


Lesson Sample: Grade 4, Respond Domain

Lesson Title	Heroes, Villains, and Characters	<div>Sample image</div> 
Time Frame	3-5 hours	
Domain	Respond	
Standard	TN previous standard: 5.2 Analyze and discuss the characteristics and merits of artwork of others. <i>TN revised standard: 4.VA.R2.A</i> Interpret art by analyzing how context, relevant subject matter, and use of media shape meaning while using appropriate art vocabulary.	
Essential Questions	What conditions, attitudes, and behaviors support creativity and innovative thinking? What kinds of lines and colors do illustrators use to make the characters they design look like heroes or villains? What kinds of elements from humans, animals, or machines do artists use to create characters? What strategies can you use to create a character that is not a copy of someone else's work?	
Objectives	I can observe and discuss and take visual notes on how artists use visual traits of characters to express emotion and motive. I can envision and create a sketch of an original design for a character, using visual traits to create a hero, villain, or character. I can use inspiration from a human, animal, or machine to create my character. I can create a revised final drawing of my character. I can create an environment for my character in the negative space around my character. I can reflect on my own work and provide feedback to my peers. I can create color on my character to express the emotion or motive using colored pencils and crayons for the detailed areas. I can create color in the negative space with watercolor paint and value with colored pencils.	
Procedures	Small or whole group work: Discuss and research examples of characters and take visual notes using a visual organizer or freeform note-taking. Optional: Group presentation of discoveries. Mini Lesson: Figure drawing https://www.youtube.com/watch?v=laWSSkc8Lg Independent work: Complete small-scale design for character. Optional: Small critique and refinement suggestions. Independent work: Draw large-scale character. Optional: Reflect on work and suggest refinement on own work or the work of peers. Refine drawing of large-scale character. Create environment for large scale character. Color character with choice of media: colored pencil, crayons, and markers.	

Thinking, Problem Solving, and Studio Habits	<p>Analytical thinking: Students will evaluate characteristics of characters</p> <p>Research-based thinking: Students will examine existing characters</p> <p>Creative thinking: Students will design characters and environments</p>
Materials	Curated images of characters, planning sheet and sketch book, 12x16 paper, pencil, eraser, Sharpie markers (black and colored), colored pencils, crayons, markers, watercolor paint
References	<p>http://thekidshouldseethis.com/post/step-into-the-page-disney-animator-glen-keane-draws-in-vr</p> <p>Alex Ross exhibition trailer: https://www.youtube.com/watch?v=6dxOVufOpDQ</p> <p>Norman Rockwell Museum Exhibition https://www.nrm.org/2014/02/superheroes-and-superstars-the-recent-works-of-alex-ross/</p>
Mindset and Pedagogy Reflection	<p>Presenting Instructional Content</p> <ul style="list-style-type: none"> This lesson requires each individual student to create their own character. Therefore, it may be helpful for students to create concept development sheets to prepare for their final drawings. <p>Activities, Space, and Materials</p> <ul style="list-style-type: none"> Learning could be differentiated to have stations where students experiment with character development in independent and teacher-guided stations. Students will have choice in coloring materials and color used, so access to materials needs consideration. <p>Academic Feedback</p> <ul style="list-style-type: none"> Students give each other feedback in addition to receiving feedback from the teacher at multiple points in the creation process.