to create a story board for that story in the form of a comic strip. This lesson is incorporated with language arts for students are first required to write down their own stories before they transfer their ideas onto the comic strip page.

Learning Objectives

- To appreciate comic book art by reading popular comic books from Franco-Belgian culture.
- To learn the history of comic books.
- To explore the artistic techniques used in the creation of comic strips.
- To create their own comic strip story.
- To develop a story and represent it through a series of narrative drawings.
- To represent different views by drawing characters from different perspective and distances.

Unit

Learning Objectives

- To encourage a playful imagination
- To teach about classic fables and stories
- To teach morals and values through these stories
- To explore various art techniques and mediums used to represent a story or its characters.
- To imagine unique characters and create original stories
- To gain an appreciation for any art form involved in storytelling.



Quebec Education Program

MEQ

Visual Art Competencies

Competency 1: “To produce individual works in the visual arts”

- Students will use ideas inspired by stories to represent a character or scene
- Students will also use the inspiration from stories they learnt to help them develop their own stories and artwork representing those stories.
- Students will apply visual arts language they learnt while creating their artworks.
- Students will be able to organize and comment on their own ideas.
- Students will use the methods and skills they have learnt in the creation of their artwork.
- Students will be able to share their creative experience with the teacher and their peers.

Competency 2: “To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates”

- Students will be able to express their opinion about the stories they learn
- Students will be able to learn the vocabulary associated to art techniques used in storytelling.
- Students will be able to comment on elements related to their own appreciation experience.
- Students will learn and appreciate the traditional art techniques used to express a story.
- Students will use the appropriate vocabulary associated with the artistic elements of storytelling and various art concepts.

Cross-curricular competencies

To use information:

- Encourages various information courses such as image references, books, and the internet.
- To use the information from a story and transfer that information to an artwork that represents that story.
- To analyse the details of a fable or story to establish a valuable lesson or moral.
- Organizes the information of their story in a logical manner. Their artwork should be clear enough to be able to understand the story it represents.

To solve problems:

- To be able to analyse a story and understand its plot, characters and moral lesson.
- To think of ways of representing a story or character in art.
- To invent a story or character and represent it with art.
- To design an artwork that represents a story by following all the appropriate steps, and when encountering a problem to be able to redo a step.

To use creativity:

- To create an artwork that is original.
- To invent a character or story that is unique.
- To think outside of the box and not be afraid to explore new ideas
- To explore different art elements and incorporate them in their artwork.

To adopt effective work methods:

- To develop an efficient strategy for using materials to avoid wasting.
- To make effective use of the given time to create an artwork.
- To complete the task in the given time.
- To analyse the steps involved in the creation of a specific artwork.

To construct his or her identity:

- To explore their own ideas and feelings.
- To show their values in art.
- To have confidence in themselves to perform the given task.
- To recognize that he or she is part of a community.
- To gain more independence in their art making abilities.

To communicate appropriately:

- To clearly express their ideas both in written and orally.
- To clearly represent their story or character in their artwork.
- To use the appropriate vocabulary related to the unit

To cooperate with others:

- To recognize that other students require concentration and space to conduct their work.
- To assist students who need extra help.
- To share ideas and opinions with others.
- To encourage others to share their ideas.
- To display a friendly attitude to contribute to a positive learning environment.



Unit: Fables & Stories

Vocabulary

- **Album:** Comic books that are related to each other and contain a finished story or story to be continued; an album is part of a series.
- **Background:** The part of the picture plane that seems to be the farthest from the viewer.
- **Borderless panel:** A comic panel that has no boarder or outline.
- **Caption:** The words which appear in a yellow box which voices what the narrator of the comic story is saying.
- **Cartoonist:** a name given to someone who draws comic strips.
- **Climax:** A decisive moment that is of maximum intensity or is a major turning point in a plot.
- **Close-up shot:** Isolating a part of the scene or the character by focusing on detail for example: an arm, a hand, or a face. Often it is used to show the expression of a face or to

focus on a detail of a scene. Can also focus and places emphasis on small details, for example: an eye, a finger, a button.

- **Collage:** An artwork made of many different materials, such as paper glued on a surface.
- **Color Wheel:** Circle showing the relationship between different colors.

Example: primary, secondary and complementary colors

- **Composition:** The organization of all of the visual parts of an artwork to create harmony in the finished work of art.
- **Comic Strip:** a sequence of drawings in boxes that tells a funny story, typically printed in a newspaper or comic book.
- **Cool Colors:** Colors associated with water, sky, ice, and colder temperatures.

Example: green, blue and violet.

- **Design:** The plan, sketch or organization of a work of art; the arrangement on independent parts to make a finished artwork.

- **Dialogue Balloon:** A comic book technique used to show what the characters say to each other. These bubbles contain words or sounds used to express what the characters say, scream or think.
- **Drawing Board:** The name given to each page of a comic book.
- **Fable:** A short story, typically with animals as characters, teaching a moral lesson.
- **Figure:** A person or animal that can be only seen as a shape or outline.
- **Foreground:** Part of a two-dimension artwork that appears to be nearest or in the “front” of the image.
- **Frame:** The bordure surrounding an image in a work of art.
- **Gutter:** The space between panels on a comic book page.
- **Illusion:** a deceptive appearance recognized as a different perception of reality.
- **Inks:** the final stage of a comics drawing, when one applies ink on top of pencil.
- **Manga:** A type of Japanese comic.

- **Manipulation:** The way a puppeteer works or moves a puppet.
- **Mask:** A cover or partial cover worn on the face used for disguise
- **Medium Shot:** In a comic book, when the character is shown from head to waist.
- **Modeling:** soft, pliable material is built up and shaped.
- **Morals:** A lesson that is taught through a fictional story.
- **Mosaic:** Artistic technique in which small pieces of stone, marble, or ceramics are used to create a larger image or motif.
- **Motif:** a drawing or dessin that is repeated to create a pattern.
- **Motion:** The design principles that deals with the creation of the action and movement.
- **Movement:** The principals of design that deals with the creation of action.
- **Landscape:** a type of art dealing with the representing a natural scenery (nature).

- **Long Shot:** When we see all the character in a comic book story from head to toe.
- **Onomatopoeia:** A word that makes a sound. It represents the noises that take place in a comic story.
- **Optical illusions:** Images seen in a way which is different from the reality.
- **Overall plan:** A plan in the comic book in which the characters are in the scene. It shows the scene of the story, focusing on the scene in which the characters are shown with little detail, since the main focus is on the décor.
- **Panel:** The name given to one drawing on a comic book page. It is the single square on a drawing board of a comic. It contains the image with speech bubbles and narration.
- **Pencil:** the first stage in drawing a comic book before the final inked stage.
- **Plan:** The different ways of presenting the characters, as seen from different distances.
- **Plaster:** a soft mixture of lime with sand or cement and water for spreading on walls, ceilings, or artwork to form a smooth hard surface when dried.

- **Puppetry:** The art of making puppets and presenting puppet shows
- **Silhouette:** the dark shape and outline of someone or something visible against a lighter background, especially in dim light
- **Spiked balloons:** A balloon that indicates what characters in comics are shouting.
- **Story:** An account, narrative or tale of imaginary or real people and events told for entertainment.
- **Storyboard:** a sequence of drawings, typically with some directions and dialogue, representing the shots planned for a movie or comic book story.
- **Story:** An account of real or imaginary people and events told for entertainment.
- **Texture:** surface quality; how things feel, or look as they might feel if touched.
- **Thaumatrope:** A toy that was popular in the 19th century Victorian England. A circle with a picture of each side is attached to two pieces of string. When the strings are

twirled quickly between the fingers, the two images appear to combine into one image because of optical illusions.

- **Thought Balloon:** A cloud balloon that shows what a character in a comic book is thinking.
- **Tier:** A single row of panels on a comic book page.
- **Trace:** To copy an image by placing a transparent paper on top of an image and copying the lines to recreate the same image.
- **Two-dimensional:** Having height and width but no depth.
- **Visual illusions:** Images seen in a way which is different from the reality.
- **Warm Colors:** Colors associated with fire, heat, sun and warmth. These colors include red, orange and yellow.
- **Zoom:** The process of going from the overall plan to the close-up shot by getting increasingly closer and focusing on more details.

Consideration for Diverse Learners

When teaching this unit on fables, teachers should be considerate of student's language abilities. This unit incorporates art with French literature. The teacher needs to ensure that all students are familiar with the fable stories prior to the start of the art making. In order to observe whether students have a proper understanding of the stories, the teacher could quiz them on the story or ask them to write a response after reading the story to summarize the events of the story. The most important aspect is to ensure that the students have a proper understanding of the morals of the story.

If a student has a **visual disability** the teacher could describe the characters in more detail. Depending on the nature of the visual disability the teacher should adapt the lesson to the child. Perhaps by giving a larger paper or lesson template so the child could see it more clearly.

If the child has a **hearing disability**, the teacher could use a microphone or stand closer to the child. The teacher could also provide the child with a piece of paper that describes every step of the art lesson in detail.

If a child has a **motor disability** the teacher could incorporate materials that are easier to manipulate. For example, special scissors or drawing tools that a child could grasp more easily. The teacher could also assist the child by helping cut the more difficult pieces or piercing holes in the pieces.

Some children focus better if they can move around, or else they have difficulty listening to the lesson. For **active children**, the teacher could provide these kids with things to play with in order to keep their hands busy just as a stress ball. They could allow the child to walk around the class quietly for a few

minutes, to observe their peers without disturbing them. The teacher could also allow these children to help clean the classroom or carry materials, which keeps them physically occupied.

If a child suffers from shyness or selective mutism, the teacher can have them sit to the more social kids. The teacher should also encourage students to help each other. This especially applies to students who finish early, who can use the rest of their time to help those students who are falling behind.

For visual learners the classroom should contain posters and images of the art project, as well as prototypes on display. Lessons with PowerPoint presentations are particularly beneficial to these types of learners.

For auditory learners, the teacher must clearly state the expectations, guidelines and steps of the project. The teacher should monitor their own volume to make sure that all students can hear.

For kinesthetic learners learn best when they can write the information down as the lesson takes place, it helps them remember. These learners are more tactile, so having prototypes they can touch is particularly useful to them.



“One student helping another student pierce holes in her paper puppet”

The teacher needs to consider **cultural differences** and use examples that do not favor a particular culture, race or gender. For example, the teacher could incorporate an equal number of men and women in their examples, or represent more than one culture. This is important because if a child can relate more to the examples of the lesson they will be more eager to learn from that lesson.

If some students require time for their **religious practices** such as prayer time, it should be granted to the child and the teacher should ensure that that child not be disturbed.

Language barriers also need to be considered, and the teacher should be prepared to simplify the vocabulary of the lesson for students whom French is not their first language. First language students could help students for whom this lesson is conducted in a second or third language.

For **coded students**, the teacher needs to take into account their particular needs. The teacher must not only be aware of these needs but what they could do to improve the student's learner environment.

For all learners it is highly important to foster an inclusive environment so that all students feel welcomed and safe.



List of Supplies needed for Unit

Landscape & Paper Puppet Lesson

For Educator:

- Prototypes of fox and crow paper puppets
- Prototypes of a forest landscape collage

For students:

- Colored pencils or markers
- Glue sticks
- Split pins (to attach the different parts of the puppet together)
- Scissors
- Piece of Bristol Board
- Puppet Template of Fox or Crow
- Thumbtacks
- Construction Paper



Motion Lesson

For Educator:

- Examples of project prototype
- A human figure template to show the class
- A color Wheel
- Extra: Human Figure Model to demonstrate motion

For Students:

- Scissors
- Glue Stick
- One piece of black construction paper
- Colored construction paper of various colors
- A printed example of motion (silhouette or photograph)



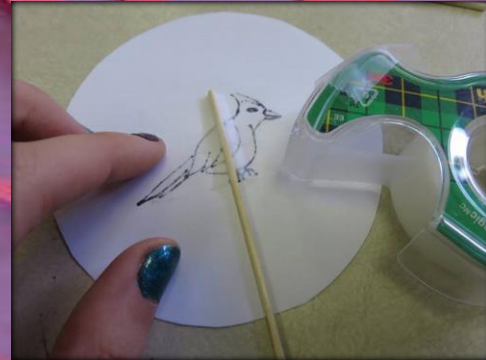
Thaumatrope Lesson

For the educator:

- Project Prototypes: 5 examples different types of thaumatrope.
- PowerPoint presentation about illusions and thaumatrope.

For the students:

- Crayons or markers Colors
- Glue stick
- Wooden stick or straw
- Scissors
- Thaumatrope Template
- Tape



Animal Paper Mosaics Lesson

Materials & equipment for teacher:

- Computer
- PowerPoint presentation on Roman mosaics
- SMART board
- Books on mosaics and the Romans
- Prototype of the project at different steps

Materials for students:

- Black marker
- Pencil
- Glue stick
- Scissors
- Small plastic bag
- Eraser



Narrative Comic Strips Lesson

Materials & equipment for educator:

- Computer
- PowerPoint presentation on comics
- SMART board
- Examples of comic books
- Prototype of project at different steps

Materials for students:

- Black sharpies
- Color pencils
- Pencils
- Comic page template
- Eraser
- Comic books
- Instruction paper



Animal Mask Lesson

For Educator:

- Project Prototype of Masks at different stages in the art making process

For Students:

- White Paper
- Pencil
- Colored Pencils or markers
- Plastic Mask
- Plaster Strips
- Construction Paper
- Glue Stick
- Cardboard

Available Materials

Teacher Supplied Materials:

- Projector
- Rulers
- Hole Puncher
- Stapler
- White Paper
- Loose Leaf Paper
- Dictionaries
- Scotch tape

Student Supplied Materials:

- Scissors
- Glue Sticks
- Pencils
- Markers
- Agenda rulers

Available Resources in Classroom:

- Markers
- Crayons
- Colored Pencils

Gardenview Elementary is a school that does not have a structured art program in the curriculum; hence there is no art room. Students do not have much art making experiences and therefore it is important that they use materials that are easily manipulated. Supplies and budget are limited. It is important to find materials that are easy to use, accessible and affordable.

Available Budget School is willing to Provide: 40\$

The Rest will be supplied by the teacher from previously stored materials or as charity

Unit Budget Plan

Item	Quantity	Source	Cost (\$) Including tax	Total Cost (\$ Including tax)
Wooden stick	2 (bags of 60 each)	Dollar Store	1\$	2\$
Scotch Tape	10	Dollar Store	1 \$ each	10\$
Split pins	200 pieces	DeSerres	5\$ for 40 large pieces x 2 & 5.79\$ for 120 small pieces	15.79\$
White Bristol Board Paper	6 (22" x 28" boards)	Staples	2.88	17.28\$
Thumb tacks	1 pack of 100 pieces	Staples	2.32\$	2.32\$
Construction Paper	2 packs (96 pages each)	Staples	3.24\$	6.48\$
5.5 inch artist wooden mannequin with moveable adjustable limbs	4	Amazon	5.32\$	20.95\$
Plastic face masks for children Can be replaced with recycled cardboard boxes	4 (Packs of 8)	Amazon	3.99\$	12.63\$
Plastered Strips	1 (5PDS)	DeSerres	40.09\$	40.09\$
Black sharpie (12 per pack)	2	Staples	13.00\$	26.00\$

Total= 153.54\$

Classroom Management Plan

Expectations:

- Do not steal materials from the classroom
- Students are expected to clean up their mess at the end of class
- Show kindness to the teacher and their peers at all times
- Do not interrupt lectures or their peers
- Do not waste materials
- No swearing or fighting in the classroom
- Intimidation of any kind is not tolerated in the art room
- Do not run with sharp tools
- Keep hands and feet to yourself
- Do not copy the ideas of others
- Do not draw or paint on someone else's work
- No eating or drinking in the art room

Motivators & inspirations:

- Posters of artists and famous artwork hung around the classroom
- Projects that relate to the interests of the children's age group
- Give the students more choice in what they can create
- Show movies related to the lesson
- Incorporate more group projects

Procedures & Routines:

- Student enter classroom quietly and sit at their desks
- While waiting for the class to start they can copy the assignments they are expected to complete for homework in their agenda (this information is written on the blackboard).
- Class will start with a greeting from the teacher.
- The teacher will collect previous homework and distribute the papers associated with the day's lessons.
- The lecture will begin and students will listen quietly.
- Followed by a demonstration in while students will gather around the demonstration table and carefully observe.
- Students will collect the required materials for the project
- They will work quietly or collaboratively on their projects
- Towards the end of class they will clean up their materials and put their project in the storage area.
- The teacher will then give a concluding lecture and remind students of the work they are expected to complete as homework.
- **Talking-** All talking in the classroom should be related to the art project. Talking between students is only allowed when they work on group projects or are helping each other.
- **Listening-** The student is expected to listen and follow the art teachers instructions. The teacher can switch the lights on and off to get the attention of the students or use a phrase that the students must answer.
- **Restroom Use** – Only one student can use the washroom, when that student returns another may use it. Washroom breaks are not allowed during the lecture part of the lesson. Students will only be allowed to use the washroom if it is a true emergency or medical need. The teacher will judge by the situation if the student is allowed to go to the washroom.
- **To Get the Teacher's Attention** – Students must always remain seated, and if they have a question they should raise their hand and wait for the teacher to come to them.

Consequences:

- Give the student a warning
- No art for 10 minutes
- Write a note to the parents
- Send to the office
- Telephone the parents at home
- Detention
- Self-Assessment

Reward Systems:

- Running errands for the teacher
- Games
- Music Playing in the classroom
- Field Trips to art related places
- Stickers on tests and paperwork
- Non-verbal encouragement (praising with a smile or nod)
- Reward certificates for high academic achievement or good behaviour

Classroom Arrangement Plan

My ideal classroom would be one designed for art making and learning. I would have my walls covered in posters of famous artworks. The room would also have good lighting from electronic lights as well as large windows. This being the perfect classroom, it would also have air-condition and proper heating for the winter. The space will be fairly large, so students do not feel clustered. The diagram I created demonstrates, this room would have many components:

Teacher's Desk: My desk located near the front of the classroom so I can have a clear view of what is happening in the class. Also the classroom is located on the left of the classroom, which makes it easier to hear from my right ear. I only got one good ear, so in terms of sound projection and localization, this is the spot most suited to me auditory needs.

Students Desk: Six student desk will be surrounding the demonstration table, so that students that can clearly see when the teacher demonstrates a new art project. Each table can have a capacity of 6 students; in total the classroom can contain 30 students. Students share tables to encourage collaboration and socialization.

Demonstration Table: Table used by teacher to demonstrate art activities and to place the supplies needed for the students to perform those activities.

Blackboard and Smartboard: A traditional blackboard used to write the agenda of the daily activities. The smartboard will be used for presentations by the teacher or students regarding art history, art mediums, and techniques.

Sink Area: To clean-up after art making activities.

Supply Storage: Storage space for papers, paints, brushes, pencils, still live objects or any other art material.

Art Project Storage: The place where students would place their art projects at the end of class.

Resources Library: A bookshelf containing art books and magazines to help inspire students. Ideally would also contain a computer so students can browse online for inspiration.

Kilim & Ceramic Storage Room: A room used to fire ceramic art, and to store them for drying.



“Students working on the Thaumatrope Project”



Unit

Lesson Plans

Unit: Fables & stories

“The Fox & the Crow”

Paper Puppets in the Forest

Lesson 1 & 2

Art Educator: Cynthia Cousineau

Grade Level: Grade 5 (Art & French)

School: Gardenvue Elementary
School

Time Frame: Three Hours

Question of Inquiry: How to create animal characters to represent a fable story, and teach about morals?



“The Fox & the Crow” “paper puppets on collage background

Rationale

Fables play an essential role in the art of story-telling for teaching children about morals. Fables involve themes and characters that appeal to children and the stories are often humorous. The characters are often played by animals that behave and talk like people, but maintain their animal traits. These stories involve animals that display human-like behaviour. Through stories children develop their literary skills.

These stories were originally invented by a slave named Aesop, who was a famous storyteller in his time. Aesop lived in ancient Greece, and his stories were often used to entertain guests at parties. He was rumored to have a very ugly appearance, and he was often mistreated. He would come up with stories that aimed to teach people a valuable lesson. His stories would eventually inspire Jean La Fontaine to also create children's stories that aimed to teach morals.

The Fox and the Crow tells the story of a greedy and hungry fox that sees a crow with a piece of cheese in his beak. The crow eventually gets the piece of cheese by using flattery to get the crow to sing and drop the cheese. The moral this story teaches is "not to trust a flatterer".

This lesson will allow students to create a fox or crow puppet which they can use to retell the story. They will create a forest landscape collage to be the setting of their story. Once they have completed their lesson they may use their puppets to re-enact the famous fable story.



Visual Arts Competencies

Competency #1: “Creates personal images”

- Uses ideas to create visual art work.
- Organizes their visual arts production, by choosing the materials they wish to use and how they will arrange them.
- Shares their experience of visual arts creation by discussing their finished collage and puppets and giving feedback on the collages of their peers.
- To produce individual works and media works in the visual arts that is original.

Competency #3: “Appreciates works of art”

- To appreciate the works of art, traditional artistic objects, media images, personal productions used in the telling of fables.
- Students will gain an appreciation for the different types of art that are involved in the storytelling of fables.
- Students will appreciate the works of their peers as well as their own by discussing these works at the end of the activity.



“Prototype Example”

Cross-Curricular Competencies

1) To solve-problems:

- Students will explore the concept of foreground, middle ground and background and how they can arrange papers to represent this concept.
- Students will explore different strategies involved in layering paper.
- Students will explore motion and how they can represent motion with their paper puppets.
- Students will explore how to attach paper puppets with brads, in order to make these puppets display motion.

2) To use creativity:

- Students will imagine their own landscape and make a collage to represent it.
- Students will design their own paper puppets, with the help of a template.
- Students may also be encouraged to create a puppet without the help of a template.
- Students will design a paper puppet and collage landscape that is original.

3) To adopt effective work methods:

- Students will construct a landscape that requires organizational skills, and they will attempt to waste as little paper as possible in the process.
- Students will create an art product in the given time assigned to them.
- Students will participate in the cleanup process.



“Grade 5 Students coloring their puppets”

Learning Objectives

- To create a collage of a forest landscape using colored paper
- To learn how to overlap paper to give a perception of depth
- To create a paper puppet that can display motion.
- To learn the morals from the fable stories.

Dissemination

The works of all the students will be displayed on a board for them to see, and there will be a short class discussion regarding their works.

Prototypes



“A collage landscape made using construction paper”



“Paper Crow Puppet Prototype”



“Paper Fox Puppet Prototype”

Materials

For Educator:

- Prototypes of fox and crow paper puppets
- Prototypes of a forest landscape collage

For students:

- Colored pencils or markers
- Glue sticks
- Split pins (to attach the different parts of the puppet together)
- Scissors
- Piece of cardboard paper
- Puppet Template of Fox or Crow
- thumbt

Vocabulary

Background: The part of the picture plane that seems to be the farthest from the viewer.

Story: An account, narrative or tale of imaginary or real people and events told for entertainment.

Puppetry: The art of making puppets and presenting puppet shows

Manipulation: The way a puppeteer works or moves a puppet.

Fable: A short story, typically with animals as characters, teaching a moral lesson.

Example: The Fox and the Crow-The moral is, "Never trust a flatterer."

Collage: An artistic composition made of various materials, such as paper glued on a surface.

Foreground: Part of a two-dimension artwork that appears to be nearest or in the "front" of the image.

Composition: The Overall placement and organization of elements in a work of art, as well as the interrelationships between individual elements.

Design: The plan, conception or organization of a work of art; the arrangement on independent parts to make an organized whole.

Two-dimensional: Having height and width but no depth.

Movement: The principals of design that deals with the creation of action.

Climax: A decisive moment that is of maximum intensity or is a major turning point in a plot.

Morals: A lesson that is taught through a fictional story.



Lesson Sequence

Part One: Create a story landscape (Duration= 1:30 hours).

Part Two: Creating a paper puppet (Duration= 1:30 hours).

Part 1: Making a Forest Landscape Collage

Introduction: (duration: 5-10 mins)

- Discuss the story of the fox and the crow with the students
- Ask them about the kind of habitats a fox and a crow would live in.
- Discuss landscapes with the student, and what elements they could use to incorporate a forest landscape.
- Discuss foreground, background and middle ground.

Demonstration (duration: 5 mins)

- Show the students the prototypes for the art they will be making.
- Show them a paper puppet of a fox and a crow, on a forest landscape collage.
- Mention that the puppets will be the second part of the lesson, and the first part involves creating a story background for the puppets.
- Show a second prototype of a forest collage landscape
- Show students the display of colored construction paper on the table.
- Tell them they should begin by picking two colored papers to attach together to be the base of their landscape.
- Tell students they are expected to show different layers in their landscape by incorporating elements such as mountains, rocks, trees, and rivers.
- Remind students to avoid wasting paper.



Work Time: (1 hour)

- Students will work individually at their desks

- Students are divided in teams, and each team will be called to select two pieces of paper to begin with.
- If student finish early they can help clean up the classroom or continue their reading and homework assignments.

Clean-up: (5 mins)

- Five minutes before cleanup time, mention to students they need to finish the last detail they are working on and begin cleaning soon.
- Ask them to return paper that is still useable and to recycle pieces of paper that are too small.

Closure: (5 mins)

- One all work are submitted, the teacher will display them on the wall and have the class comment on the works of their peers.
- The students will be asked which works they enjoy the best, and which ones display the best debt perception



“Example of student work”

Part 2: Creating a paper puppet

Introduction: Duration: 2-5 mins

- Remind the class about the fable story of “the fox and the crow”.
- Discuss puppetry with, and how it is possible to make puppets with paper.
- Show the class the prototype paper puppets of a fox and a crow,
- Pass the puppets around the class for students to see and play with.

Demonstration: duration: 5 mins

- Demonstrate the different steps required for the project
- Show the students the choice of templates they can use.
- Show them how to piece a hole in their puppet by using a thumbtack.
- Show students how to use a split pin to attach the pieces of the puppets together.

Work Time: duration: one hour and a half

- Place the different puppet templates on a table for students to choose.
- Call one team at a time to come up to pick a template and take a cardboard sheet.
- Students will work individually at their desks. Once students have finished gluing and cutting the different pieces of their puppet on the cardboard they could come to the material table and select a thumbtack and 3-4 split pins.

Note: They could return to their desk to finish making the puppet or stay at the materials table where the teacher can help them.

- Once the task is complete they will write their name on the back of the puppet and give it to the teacher.

Clean-up: duration: 2-5 mins

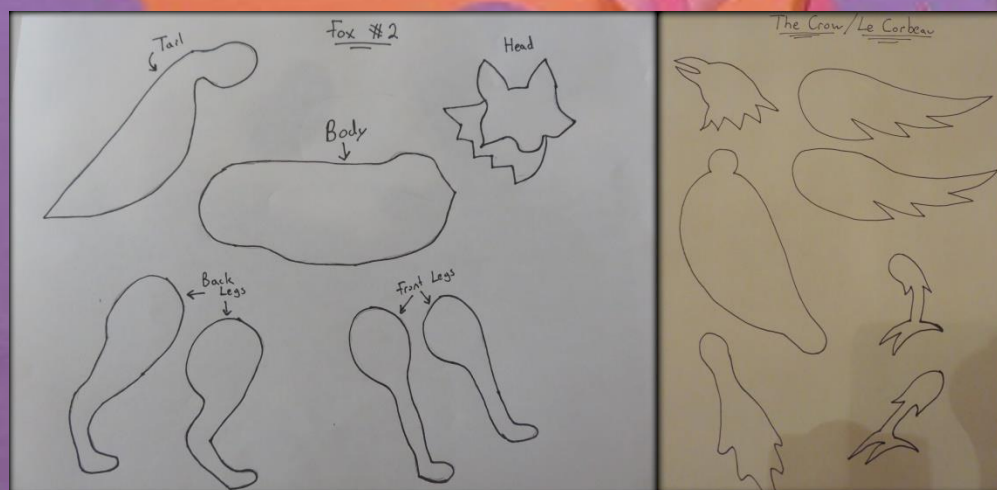
- Inform students 5 minutes before cleanup so they can finish their current task
- Tell students to return extra materials to the supply desk and to recycle small pieces of paper or cardboard.
- Once students finish cleaning their desks they can help their peers or do homework.

Closure: duration: 2-5 mins

- Ask students if they enjoyed the activity, and what part was most difficult.
- Display all puppets on the wall.

Steps

Making a Paper Puppet



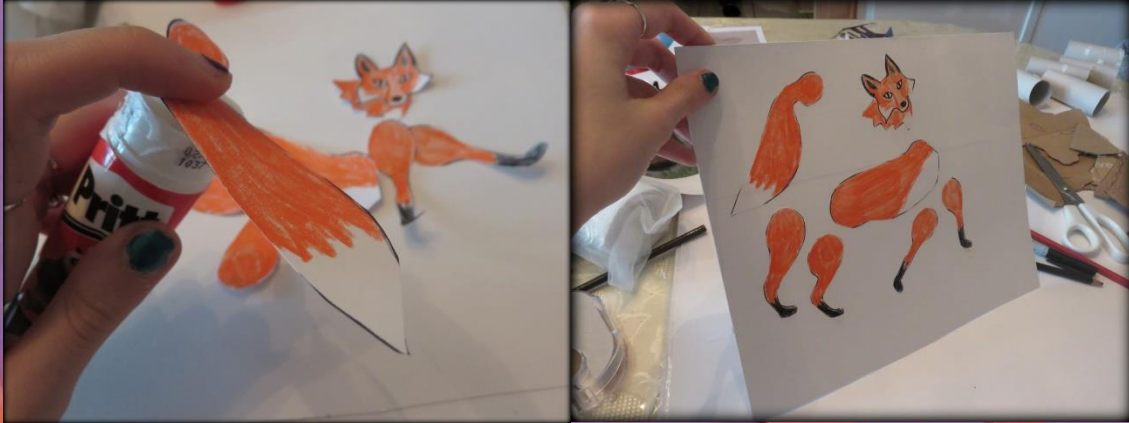
Step 1: Pick a puppet template, either a fox or a crow



Step 2: Using markers or colored pencils color in the template



Step 3: Cut out the different parts of the animal



Step 4: Properly glue the different pieces on a cardboard paper



Step 5: Using the scissors, cut out the pieces



Step 6: Take a thumbtack to pierce holes where you want to connect the different pieces. Attach pieces with split pins.



Step 7: Sign your name on the back of the finished puppet.



Step 8: Use the puppets to re-enact the story

Adaptions for diverse learners

- Give more time to students with special needs to complete the task.
- Set clear and structured guidelines, and explain these guidelines at the start of the activity and provide a written version of the guidelines.
- Help students with mobility disabilities to cut the paper and attach their pieces with the split pins.
- Encourage students to help each other.
- Prepare materials ahead of time for students with special needs.
- Clearly explain to the student with special needs what is expected and make sure they understand.
- Encourage children to help each other.



The Fox and the Crow

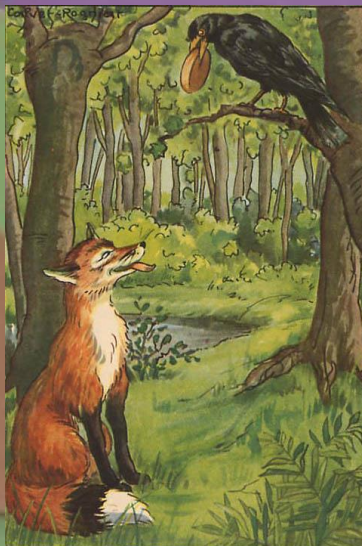
A fox once saw a crow sitting on a branch of a tree with a piece of cheese in her beak. Immediately, he set his wits to work to discover some way of getting the cheese.

Coming and standing under the tree he looked up and said, "What a noble bird I see above me! Her beauty is without equal, the hue of her plumage exquisite. If only her voice is as sweet as her looks are fair, she must be--without doubt--the queen of the birds. Won't you sing a song for me, O Queen of the Birds?"

The crow was tremendously flattered by this, and just to show the fox that she could sing she gave a loud caw.

Down came the cheese, of course, and the fox, snatching it up, said, "You have a voice, madam. That I see. What you want is wits."

"Never trust a flatterer"



Le Corbeau et le Renard

Maître corbeau, sur un arbre perché,
Tenait en son bec un fromage.
Maître renard par l'odeur alléchée,

Lui tint à peu près ce langage :
« Et bonjour Monsieur du Corbeau.
Que vous êtes joli ! Que vous me semblez beau !
Sans mentir, si votre ramage
Se rapporte à votre plumage,
Vous êtes le phœnix des hôtes de ces bois. »

A ces mots le corbeau ne se sent pas de joie;
Et pour montrer sa belle voix,
Il ouvre un large bec, laisse tomber sa proie.

Le renard s'en saisit et dit: "Mon bon Monsieur,
Apprenez que tout flatteur
Vit aux dépens de celui qui l'écoute:
Cette leçon vaut bien un fromage sans doute."
Le corbeau honteux et confus
Jura mais un peu tard, qu'on ne l'y prendrait plus.



The Frog and the Ox

Warm & Cold Motion Figures

Lesson Plan

Art Educator: Cynthia Cousineau

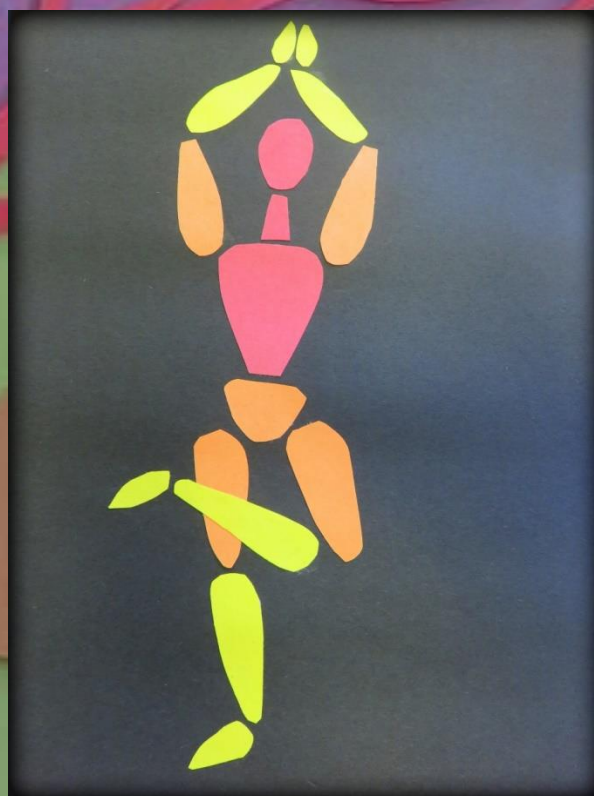
School: Gardenvue Elementary School

Grade Level: Grade 5 (Art & French)

Time Frame: 1:30 hours

Question of Inquiry:

How to represent different motions with the human figure and explore the relationship between different colors?



Rationale

Fables play an essential role in the art of storytelling for teaching children about morals. Fables involve themes and characters that appeal to children and the stories are often humorous. The characters are often played by animals that behave and talk like people, but maintain their animal traits thus display human-like behaviour. Through such stories and fables children develop their literary skills.

These stories were originally invented by a slave named Aesop, who was a famous storyteller in his time. Aesop lived in ancient Greece, and his stories were often used to entertain guests at parties. He was rumored to have a very ugly appearance, and he was often mistreated. He would come up with stories that aimed to teach people a valuable lesson. His stories would eventually inspire Jean La Fontaine to also create children's stories that aimed to teach morals.

In the story "The Frog and the Ox", a frog encounters an Ox and wants to become as big and strong as that Ox. So the frog exercises to get bigger and stronger, but that was not good enough so he exercises some more. He exercised so much to the point where he became so big that he exploded. The moral of this story is that vanity may lead to self-destruction. The frog cared so much about how he looked; he eventually got so big he burst. He used different physical exercises to become bigger. Exercise involves motion, and students will explore the different types of motions by creating a colorful human figure to demonstrate a specific form of exercise. Students will familiarize themselves with representing figures using simple shapes.

Learning Objectives

- To become more familiar with the term “motion” and how to represent it through art.
- To explore the relationship between colors by learning about warm and cold colors.
- Students will become more familiar with the artistic elements of the human figure.
- Students will explore different artistic techniques for communicating motion.
- Students will familiarize themselves with the different parts that compose the human figure.

Visual arts competencies

Competency #1: “Creates personal images”

- Uses ideas to create visual art work.
- Organizes their visual arts production, by choosing the materials they wish to use and how they will arrange them.
- Shares their experience of visual arts creation by discussing their finished motion figures and giving feedback on the works of their peers.
- To produce individual works and media works in the visual arts that is original.
- To represent a unique motion using the human figure.

Competency #3: “Appreciates works of art”

- To appreciate the works of art, traditional artistic objects, media images, personal productions used in the telling of fables.
- Students will gain an appreciation for the different types of art that are involved in the storytelling of fables.
- Students will appreciate how artwork can represent various motions.
- Students will gain an understanding of the relationship between colors
- Students will appreciate the works of their peers as well as their own by discussing these works at the end of the activity.

Cross-Curricular Competencies

1) To solve-problems:

- Students will explore cold and warm colors, and learn how to combine colors of the same group.
- Students will explore motion and how they can represent motion with a human figure collage.
- Students will explore how to attach paper puppets with brads, in order to make these puppets display motion.

2) To use creativity:

- Students will imagine their own motion silhouette and how to represent it in a collage.
- Students will design their own collages by using different colors to represent various parts of the human figure.
- Students will be encouraged to design a human figure without the use of a template.
- Students will design a motion figure that is original.

3) To adopt effective work methods:

- Students will construct a motion figure that organizational skills and they will attempt to waste as little paper as possible in the process and try to represent all the parts using various colors.
- Students will create an art product in the given time assigned to them.
- Students will participate in the cleanup process.

Materials

For Educator:

- Examples of project prototype
- A human figure template to show the class
- A color Wheel
- Extra: Human Figure Model to demonstrate motion

For Students:

- Scissors
- Glue Stick
- One piece of black construction paper
- Colored construction paper of various colors
- A printed example of motion (silhouette or photograph)
- Pencil



Lesson Sequence

Introduction (25 minutes):

- Remind the students about the fable story “the frog and the ox”. Discuss the plot and the moral of the story.
- Discussion about movement and the human figure.
- Discussion about color relationships focusing on warm and cold colors. Use PowerPoints presentation to discuss colors.
- Show the class the different prototypes of the project.

Demonstration (5 minutes):

- Have team captains distribute a project guideline sheet to the students.
- Discuss with the class the different steps of the project. Make sure all students understand before they begin.

Work time (1 hour):

- Place the box containing the different silhouette images on a table for the kids to select.
- Call one team at a time to pick on the materials. Remind students that they should each take 3 different colors and avoid wasting paper.
- Remind students that they will be working individually at their desks.
- Students are to work in silence.
- Once they are done their project, remind them to write their name on the back before handing it in to the teacher.

Cleanup (2-5 minutes):

- Inform students 5 minutes prior to clean up that they will have to begin cleaning soon and finish the last details they are working on.
- Tell student s to return all their extra materials and recycle the small pieces of paper.
- Once they finish cleaning their tables they can assist their peers with the cleaning.

Closure (5 minutes):

- Ask students what they most enjoyed about the activity and what they learnt, and found most difficult.
- Ask them to define the word “motion” and to discuss the difference between warm and cold colors.
- Place all projects on the wall. Let students look and comment on the works of their peers.

Motion Figures

Steps

Step 1: Select one motion silhouette from the images provided by the teacher.

Examples:



Step 2:

- Pick one black construction paper to be the background.
- Pick either 3 warm colors or 3 cold colors.

Step 3:

- Use the human figure template for inspiration when drawing and cutting out the parts for your human figure. You can also cut out the figure and glue the parts on the colored paper, and cut those parts out. Make sure to use all 3 colors you have chosen.



Step 4: Use the parts you made to recreate the motion of the figure on the silhouette.

Step 5: Glue the pieces on the black construction paper.

Step 6: Sign your name and give the project to the teacher.



"Project Prototype"



"Examples of warm and cold colors"

Vocabulary

Conceit: Too much pride in oneself

Color Wheel: A circular diagram showing the relationship between different colors. For example: primary, secondary and complementary colors.

Cool Colors: Colors associated with water, sky, ice, and colder temperatures. Colors include green, blue and violet.

Composition: The organization or arrangement of all of the visual elements in an attempt to develop a unity in the total work of art.

Figure: A person or animal that can be only seen as a shape or outline.

Motion: The action of moving

Silhouette: the dark shape and outline of someone or something visible against a lighter background, especially in dim light.

Warm Colors: Colors associated with fire, heat, sun and warmth. These colors include red, orange and yellow.

Vanity: Extreme pride in or admiration of one's own appearance or achievements



“Example of a motion silhouette to inspire the creation of a motion figure collage”

Adaptations for Diverse Learners

Students who finish early: They will have the option to make another motion figure using different colors. If they first used warm colors than for their second motion figure they can use cold colors. They can also use the extra time to finish other art projects, help peers who need extra help, or play and sketch the motion figures provided by the teacher.

Colorblind students: They will be evaluated on how they represent motion and sketch the different motions based on the motion figures provided by the teacher.

Students with motor disabilities: The teacher, teaching assistant or a student who finished their project can help this student cut out the different parts of their figure. They will be given extra time to complete their project.

Students with hearing impairment: They will be given clear written guidelines for the project and the teacher will discuss with them individually about what is expected for the project.

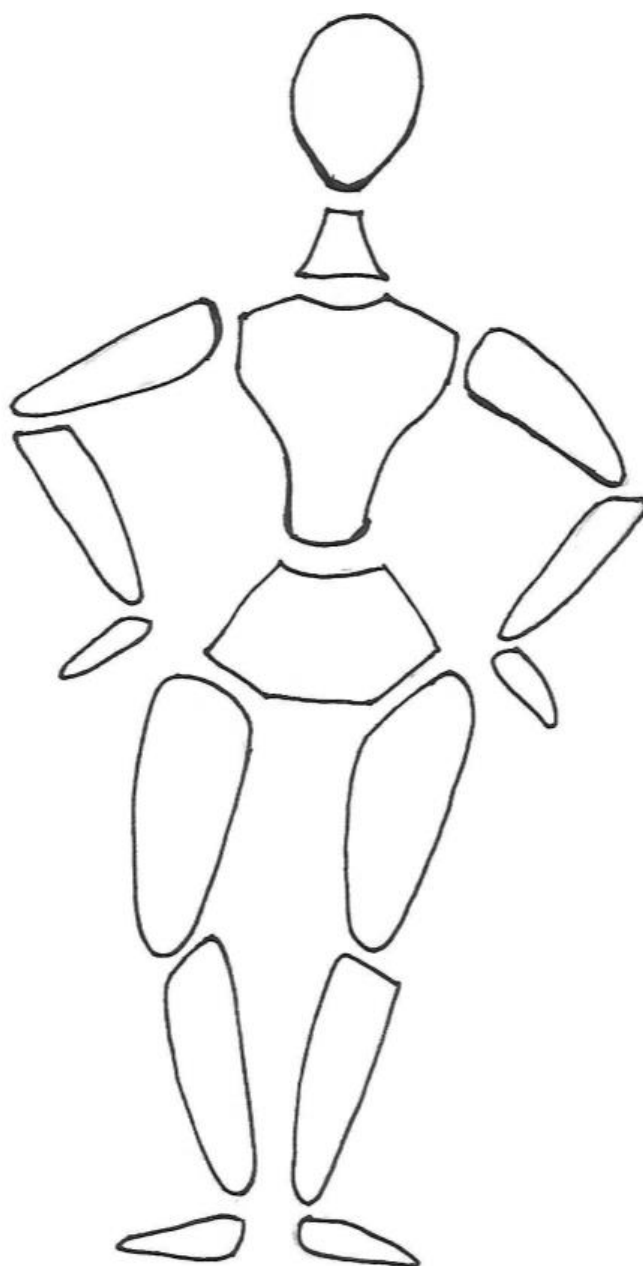
Dissemination

- Student work will be hung on a wall for all to enjoy.
- The teacher may also photograph all the works to create a large poster collage of the motion figures



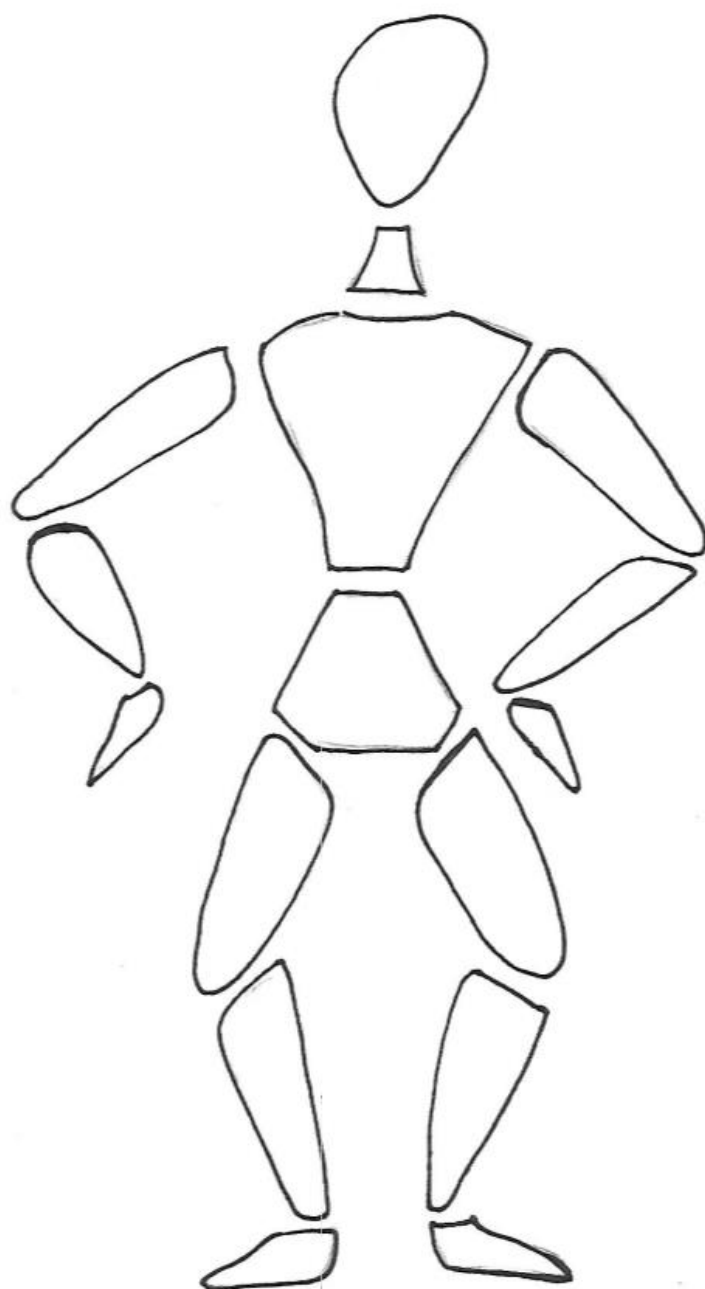
“Students working on their motion figures”

Human Figure/ Figure Humaine
Femme



Human Figure / Figure Humaine

Homme



The Frog and the Ox

an Aesop Fable

One afternoon a grand and wonderful ox was on his daily stroll, when he was noticed by a small haggardly frog. The frog was too impressed with the great ox, impressed to the point of envy.

"Look at this magnificent ox!" he called to all his friends, "He's such a grand size for an animal, but he's no greater than I am if I tried."

The frog started puffing and swelled from his normal size.

"Am I as large as the wonderful ox?" he asked his friends.

"No, no, not near as grand as the ox," they replied.

So, the frog puffed himself up more and more, trying to reach the state of the ox.

"Now? now?" asked the frog.

"No, no. But please, don't try anymore," pleaded his friends.

But the frog continues to puff and swell, larger and larger until he finally burst.



Morale of Story: "Self-conceit may lead to self-destruction."

La Grenouille qui veut se faire aussi grosse que le Bœuf

Par Jean de la Fontaine

Une Grenouille vit un Boeuf
 Qui lui sembla de belle taille.
 Elle, qui n'était pas grosse en tout comme un oeuf,
 Envieuse, s'étend, et s'enfle, et se travaille,
 Pour égaler l'animal en grosseur,
 Disant : "Regardez bien, ma soeur ;
 Est-ce assez ? dites-moi ; n'y suis-je point encore ?
 - Nenni. - M'y voici donc ? - Point du tout. - M'y voilà ?
 - Vous n'en approchez point." La chétive pécore
 S'enfla si bien qu'elle creva.
 Le monde est plein de gens qui ne sont pas plus sages :
 Tout bourgeois veut bâtir comme les grands seigneurs,
 Tout petit prince a des ambassadeurs,
 Tout marquis veut avoir des pages.



Morale de L'histoire : «Tout bourgeois veut bâtir comme les grands seigneurs, tout prince a des ambassadeurs, tout marquis veut avoir des pages.

Fable & Stories in Motion

Fable Optical Illusions

The Thaumatrope Lesson

Art Educator: Cynthia Cousineau

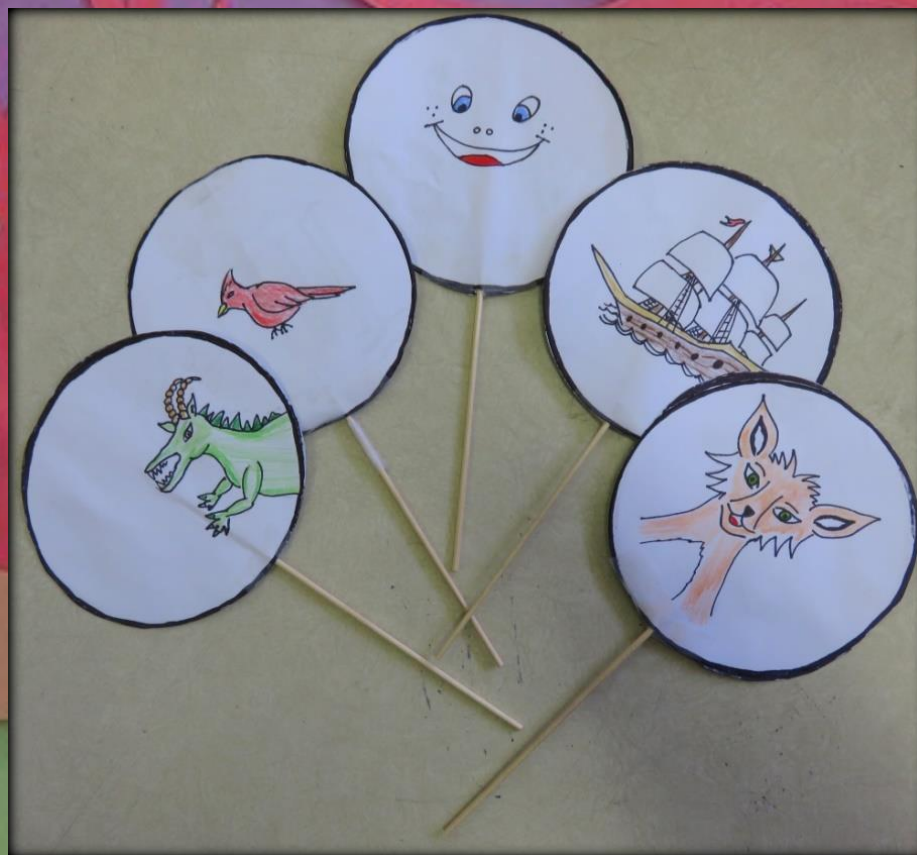
School: Gardenview Elementary

Grade Level: Grade 5, incorporated with French literature

Time Frame: This lesson lasts about 1:30 hours

Question of Inquiry

How can we use motion with two images to create an optical illusion that represents a story?



"Prototype Examples of Thaumatropes"

Rationale

Optical illusions are pictures that can be misleading. What we see with our eyes is communicated to our brain but sometimes what we see is different than what exists in reality, because of illusions in the visual system. Optical illusions occur when the brain tries to make sense of what our eyes see. An optical illusion is a trick of the mind in which our brain sees things that may or may not be real.

The thaumatrope was a popular children's toy in the 19th century. It is composed of a disc with an image on each side that is attached with two pieces of string or a stick. When the strings are twirled quickly between the fingers or the stick is turning fast enough it creates an illusion that two images seem to melt into one single image. The thaumatrope can be used to tell a story or display a particular motion.

In this lesson the students will experiment with motion and illusions. They will recreate a scene from a story or fable. For example, a fable is a story where animals are the main characters and they show certain human characteristics. In the example below we see prototype thaumatrope of a fox from the fable “The Fox and the Crow” who display human characteristics by wearing a top hat and bow tie. Students will be inspired by the stories of fables when creating their thaumatrope.



“Thaumatrope of the Fox from the Fable story of “the Fox and the Crow”

Visual Arts Competencies

Competency #1: “Creates personal images”

- Uses ideas to create visual art that displays an illusion.
- Organizes visual arts production, choosing an idea they want to use and how they will organize it.
- Sharing their experience of creation of visual arts by discussing their thaumatrope with their peers.
- To produce individual and original works of art.

Competency #3: “Appreciates works of art”

- Enjoy the works of art, traditional artistic objects, media images, personal productions used in the narrative fables.
- Students will develop an appreciation for different types of art that are involved in the narration of fables.
- Students appreciate the works of other students as well as their own creation.

Learning Objectives

- Explore the use of motion and illusions in art.
- Acquire knowledge of how to incorporate optical illusions in an image
- Creates a thaumatrope which demonstrates an illusion and represents a fable story.
- Learning to combine two images to an illusion of a single image.



Cross-Curricular Competencies

- 1) **Uses Information:** Uses fable stories as a source of inspiration when designing a thaumatrope.
- 2) **Solves Problems:** Designing two images, that uses illusion and motion to give the perception of one single image.
- 3) **Displays Creativity:** Creating a thaumatrope that shows an original idea.
- 4) **Communicates well:** Communicating their idea with the drawings and discussing with their peers how it relates to a fable story.

Adaptations for different Learners

For students who finish the project earlier they have a choice to make another thaumatrope, or finish their other art projects. They are also encouraged to help other students, especially students with special needs.

For students with disabilities the teacher may cut paper circles for them before the class. This student would be encouraged to ask questions and to seek help their friends and their teacher. They will also be given more time to complete the project.



“Prototype thaumatropes that display a scene from a story”

Materials

For the educator:

- Project Prototypes: 5 examples different types of thaumatrope.
- PowerPoint presentation about illusions and thaumatrope.

For the students:

- Crayons or markers Colors
- Glue stick
- Wooden stick or straw
- Scissors
- Thaumatrope Template (two circles of the same cutting shape)
- Tape

Vocabulary

Fable: A short story, usually with animals as main characters, and teaches a moral.

Examples: The Crow and the Fox-The moral is, "Never trust a flatterer."

Story: An account of real or imaginary people and events told for entertainment.

Optical illusions (visual illusions):

- Are images perceived in a manner which differs from the reality.
- An illusion involving the human visual system (the eye to the brain).

Illusion a deceptive appearance recognized as a different perception of reality.

Motion: The design principles that deals with the creation of the action and movement.

Thaumatrope:

- A toy that was popular in the 19th century (Victorian era in England).
- A disc with a picture of each side is attached to two pieces of string.
- When the strings are twirled quickly between the fingers, the two images appear to merge into one because of the persistence of vision.

Lesson Sequence

Introduction: 10 minutes

- Give a PowerPoint presentation on optical illusions and thaumatrope.
- Have students create a thaumatrope with an idea based on a story or fable.
- Call each group one after another to get their materials.

Demonstration: 2-5 minutes

- The steps of the project have already been explained with the PowerPoint presentation.
- Show examples of the project (5 prototypes thaumatropes) for the students to play with to get a better idea of how this works.
- Students will make a thaumatrope that:
 - 1) Must be inspired by a story or fable
 - 2) Must show a relationship between the 2 images

Work Time: 1 hour

- Call 2 volunteers to distribute sticks or straws and distribute a template sheet on which students will draw their thaumatrope.
- Students will work individually at their desks.
- If they finish early they have a choice to make a second thaumatrope, or work on other art projects.

Cleaning: 5 minutes

- Tell students when there is 5 minutes left before they start to clean.
- Remind students to recycle their paper and return the extra sticks or straws at the front of the class.
- Remind students to write their names on their thaumatrope stick or on a piece of tape that they will attach to their thaumatrope.

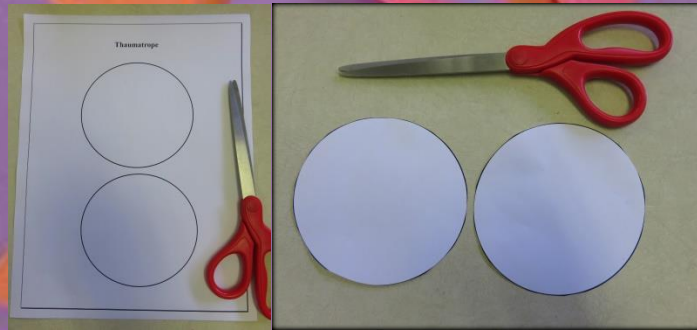
Closure: 5 minutes

- Ask students what is the definition of an optical illusion?
- Ask students to explain the story represented in their thaumatropes.
- Ask their opinions on the lesson.
- Tell students to share their thaumatropes with their friends and discuss their stories.

Thaumatrope Lesson Steps

Step 1: Think of an idea for an optical illusion. It has to relate to a fable or story.

Step 2: Cut out two circles from the template sheet which is where you will make your drawings.



Step 3: Draw two different parts of your optical illusion in the circles.



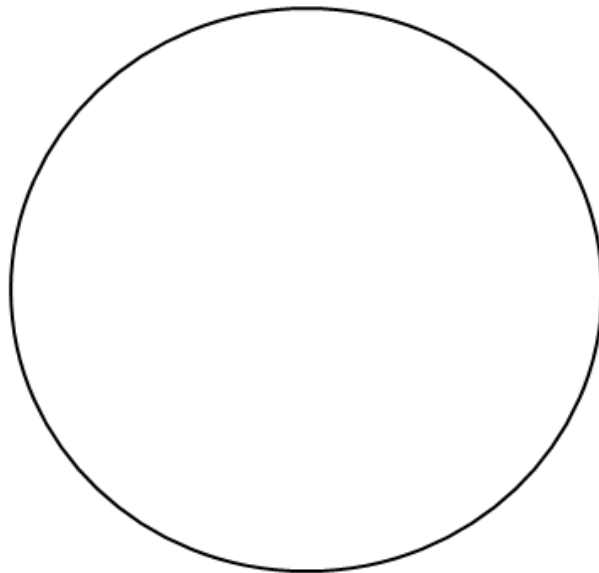
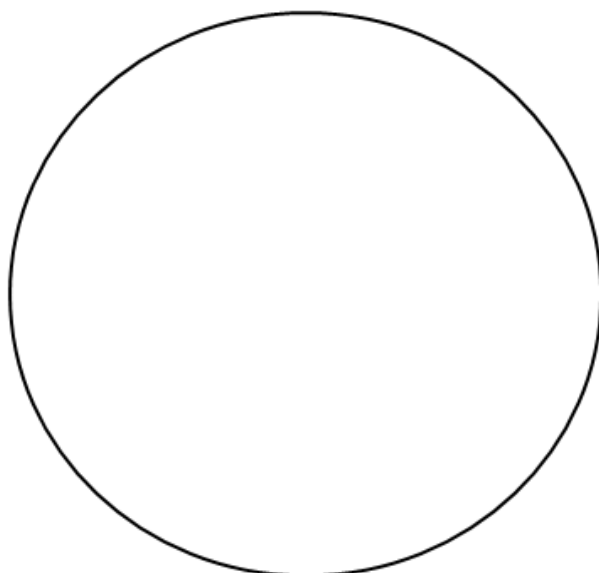
Step 4: Attach a straw or wooden stick to the back of one of your drawings using scotch tape.



Step 5: Glue the other drawing on top of where you taped the stick.

Thaumatrope Template Page

Thaumatrope



Animal Fable Masks

Lesson Plan

Art Educator: Cynthia Cousineau

School: Gardenview

Grade level: grade 5, incorporated with French literature & history

Time Frame: Approximately 4 hours

Question of Inquiry:

"How can we create a mask to represent a fable animal?"



Prototype: Plaster Mask representing the fox from the fable story: "the Fox and the Crow"

Rationale

After reading various fable stories students will gain a clear understanding how what a fable tale entails. They will write their own fable story and make a mask that will represent their main fable character. They could also create a mask representing a character from a famous fable story from the Jean de La Fontaine fables. The mask will represent an animal, and could also include a human-like trait. For example: a mask of a fox with a bow tie. For older grades the masks would be made using plaster strips. However for this particular age group the masks would be created using materials that are easy to access such as markers and paper.

This is a lesson on mask making which primary aim is to represent a character from a story. It is important for this unit because students will learn that masks are not just decorations that can be worn but also represent characters. Students will invent fable characters and use the mask to re-enact the stories. This unit lesson will mix literature, visual art and dramatic art.

This is a collaborative lesson, for students will work in pairs to invent a story with two characters, and each student will make a mask representing one character. They will then wear their masks to re-enact the scene of their story.

Learning Objectives

- To invent their own fable story and characters
- To make a mask that represents one of their characters
- To make a mask using various materials
- To incorporate a human trait to their animal masks
- To re-enact their story with their mask
- To work collaboratively with another student

Materials

- Paper
- Pencil
- Tape
- Cardboard
- Scissors
- Exacto knife
- Acrylic Paints
- Construction paper
 - Fabrics
 - Glue
- Paint brushes
- Plaster Strips
- Several containers or bowls with warm water
 - Plastic bags (to store plaster strips)
 - Small jars with water to rinse brushes



Vocabulary

- **Design:** The plan, sketch or organization of a work of art; the arrangement on independent parts to make a finished artwork.
- **Fable:** A short story, typically with animals as characters, teaching a moral lesson.
- **Figure:** A person or animal that can be only seen as a shape or outline.
- **Mask:** A cover or partial cover worn on the face used for disguise
- **Plaster:** a soft mixture of lime with sand or cement and water for spreading on walls, ceilings, or artwork to form a smooth hard surface when dried.
- **Texture:** surface quality; how things feel, or look as they might feel if touched.
- **Trace:** To copy an image by placing a transparent paper on top of an image and copying the lines to recreate the same image.

Adaptations for Diverse Learners

- Templates will be given to students to help them trace the shapes of their animals. This is useful for students who require more visual stimulus.
- Students with mobility issues can paint directly on the cardboard rather than use the plaster.
- Tactile learners will be shown different prototypes of mask so they can feel the different textures.
- Social students will be paired with shy ones to help them socialize
- Students skill with the technique will be paired with those with mobility issues, to better be able to assist the needs of those students.

Project Steps

The Fable Animal Mask

Step 1: Pick a fable character to represent

-This character is inspired from the fable story you have written

Step 2: On a piece of cardboard draw the main shape of the head of your fable character. You can use a paper template to help trace.



Step 3: Cut out the different parts of your cardboard masks (ears, head, mouth, nose, etc.) Attach them with tape.



Step 4: Dip the plaster strips in the warm water and place them on the cardboard mask. Make sure to cover the entire mask

Step 5: Let the mask dry. While waiting use other materials to make accessories for the mask. For example: a bow tie, hat, moustache, etc.



Step 6: Once dry, begin to paint the mask with the acrylic paints

Step 7: Once the paint is dry, glue the accessory on to the mask and write your name on the back



Animal Paper Mosaics

Lesson Plan

Art Educator: Cynthia Cousineau

School: Gardenvue

Grade level: grade 5, incorporated with French literature & history

Time Frame: Approximately 4 hours

Question of Inquiry:

How did the Romans represent stories or animals using the technique of mosaics?



“Example of a paper mosaic representing a dragonfly”

Overview

According to Roman legend, Romulus was the founder of the city of Rome. Romulus and his twin brother Remus were the sons of the god Mars. When they were still infants, they were abandoned near the Tiber River. Luckily for them, they were found by a female wolf that had pity on them. She would watch over the two brothers and fed them her milk. The boys survived and one day they were found by a shepherd who adopted them. The boys grew up to be strong and intelligent men. They decided to build a city at the place where the shepherd found them. They called that city Rome, named after Romulus.

Back in the time of antiquity, ancient cultures like the Romans would use art as a way of communicating their stories by capturing scenes of their everyday life, such as scenes representing music, hunting, wars, or gladiator fights. They decorated their temples and houses with images that represented the mythology of their culture. The Romans are well known for their artistic abilities with mosaics, a technique where they would use small pieces of rock, marble or ceramic to create a motif and an image. These mosaics were mostly based on the themes of mythology of animals.

This lesson on paper mosaics is important because it will teach students about the patience involved in the creation of art. They will learn to appreciate the time and details involved in the creation of a mosaic work. This lesson relates to the theme of fables because students will depict an animal from a fable story. In more advanced version of this lesson students may represent a scene from a story. This lesson can easily be adapted to the themes of fables, storytelling and mythology.

Visual arts competencies

Competency 1: “To create personal images”

- Uses ideas to design their own paper mosaic.
- Organizes their production in visual arts by choosing the materials they intend to use, and organizing their own story and ideas.
- Shares their experience in the creation of their own mosaic by discussing how they represented their story or animal.
- Produces a paper mosaic that is original and display creativity.

Competency 2: “Appreciates work of art”

- Appreciates traditional artworks and media production involved in storytelling and fables, in particular mosaics representing mythology, Roman life and animals.
- Appreciates their own artworks and those of their peers by discussing their mosaics.

Cross-curricular competencies

Uses information: uses information on the techniques of mosaics and gains inspiration from the images of Roman mosaics.

Uses creativity: expressing creativity by representing animals or stories in mosaics that display originality.

Uses efficient work methods: Able to organize their time to properly use the materials.

To communicate well: To clearly represent their animal or story in a mosaic. To discuss their mosaic with their peers as well as give feedback on the mosaics of their peers.

Learning Objectives

- To learn to appreciate mosaics.
- To know the history of mosaics and the how they are important to understanding Roman culture.
- To explore the different techniques involved in mosaics, such as the creation of motifs.
- To create their own paper mosaic with a geometric motif as the frame.
- To represent a story or an animal with paper mosaics.
- To realise the value of patience involved in the creation of mosaics.
- To gain an appreciation for the small details in mosaics.

The Prototype



Materials & equipment for teacher:

- Computer

- PowerPoint presentation on Roman mosaics
- SMART board
- Books on mosaics and the Romans
- Prototype of the project at different steps



Materials for students:

- Black marker
- Pencil
- Glue stick
- Scissors
- Small plastic bag
- Eraser
- Images of animals
- Paper explaining the different steps of the project
- Colored construction paper



“Construction paper of various colors in a plastic bag”

Vocabulary

Frame: The bordure surrounding an image in a work of art.

Mosaic: Artistic technique in which small pieces of stone, marble, or ceramics are used to create a larger image or motif.

Motif: a drawing or dessin that is repeated to create a pattern.

Trace: To copy an image by placing a transparent paper on top of an image and copying the lines to recreate the same image.

Lesson Sequence

Introduction (duration 25-30minutes):

- Discuss the history of mosaics with a PowerPoint presentation.
- Ask students what is a mosaic?
- Discuss Roman history and art with students.
- Show students how the Romans represented their culture and history with mosaics that symbolized their mythology.
- Introduce the project of paper mosaics.

Demonstration (duration of 2-5 minutes):

- Show the students the different prototypes of the project. Each prototype representing a different stage of the project.
- Discuss the different steps of the project.
- Show students the materials they will be using for the project, which is available to them on the materials table.
- Tell students they will create a mosaic representing an animal from a fable story, or a scene from a story they have written.
- Remind students that they are expected to work individually and in silence.

Work time (3 hours):

- Students will pick an idea inspired by images of animals provided by the teacher.
- Students will trace the image to a white piece of paper with a frame.
- They will design a motif for their frame and draw their animal with either a pencil or black marker.
- On top of the image they have drawn they will glue tiny pieces of squared construction paper, to create an overall mosaic.
- Students are expected to work individually at their desks.
- Students are already divided into teams, and each time will be called one after the other to come to pick up the materials from the materials table.
- If a student finished early, they can help clean the classroom or work on other art projects.



Student working on their paper mosaic

Cleanup (5 minutes):

- Five minutes prior to cleanup time, tell students they should finish the last detail they are working on, and start putting their things away.
- Mention to students that they need to put their small pieces of paper in the plastic bag provided to them, in order to avoid making a mess.
- Tell students they should put their unfinished projects in their art folder, and hand in their finished projects to the teacher.

Conclusion (5 minutes):

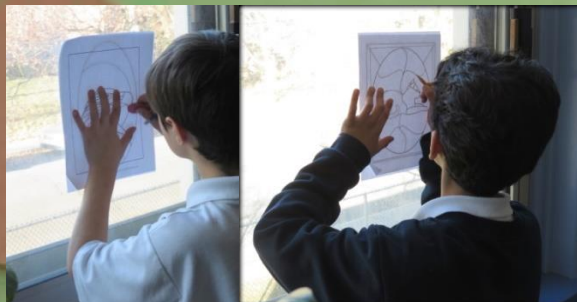
- Once all the work is finished, the teacher will display all the paper mosaics on the classroom wall so that the class can have a discussion about each other's works.
- The teacher will ask the students for their opinions regarding what they most and least enjoyed about this art project.
- The teacher will ask students what they learnt from this activity.
- The teacher can ask the following questions:
 - What is a mosaic?
 - What is a motif?
 - For what reasons did the Romans create mosaics?
 - What was the best part of the project in your opinion?
 - Why did you choose to represent that particular animal?



Student working on their mosaic

Adaptations for different learners

- For exceptional learners who finish their project earlier, they will be given the option to either make a second mosaic, help their classmates cut out pieces for their mosaics or use the extra time to help clean up the classroom.
- Students with visual disabilities would be given images that are easier to trace and their mosaic pieces can be larger with less details required.
- Students with hearing impairments would be given a piece of paper with clear instructions for the art project. They will be given more descriptive instructions. The teacher should remain near these students, and talk louder when explaining the lesson while ensuring to never turn their back at the students since they need to be able to read the teachers lips.
- For students with mobility impairments, the teacher should cut out the square pieces of paper of various colors ahead of time to give to these students. They would then glue these pieces directly on the paper with the image of the animal on it. They will not be required to trace the image. The teacher or another student who finished their project could help this student glue the pieces of their project.



“Kids tracing their animal images”

Animal Paper Mosaics

Project Steps



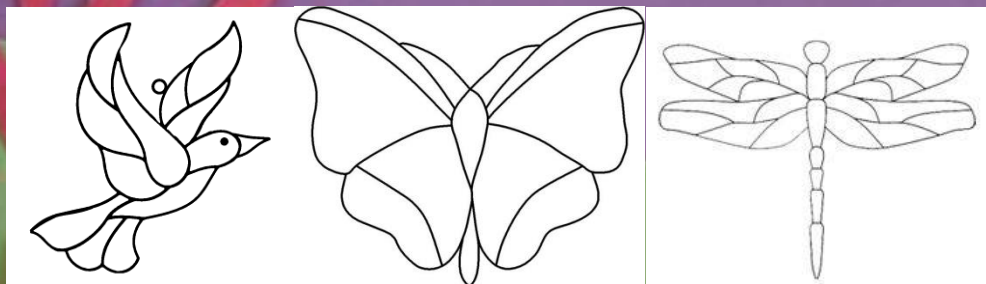
Step 1:

- Take a piece of white paper with a rectangle image (mosaic template paper).
- Inside the rectangle you will trace an image of an animal.

And

You will draw a geometric motif to be the frame of your mosaic, which is outside the rectangle.

Step 2: Pick an image of an animal that you trace and use as inspiration for your mosaic.



Step 3:

- Do not use more than four different colors.
- Cut the colored paper into tiny squares that will be your mosaic pieces.

Step 4:

- Glue the tiny squares on the image of the animal you have drawn.

Step 5:

- Sign your name on the back of the mosaic and hand in the project to the teacher.

Name:

Points: / 14

Quiz on the Romans

1) How many continents are there in the world? Circle the right answer.
(1 point)

- a) 4
- b) 5
- c) 6
- d) 7

2) Name 3 different continents: (3 points)

1) _____

2) _____

3) _____

3) In which continent and city did the Romans live? (2 points)

Continent=

City=

4) What was the name of the two brothers who founded the city of Rome? (1 point)

- a) Remond & Renardo
- b) Romulus & Remus
- c) Remi & Richard
- d) Mars & Neptune

5) Name two things that the Romans gave us. (2 points)

1)

2)

6) What is a mosaic? Circle the best answer. (1 point)

- a) A marble statue
- b) A painting
- c) A technique that uses small pieces of stone, marble or ceramic to make an image.

7) What is a motif? (1 point)

- a) A person that lives in Italy.
- b) A drawing that is repeated.
- c) A show in a Roman theatre.

8) For what reason did the Romans make mosaics? (1 point)

Answer: _____

9) Who were the Roman gladiators? (1 point)

- a) The kings of Rome
- b) Soldiers
- c) Prisoners and slaves
- d) The rich people of Rome

10) The coliseum is an example of what? Circle the best answer. (1 point)

- | | |
|-----------------|-----------|
| a) Aqueduct | c) Column |
| b) Amphitheatre | d) Temple |

Bonus: What language did the Romans speak? (1 point)

Answer:

Narrative Comics Strips

Lesson Plan

Art Educator: Cynthia Cousineau

School: Gardenvue

Grade level: grade 5, incorporated with French literature

Time Frame: Approximately 3 hours

Question of inquiry:

How to represent a story or fable using comic strip techniques?



“Example of a comic strip from the series of Astérix et Obélix”

Overview

Comic strips bring life to drawings by simplifying the telling of a story. They are a useful form of artistic expression commonly used to tell stories with drawings that are accompanied by narratives. Comic strips contain multiple images that represent a story with a timeline. The history of comic strips began with Rodolphe Topffer in the 19th century who had the idea of adding a narration under drawings. Soon afterwards the French developed the first children's newspaper which was entirely filled with comic strips. Comic strips are commonly used to express humor and bring motion to drawings as well as a sense of time.

This lesson is important because it allows students to develop their imagination and storytelling abilities by allowing them to invent their own characters and bring them to life when designing their comic strips. Students will learn the history of comic strips and explore different examples of popular comic strips from around the world, for example the manga a type of Japanese comic strips. However this lesson will mostly focus on learning the techniques involved in the creation of comic book stories inspired by Franco-Belgian comic strips such as Tintin and Astérix and Obélix.

In this lesson, students will develop their very own comic strip by inventing unique characters for their own story and by applying tradition comic strips techniques.



Visual arts competencies

Competency 1: “To create personal images”

- Uses ideas to design an original comic strip.
- Organizes their production in visual arts by choosing the materials they intend to use, and organizes their own story and ideas.
- Shares their experience in the creation of their own comic strips by discussing their story and characters with their peers.
- Produces a comic strip that is original and displays creativity.

Competency 2: “Appreciates work of art”

- Appreciates traditional artworks and media production involved in storytelling and fables, in particular comic books.
- Appreciate their own artworks and those of their peers by discussing their comic strips.

Cross-curricular competencies

Uses information: uses information on the techniques of comic strips and gains inspiration from reading comic books.

Uses creativity: expressing creativity by creating characters and stories in comic strips that display originality.

Uses efficient work methods: organizes their time to properly use the materials.

To communicate well: To properly express ideas through the creation of characters that display emotions. To create a narrative that is free of spelling or grammar mistakes.

Learning Objectives

- To appreciate comic book art by reading popular comic books from Franco-Belgian culture.
- To learn the history of comic books.
- To explore the artistic techniques used in the creation of comic strips.
- To create their own comic strip story.
- To develop a story and represent it through a series of narrative drawings.
- To represent different views by drawing characters from different perspective and distances.

Dissemination

Student work will be hung on a wall for all the school to see. The teacher will also photocopy each comic strip page and print out a book containing the work of every student. This book will then be put in the classroom or school library for students to read.

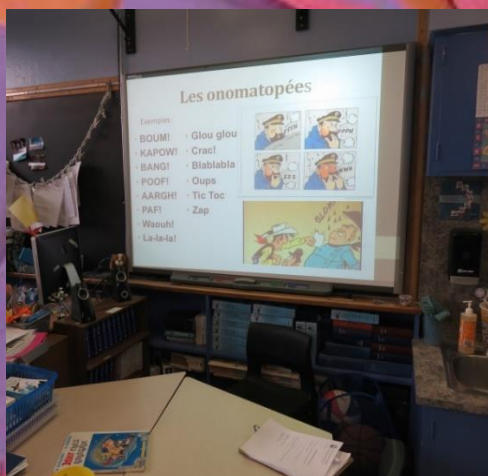
Le Prototype



Example of the first step of the project, pencilling the story

Materials & equipment for educator

- Computer
- PowerPoint presentation on comics
- SMART board
- Examples of comic books
- Prototype of project at different steps



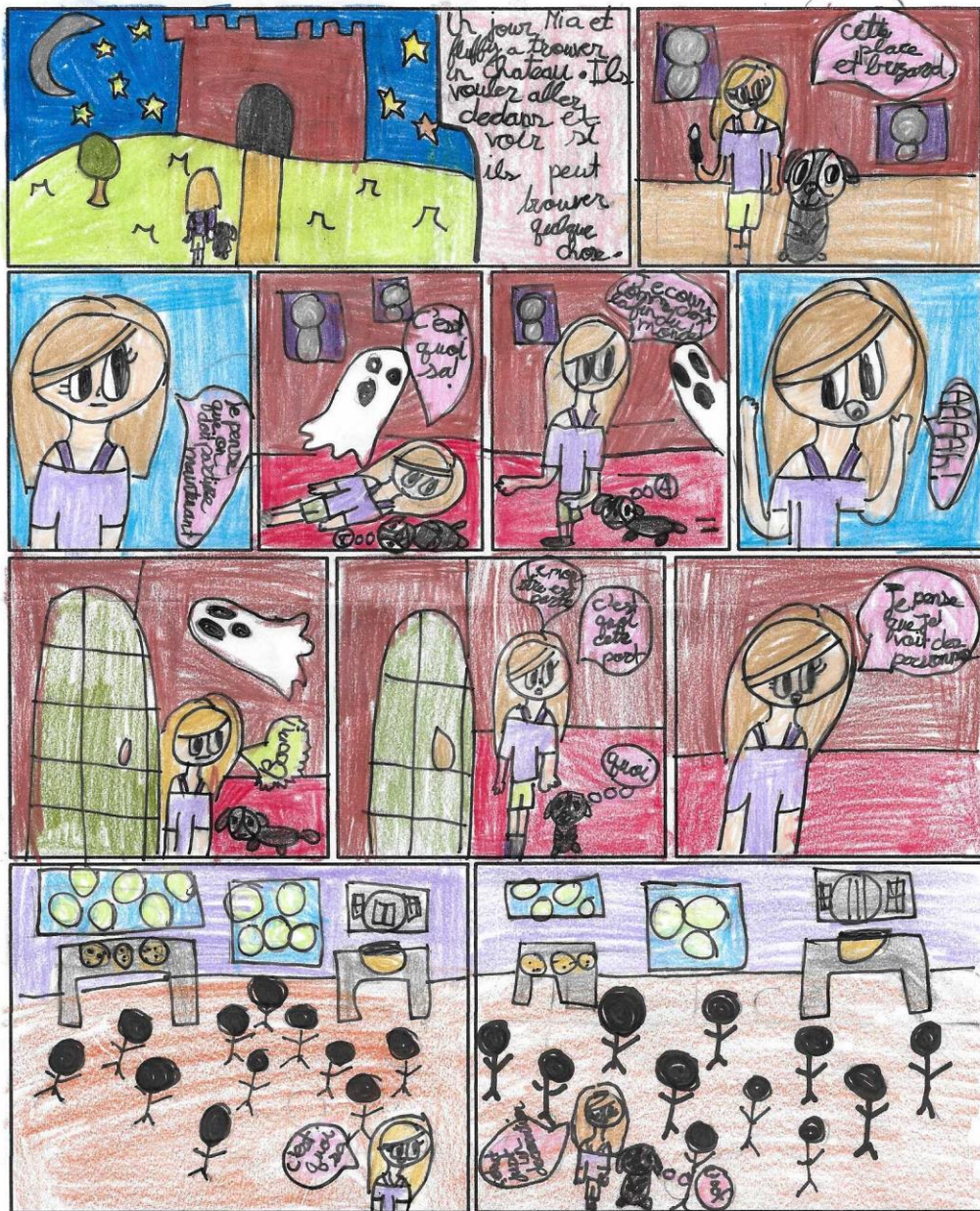
“SMART board with a PowerPoint presentation on comic strips”

Materials for students

- Black sharpies
- Color pencils
- Pencils
- Comic page template
- Eraser
- Comic books
- Guideline paper on steps and expectations of the project



Titre: Chateau de noir



Amanda Butterfield ©

"A comic by a grade 5 student"

Vocabulary

Album: Comic books that are related to each other and contain a finished story or story to be continued; an album is part of a series.

Borderless panel: A comic panel that has no boarder or outline.

Caption: The words which appear in a yellow box which voices what the narrator of the comic story is saying.

Cartoonist: a title given to someone who designs comic strips.

Close-up shot: Isolating a part of the scene or the character by focusing on detail for example: an arm, a hand, or a face. Often it is used to show the expression of a face or to focus on a detail of a scene. Can also focus and places emphasis on small details, for example: an eye, a finger, a button.

Comic Strip: a sequence of drawings in boxes that tell an amusing story, typically printed in a newspaper or comic book.

Dialogue Balloon: A comic book technique used to express what the characters communicate to each other. These bubbles contain words or sounds used to express what the characters say, scream or think.

Drawing Board: The name given to each page of a comic book.

Gutter: The space between panels on a comic book page.

Inks: the final stage of a comics drawing (applying ink to the pencil).

Manga: A type of Japanese comic.

Medium Shot: In a comic book, when the character is represented from head to waist.

Long Shot: When we see all the character in a comic book story from head to toe. Focus is on the dialogue.

Onomatopoeia: A word that emits a sound. It represents the noises that take place in a comic story.

Overall plan: A plan in the comic book in which the characters are situated in the scene. It shows the scene of the story, focusing on the décor in which the characters are represented with little detail, since the main focus is on the décor.

Panel: The name given to one drawing on a comic book page. It is the single square on a drawing board of a comic. It contains the image with speech bubbles and narration.

Pencil: the first stage in drawing a comic book prior to the final inked stage.

Plan: The different ways of presenting the characters, as seen from different distances.

Storyboard: a sequence of drawings, typically with some directions and dialogue, representing the shots planned for a movie or television production.

Spiked balloons: A balloon that indicates what characters in comics are shouting.

Thought Balloon: A cloud balloon i that indicates what a character in comics are thinking.

Tier: A single row of panels on a comic book page.

Trace: copying a drawing by placing a piece of transparent paper on top of an image and copying the image

Zoom: The process of going from the ensemble plan to the big plan by getting progressively closer and focusing on more details.

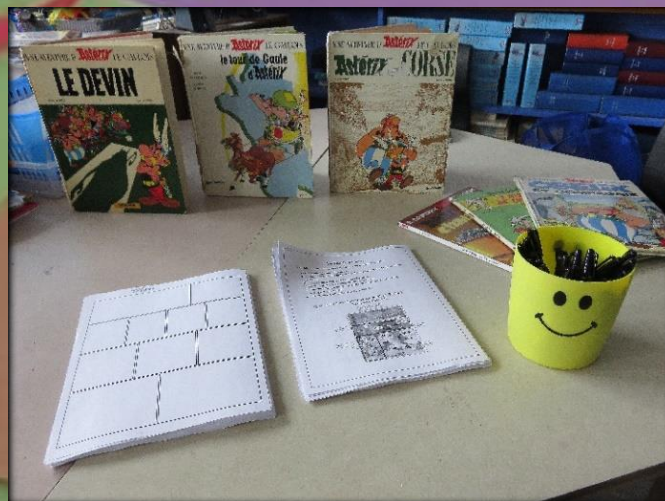
Lesson Sequence

Introduction (25-30 minutes):

- Discuss the history and technique of comic book art with a PowerPoint presentation.
- Ask the students: what is the definition of a comic book and comic strip?
- Discuss the characters of comic books and how to represent them by using shots that show different distances.

Demonstration (5 minutes):

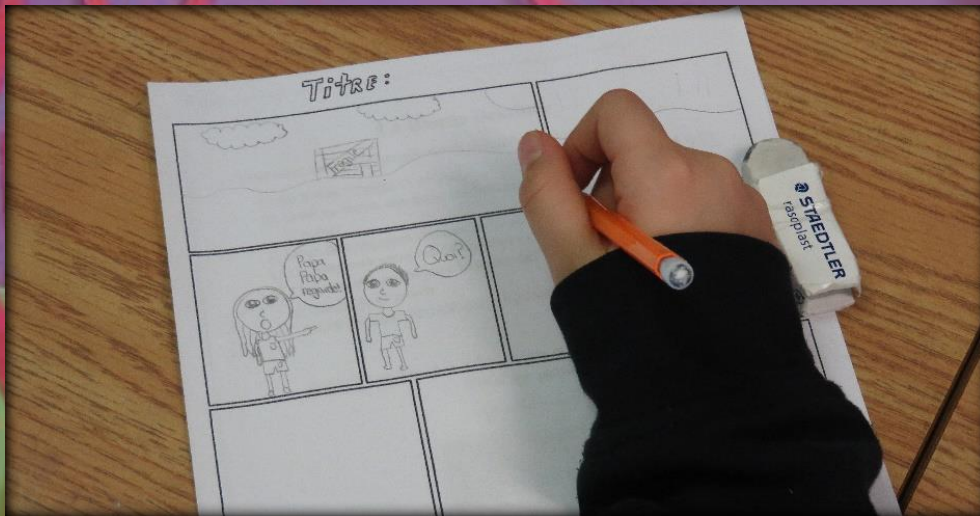
- Show the students the prototypes of comic book stories at different steps in the drawing process.
- Discuss the different steps of the project and the expectations of the project.
- Show students the material table, with the sharpies, templates and comic books.
- Tell students they are expected to represent different ways of drawing a character through different distances. Inform students that they need to create characters that are original.
- Remind students that they are expected to work in silence.



“Material table for the lesson on comic books”

Work time (2 hours):

- Students will work individually at their desks.
- Students are already assigned teams, and each team will be called in one after the other to come pick the materials they will need for their project.
- If a student finishes their comic book page early they can help clean the classroom, read, or work on their homework.
- During the work time the teacher can distribute comic books for the students to look at for inspiration for their own comic book art.



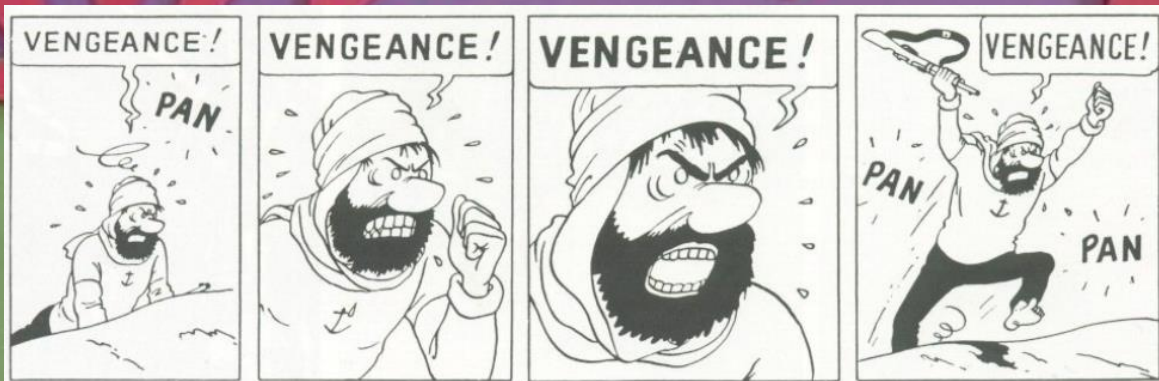
Student working on pencilling their comic story

Clean up (5 minutes):

- Five minutes prior to cleaning time, students will be reminded that they will begin cleaning soon and they need to finish up the part of the drawing they are currently working on.
- Ask students to bring back the books and sharpies to the materials table.
- Tell students to put their unfinished comic story back in their art folder. If they finished they can hand it in to the teacher.

Closure (10 minutes):

- Once all the comic stories are completed, the teacher will display all the comic book stories on the wall for the students to see and make comments on.
- The teacher will ask the students to give their opinion on the works of their peers. Which comic stories from their peers they like best and why. What did the students most enjoy about this art project? The students will be asked about their favourite part of the project.
- The students will be asked about what they learnt from this art project. What are the comic book techniques, what are the different types of shots, and about the history of comic books?
- Questions the teacher can ask the students:
 - What is an overall plan?
 - What is an onomatopoeia?
 - What is the difference between a story board and a panel?



Hergé, *Tintin : le crabe aux pinces d'or*, Casterman

Adaptations for diverse learners

- Exceptional learners who finished earlier will have the option to create a second comic book story, read a comic book, catch up on other art projects or help clean the classroom.
- Students with learning disabilities will be given extra time to work on their project. They will have a clearer guideline to what is expected of them. They will have the option to go to the resource room to have someone assist them as they design their comic story. The resource room would provide them with a quiet place to help them focus more on their assigned task.
- Students with visual disabilities will be given a large paper, with larger panels to work on. They also won't be required to use colours and can focus more on the story and narration.
- Students with auditory disabilities will be given a paper with more in depth explanation about the project with more detailed steps. The teacher will remain near those students as they explain the art lesson and will never turn their back to the student to ensure that the student can read their lips as they speak.



“Student working on their comic strip”

Steps

The creation of a comic book

Step 1: A good idea

- Think of a story or a funny scene.
- Think of two characters and how they would interact.
 - Where is your story taking place?
 - Are your characters indoors or outdoors?
- Think of an exciting event that would be the ending of your story.
- What type of story is it? Is it a mystery? An adventure? A comedy? A romance?



Step 2: Draw your comic story using a pencil

- On the comic page paper provided to you, draw in each box the images to represent the sequence of events taking place in your story.
- Think about the different balloons and words you will add to your drawings to clearly represent your story.
- Consider the different shots of your comic story; the different ways of viewing the characters from different distances.

Step 3: Trace over the pencil drawing with a black sharpie marker

- Take a sharpie marker and trace over all the lines you drew with the pencil. Once you are done tracing with the marker, erase all the pencil lines.

Step 4: Color in the drawing

Step 5: Write your name, give your story a title and hand in the project to the teacher.

Project

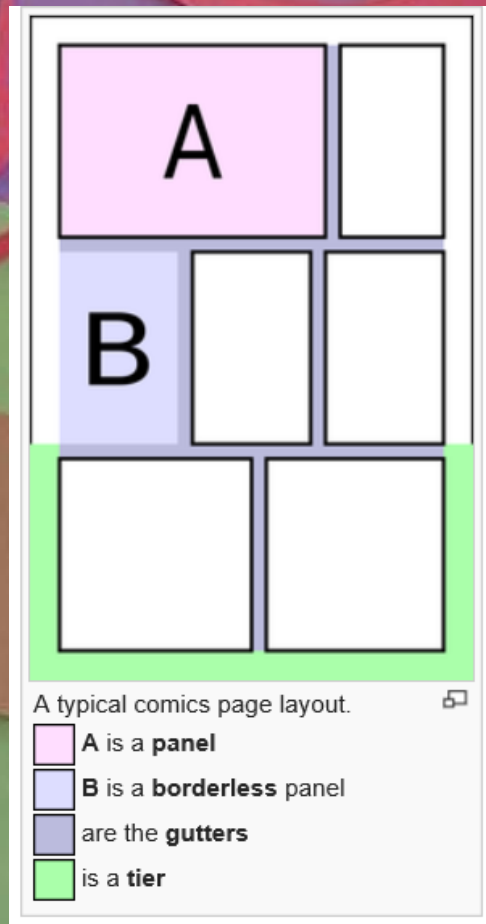
The Narrative Comic Strip

You will create a comic book story that must include the following:

- 1) At least 5 dialogue balloons (5 points)
- 2) At least one thought balloon to indicate what your character is thinking (1 point)
- 3) Two different onomatopoeias (2 points)
- 4) A title for your comic book story (1 point)
- 5) One panel that shows the overall plan of the story (1 point)
- 6) At least two different characters (2 points)
- 7) A creative idea for your story (1 point)

Note: Your comic must be clearly written and neat (2 points)

Total points = 15



Unit Assessment

For this unit focusing mainly on representing characters or stories in artwork, the student will be evaluated using rubrics and grading sheets. The rubric will be divided into various categories each with its own criteria that the student is expected to meet. The criteria will mostly be specific to the lesson, but all lessons will share common criteria such as display of originality and neatness of work. The students are being evaluated on their understanding of the stories, how they represent the characters and their ability gain inspiration these stories to create their own stories.

The rubrics for all the lessons in this unit share a similar style. The expected criteria will be shown on the left of the rubric. Each category has a certain amount of points, generally not exceeding 3 points. The students would earn a point ranging from zero to 3. Half points may also be given, by circling the space between two points. Each amount of point is given an explanation to why that student earned that amount of points.

For each rubric in the lesson there is a total amount of points ranging from 12 to 15. The final mark will be based on how many of those points over the total amount the student earned. There is also a commentary section for the teacher to write feedback on areas in which the student could improve, or for positive feedback for students who showed great effort in their work.

The assessment of this unit is not confined to one type of rubric but all share a resemblance in that they all use the point system and based on what they are evaluating. The following pages are examples of rubrics found in this unit.

Rubric for Evaluating Landscape Collage

Student Name:

Mark	1 point	2 points	3 points
Project demonstrates care and effort	Project is messy, and shows little effort and planning	Project is neat, but could incorporate more detail and planning	Project is neat, detailed and well thought-out
Incorporates elements to show distance and depth	Project does not give the illusion of space and distance	Project incorporates one or two elements of either foreground, background, and middle ground	Project demonstrates background, foreground and middle ground giving a clear perception of space and distance.
Uses a variety of colors	Project uses 2 colors and demonstrates poor relationship between colors	Project has at least 3 colors, and some relationship between colors	Project includes 4 or more colors with a good balance and relationship between colors.
Project demonstrates originality	Project is a copy of teacher's prototype and shows little creativity	Project shows some originality	Project has original ideas and elements, and stands out compared to others

Total Points: /12

Comments:

Rubric for Evaluating Paper Puppets

Student Name:

Mark	1 point	2 points	3 points
Project demonstrates care and effort	Project is messy, and shows little effort and planning	Project is neat, but could incorporate more detail and planning	Project is neat, detailed and well thought-out
Project display motion	The puppet is unable to move in any way when attempting to manipulate it	The puppet can move certain limbs but not all the parts	All the parts of the puppet can move and is properly attached
Uses a variety of colors	Project uses 2 colors and demonstrates poor relationship between colors	Project has at least 3 colors, and some relationship between colors	Project includes 4 or more colors with a good balance and relationship between colors.
Project demonstrates originality	Project is a copy of teacher's prototype and shows little creativity	Project shows some originality	Project has original ideas and elements, and stands out compared to others

Total Points:

/12

Comments:

Evaluation Rubric

Project: Warm & Cold Motion Figures

Student Name:

Mark	0-1 point	2 points	3 points
Project shows care and effort	Project is messy, shows little care and effort. No enough planning.	Project shows some effort but could incorporate more details and planning.	Project is clean, detailed and well planned.
Project has 3 warm colors or 3 cold colors that are well balanced.	Project is incomplete and only has one color.	Project is incomplete, has only two colors and does not show a relationship between cold or warm colors.	Project shows 3 colors and a good understand of warm and cold colors.
Project represents a motion	The project does not represent a motion.	The project shows a motion but it is not clear enough.	The project clearly represents a motion.
Project shows originalité	The project is an exact copy of the teacher's prototype or another student, and shows little creativity.	The project shows some creativity but does not stand out as original.	The project uses ideas and elements that are original and clearly stands out from other projects.
Project includes initial sketch of the motion inspired from the silhouette or motion figure	The sketch is messy and does not clearly represents the motion from the silhouette or motion figure	The sketch somewhat represents the motion from the silhouette or motion figure	The sketch is neat and clearly represents the motion from the silhouette or motion figure

Total Points :

/15

Comments:

Rubric for Evaluating **Thaumatrope**s

Student Name:

Mark	1 point	2 points	3 points
Project demonstrates care and effort	Project is messy, and shows little effort and planning	Project is neat, but could incorporate more detail and planning	Project is neat, detailed and well thought-out
Incorporates 2 images and demonstrates a good relationship between them to depict an optical illusion	Project is incomplete, lacks an image, and shows no relationship between images to depict an illusion	Project is incomplete, or lacks an image, and shows some relationship between images to depict an illusion	Project shows 2 clear images that blend well together to form an illusion of a single image
Represents a story or fable	Project has no relation to a story or fable.	Project somewhat relates to a fable story but needs to be more clear	Project clearly relates to a fable story by depicting a scene or character
Project demonstrates originality	Project is a copy of teacher's prototype and shows little creativity	Project shows some originality	Project has original ideas and elements, and stands out compared to others

Total Points:

/12

Comments:

Evaluation rubric

Animal paper mosaics**Student Name:**

Requirements	1 point	2 points	3 points
The project shows care and effort	The project is messy and shows little effort and planning & The student did not put enough time in the project. There are traces of glue and the project is not clean.	The project is a little messy, and could incorporate more detail or planning & There are some traces of glue, the pieces are cut out too large or not cut well.	The project is neat, detailed and well thought & The student clearly put a lot of time and patience towards the creation of their mosaic.
The project contains a geometric motif	The motif is incomplete or the frame of the mosaic does not contain a geometric motif	The project is incomplete because there is a piece of the geometric motif missing.	The motif is complete with all the parts clearly representing a pattern.
The mosaic clearly represents an animal	The mosaic does not represent an animal	The mosaic represents an animal, but it is not clear enough.	The mosaic clearly represents an animal.
The project shows originality	The project is a copy of the prototype of the teacher and shows little originality.	The project shows certain originality.	The project has ideas and elements that are original and make it stand out to other projects.
The project shows a proper use of colours	The project has at least 2 colours but shows a poor relationship between colours.	The project has 3 colours and shows a certain relationship between colours.	The project has 4 colours and shows a good relationship between colours.

Total Points:**/15**

Comments:

Evaluation Rubric

Narrative Comic Strips

Student's name:

Task to be completed and value of points	Points earned
The comic contains 5 dialogue balloons (5 points)	
Contains one thought balloon (1 point)	
Contains two different onomatopoeias (2 points)	
The comic has a title (1point)	
One panel that represents the overall plan where the story is taking place (1 point)	
The story contains at least two different characters (2 points)	
The idea for the comic story is original and displays creativity (1 point)	
The comic is well written, clear to read and neat (2 points)	

Total Points: /15

Comments:

Unit

Bibliography / Resources

Websites	How it helps the lesson
Aesop: The fox and the crow: http://www.eastoftheweb.com/short-stories/UBooks/FoxCrow.shtml	Useful because it provides a copy of the fable story
Aesop and his fables: http://greece.mrdonn.org/aesop.html	Provides information about Aesop and fables.
Examples of Fables: http://examples.yourdictionary.com/examples-of-fables.html	It provides a list of the most popular fables and the morals they teach.
Les Fables de Jean de La Fontaine: http://www.lesfables.fr/	Provides the different examples of fables by Jean La Fountain
<i>How to make your own thaumatrope</i> http://thekidshouldseethis.com/post/17490881335	<i><u>A site that discusses the thaumatrope and how to build one.</u></i>
<i>Fancy Names & Fun Toys: http://www.mhs.ox.ac.uk/exhibits/fancy-names-and-fun-toys/thaumatropes/</i>	<i><u>A useful website that talks about what a thaumatrope is and its history. It also provides ideas for other art forms that use motion and illusion.</u></i>
<i>Thaumatrope:</i> http://courses.ncssm.edu/gallery/collections/toys/html/exhibit06.htm	<i><u>Another site that describes the history and function of the thaumatrope.</u></i>
<i>Videos about the Thaumatrope:</i> https://www.youtube.com/watch?v=A_2TW5X4H6E https://www.youtube.com/watch?v=yD0ovANHdqQ https://www.youtube.com/watch?v=SivM3UVHMeg	<i>Videos that provide examples of thaumatropes, how to make them, and how they look like with motion.</i>
http://www.histoiredelantiquite.net/archeologie-romaine/mosaique-	Website about Roman mosaics.

<u>romaine/</u>	
<u>http://latin.collegejeanjaures-cransac.org/mosaïque.htm</u>	Website on Roman mosaics.
<u>https://fr.vikidia.org/wiki/Mosa%C3%AFque</u>	Website on Roman mosaics
<u>http://www.condexatedenbay.com/comment-faire-des-mosaïques-romaines-pour-les-enfants/</u>	Art project for kids: how to make a Roman mosaic?
<u>http://www.jeuxvideo.com/jeux/wii/00031610-horribles-histoires-les-redoutables-romains.htm</u>	Game about the Romans.
<u>https://fr.vikidia.org/wiki/Rome_antique</u>	Rome and antiquity.
<u>http://annuaire-enfants.kidadoweb.com/sites-pour-enfants/histoire/grecs-et-romains/index.html</u>	Website about the Greeks and Romans.
<u>http://lartestunjeudenfant.eklablog.com/l-antiquite-c900513</u>	Website about art in antiquity.
<u>http://biblio-finistere.cg29.fr/userfiles/File/techniques_bd_1_8_tpm.pdf</u>	The history of comic books with examples.
<u>http://www.les-onomatopees.fr/liste-onomatopees.php</u>	A site that gives example of onomatopoeias.
<u>http://ekldata.com/EYfssXEdWTVnOKb3Bw8lCdwC5UQ.pdf</u>	A site that explains the vocabulary associated with comic books.
<u>http://www.cbbd.be/uploads/fichiers/pages/invention-de-la-bd-web.pdf</u>	Pedagogical information about comic books.
<u>https://www.youtube.com/watch?v=vMefiAxpRKI</u>	Introduction video about the adventures of Tintin.
<u>https://www.youtube.com/watch?v=VnXmFpGZizA</u> <u>https://www.youtube.com/watch?v=0_As592BYWU</u> <u>https://www.youtube.com/watch?v=thBJzRydSlc</u> <u>https://www.youtube.com/watch?v=NQK59M8rAME</u> <u>https://www.youtube.com/watch?v=WLTtkFGC3dA</u>	Videos about Astérix et Obélix that show how comic characters can inspire the creation of different movies.
<u>https://www.youtube.com/watch?v=xz3j8gKRUTg</u>	2014 film by Steven Spielberg about the adventures of Tintin.
<u>https://www.youtube.com/watch?v=i5Bm_HZbVgE</u>	Introduction to the cartoon of

	Lucky Luke
La Grenouille qui veut se faire aussi grosse que le Bœuf : http://mistercarl.tripod.com/id8.html	The fable story “the frog and the ox”.
Couleurs chaudes et couleurs froides, comment faire la différence ? http://www.imagenouvelle.fr/actualites/couleurs-chaudes-et-couleurs-froides-comment-faire-la-difference	A website that explains the difference between warm colors and cold colors.
Warm and Cool Colors Projects : https://www.pinterest.com/tlfbelt/warm-and-cool-colors-projects/	A website that gives ideas of art projects that use warm and cold colors.
YouTube Vidéo sue « La Grenouille qui veut se faire aussi grosse que le Bœuf » https://www.youtube.com/watch?v=7n7Kqr3AVYk https://www.youtube.com/watch?v=Si1u3SDx9nQ https://www.youtube.com/watch?v=Is47wPMfSHs	YouTube videos that projects examples of the fable story “the frog and the ox”.
The Frog and the Ox: http://www.storyit.com/Classics/Stories/oxandfrog.htm	This site provides a written version in English of the Fable story “the fox and the ox



Example of Student Work (Grade 5)

















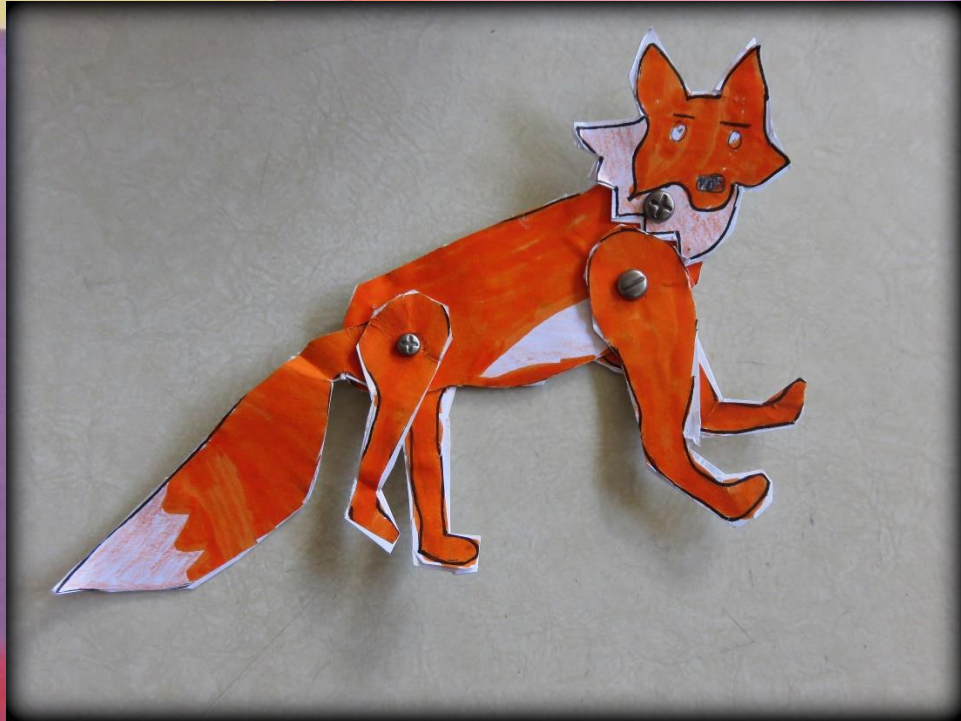


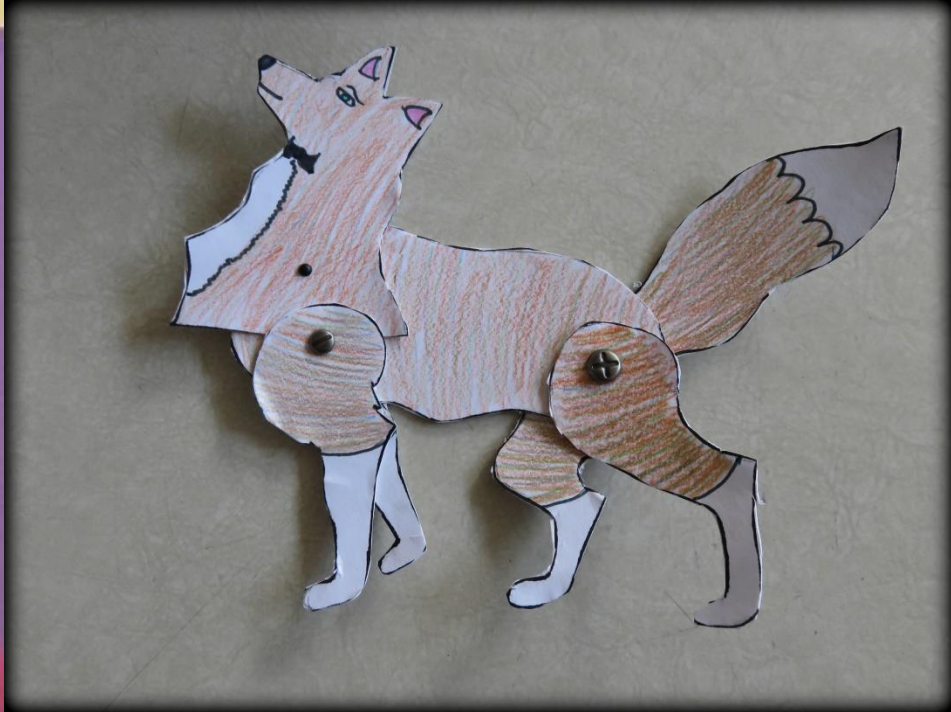






















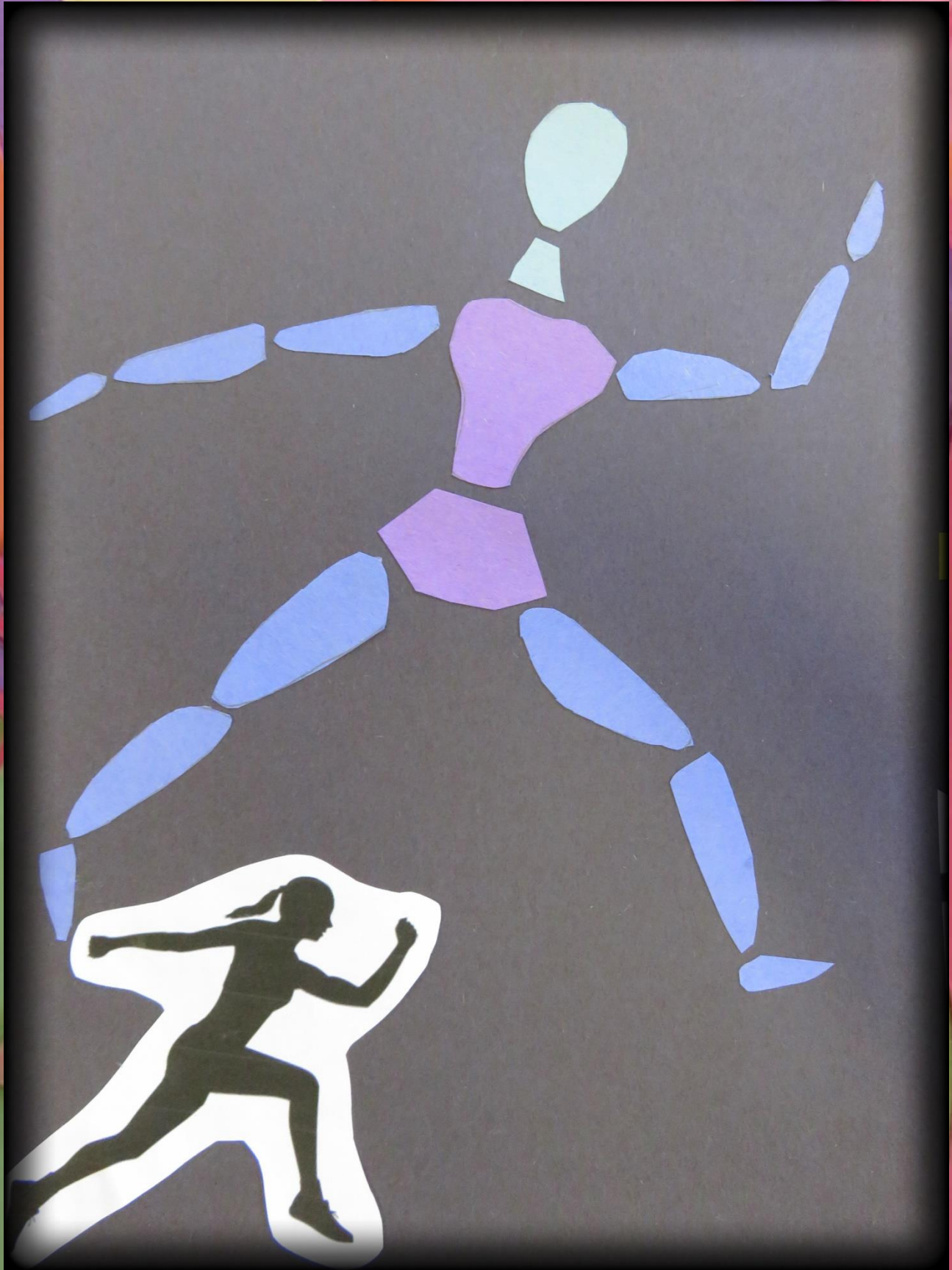












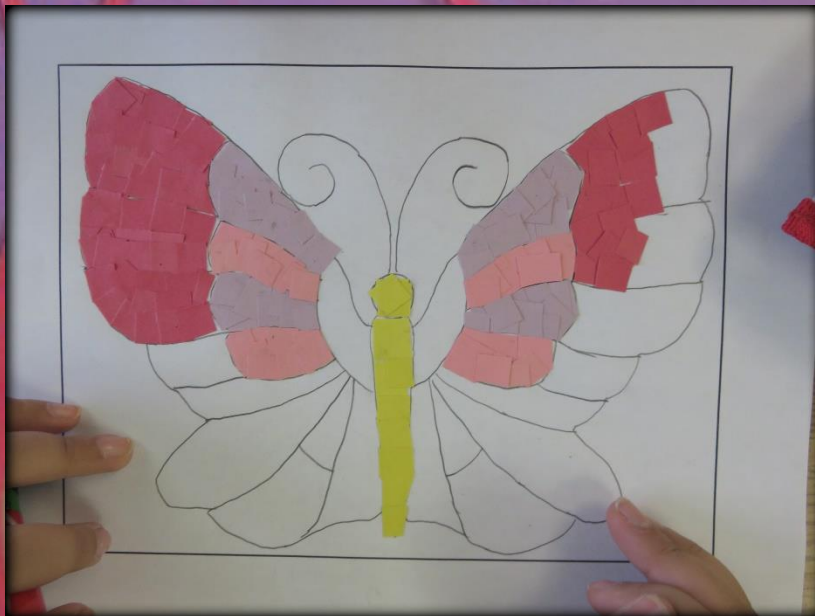




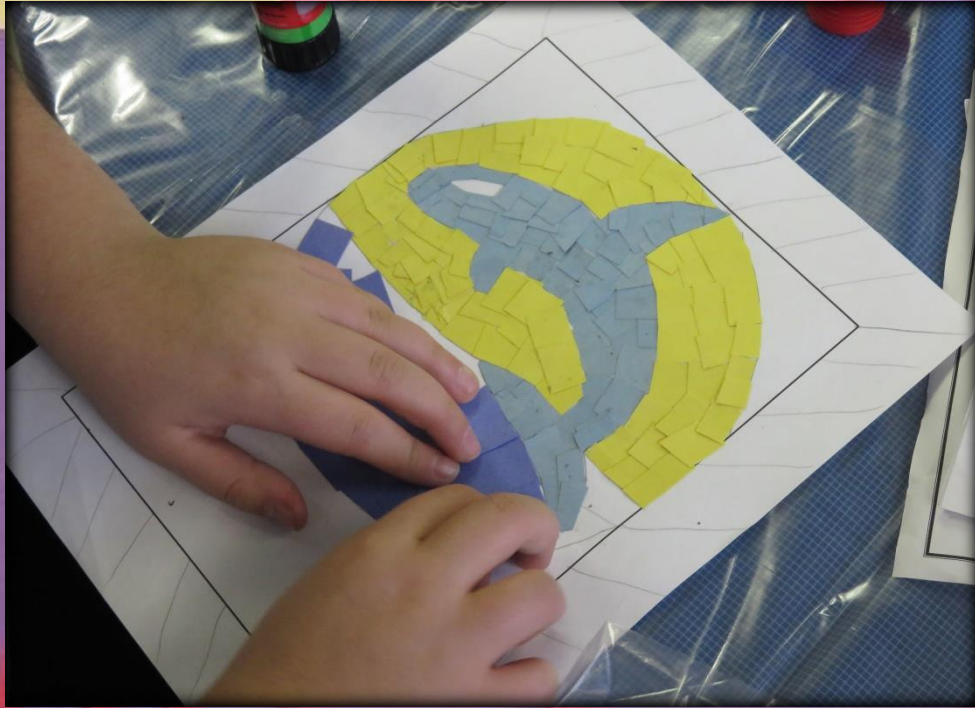












Titre: La petite fille des fées et la licorne

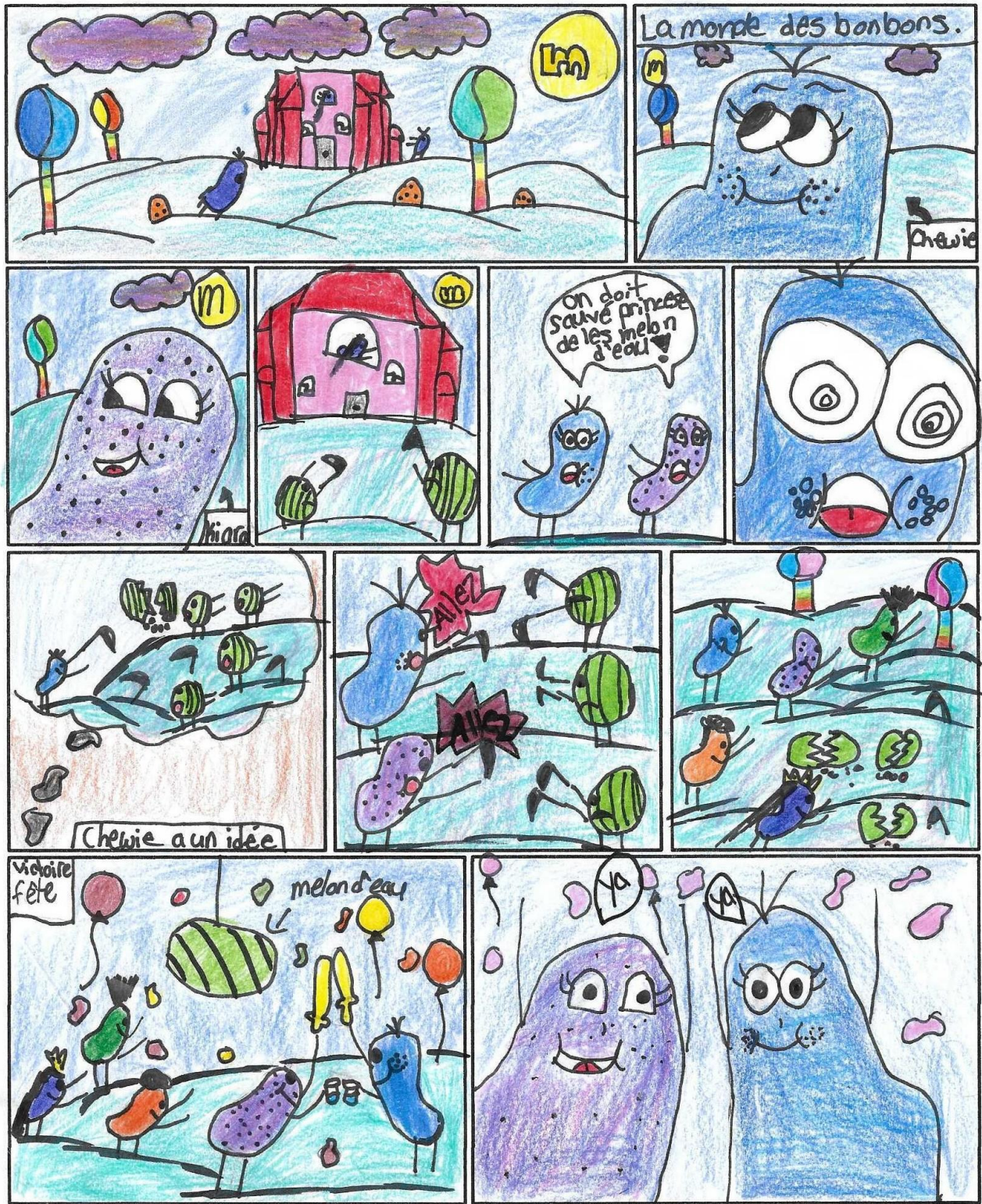


Lara. K.

Titre: C'est Noël!



Titre : Attaque de les melon d'eau



Kiara Fania

Titre: Une photo famille parfait!



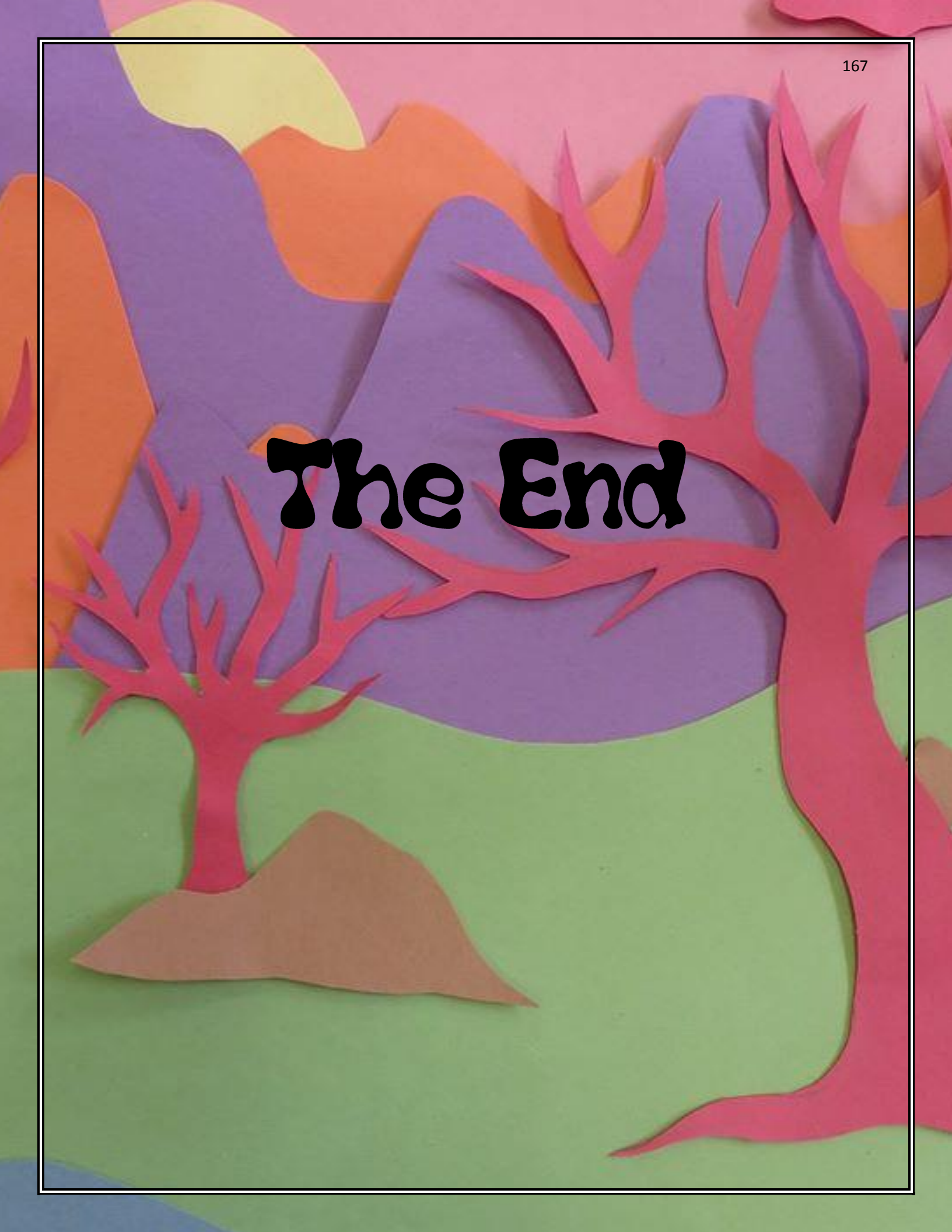
KIOBI KAPITSKY

TITRE: L'AMOUR D'EMILY

Athena Calvillo #3



Athena Calvillo #3

The background is a vibrant, stylized landscape made of layered paper. It features rolling hills in shades of purple, orange, and yellow. In the foreground, there are two prominent trees with red trunks and branches, set against a green grassy field. A small brown mound is visible near the base of the smaller tree on the left. The entire scene is framed by a thin black border.

The End