

## Heroes and Media Lesson Plan

By Joan Harrison

(Visual Arts: 1<sup>st</sup> and 2<sup>nd</sup> grades)

**Big Concepts:** Various media present many types of heroes for many different reasons. Students will investigate this idea, and then create their own 2-dimensional and 3-dimensional heroes.

### Student Outcomes/students will be able to:

- Identify “real” stylized, and fictional heroes in the media (AP) (CRA)
- Describe how they look different (AP)
- Draw original 2-dimensional heroes with colored pencils (CE)
- Construct and decorate original 3-dimensional fabric heroes (CE)
- Describe what their heroes do and how they function in the world. (CRA)

### Session 1, ACTIVITIES:

- Get acquainted, do breathing exercise as warm-up.
- Review, assess prior knowledge of “media.” Ask students to find things in the classroom that people use to communicate ideas and store information.
- Assess prior knowledge of “heroes.” Show pictures of heroes (firefighters, Power Puff girls, etc.) and compare them (content, context and style). Are there any other examples in the classroom? Outside the classroom?

**Focus/task:** using white paper and colored artist’s pencils, use lines, shapes and colors to draw a picture of a hero in the community.

### Criteria:

- Use lines, shapes and colors to draw a hero in the community.
- Use lines, shapes and colors to show where the hero is.
- Use lines, shapes and colors to show what the hero is doing.

**Connections:** Ask students if using lines and shapes to draw heroes reminded them of anything else they have done/encountered before.

**Vocabulary:** Hero, community, environment, line, shape, color, colored pencil

**Elements of Art used in sty. Session:** Line, shape, color

### Session 2, ACTIVITIES:

- Students review “hero” qualities.
- Teacher reviews studio set-up (where supplies will be, what materials students will choose/need, etc.)
- Teacher demos building cloth “hero” body.
- Students choose materials.
- Teacher guides students in building “hero” bodies.
- Students begin to add hair, eyes as time permits
- Students/teacher use tape and pens to label unfinished heroes for next session.

**Focus/task:** Students work together to build their heroes’ bodies

**Criteria:**

- Decide who your hero will be.
- Help each other as you tie knots.
- Make sure your hero is “strong” and won’t fall apart (loose knots, etc.)
- Label your hero with your name on tape.

**Vocabulary:** Hero, cloth, tie, knot, twist, yarn, center/middle, head, arms, body, legs, form

**Elements of Art used in 2nd. Session:** Form, texture

**Question for Connections:** How did the materials feel when you touched them? Have you ever seen other people work with similar material to build other things?

**Supplies for Session 2:**

- 12" x 12" solid-colored cloth square, one per student -this will be the head and body (note, it’s a good idea to identify the characters first, so appropriate colors of cloth will be available without too much extra expense)
- One piece of cloth per student, approximately 3" x 4" (for arms)
- An assortment of yarn -for knotting necks, waist, feet, wrists, etc, and also for hair
- One pair of scissors per 2 students -scissors MUST be able to cut cloth
- White glue -one bottle per 2 students
- One bottle of heavy craft glue (like white glue, but thicker) this can be dolloped onto small pieces of paper and spread with popsicle sticks so that students can easily add heavier materials, such as yarn and beads
- Masking tape, 1 roll -for labeling dolls
- Dark pen for labeling dolls
- Toothpicks- optional, one per student, may be used as tools for adding glue and very small items to dolls (sequins, shells, etc)
- Fabric scraps, lace, buttons, beads, sequins, etc, -for clothing and ornamentation! (will be used during 3<sup>rd</sup> session, but good to have on hand)

**Sessions 3 and 4 ACTIVITIES:**

- Teacher reviews “hero” qualities
- Teacher demos cutting/gluing/tying fabric to make simple clothing
- Students continue decorating heroes.
- When appropriate, teacher demos using construction paper and pipe cleaners to build simple props/tools/community elements (Often done at the beginning of the 4<sup>th</sup> Session)
- Students add tools, props as appropriate.
- Students make labels for their heroes.
- Students talk about their heroes.

**Focus/Task:** Students add clothing and decorations to their heroes with a variety of materials. Students add details to their heroes.

**Criteria:**

- Clothe and decorate your hero.
- Build tools other things you think your hero might need.
- Cut, tie and glue so that your hero is strong (things won't fall apart)
- Share materials.
- Select materials that you need.
- Clean up your work area at the end of the session.

**Connections:** What media could you use to tell your hero's story? What media could you use to let everyone in L.A. know who your hero is and what she/he does?

**Vocabulary:** Color, texture, form, clothing, details, pattern, tools, workplace, house

**Elements of Art used in 3<sup>rd</sup> and 4<sup>th</sup> Sessions:** color, texture, form

**Supplies used in 3<sup>rd</sup> and 4<sup>th</sup> Sessions:**

- White glue
- Craft glue
- Assorted fabrics for clothes
- Yarn
- Buttons, beads, etc.
- Pipe cleaners
- Scissors

## **Cloth Heroes: Rubric**

### **Advanced**

- Hero is constructed with secure knots/ties, (for example, the "brains" stay inside the head, arms stay connected to body)
- Student clearly identifies hero and qualities of the hero.
- Student cuts and glues efficiently to create strong body.
- Student cuts and glues efficiently to clothe and decorate hero appropriately.
- Student uses interesting combinations of textures and colors to create clothing and details on head (hair, facial expression)
- Student creates appropriate props, or tools for hero.
- Studio Practice -student shares tools and materials, participates in cleaning activities at the end of the session.

### **Proficient**

- Hero is constructed with secure knots/ties.
- Student clearly identifies hero.
- Student cuts and glues well enough to create a body that holds together (although it may be more unevenly cut/assembled than "advanced")
- Student cuts and glues well enough to create clothing for the hero that reflects hero's identity.
- Studio Practice -student shares tools and materials, participates in cleaning activities at the end of each session.

### **Approaching Proficient**

- Student stays on tasks which may be difficult.
- Student holds hero while others help tie knots.
- Student occasionally changes identity of hero.
- Student wraps cloth more than cutting and gluing when creating clothing.
- Student omits props/tools.
- Studio Practice -student must be guided/reminded to share materials and tools, and to stay on task during clean-up.

### **Not Proficient**

- Student has trouble with knots, will not work with partner to tie knots.
- Hero has no face, hair comes unglued.
- Hero falls apart, has minimal clothing, details,
- Student cannot identify what hero does.
- Studio Practice -Student does not participate, or hinders clean-up.