Lesson Title: Discovering Where The Wild Things Are

Grade Level: Second Grade

Curriculum Goals:
Continuing to use Maurice Sendak’s book *Where The Wild Things Are*, as inspiration students will further work on their imaginary place windows. In Lesson 7 students will create two-three drawn elements to accompany their water color background images (these will later be created into “pop-ups” during Lesson 9. Students will investigate working with 3-dimensional materials that include: paper, tissue paper, cardstock, and oil pastels. During their explorations students will be able to reflect upon elements of design such as texture, scale, and color. In creating the backgrounds students will be encouraged to use creativity and imagination coupled with their experiences to construct new and inventive habitats.

Fine Arts Goals Met by the Objectives:
- **25.A.1d Visual Arts**: Identify the elements of line, shape, space, color, and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion, and pictorial representation.
- **26.B.1d Visual Arts**: Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.
- **26.B.2d Visual Arts**: Demonstrate skills to create works of visual art using problem solving, observing, designing, sketching and constructing.

Learning Objectives:

**Creative Objective**
- Given the ideas of using color expressively as well as the notion of using emphasis to create a hierarchy of importance, students will be able to create three imaginative, oil pastel, drawn elements to incorporate into the watercolor background habitats for their “Windows of Identity” 3-dimensional projects. These drawings will later be cut out into “pop-ups” during Lesson 9.

- Students will review Maurice Sendak’s *Where the Wild Things Are*, focusing on how the author utilizes color to create emphasis within the entirety of the book’s illustrations.
- Students will create 3-dimensional elements for their window projects including: scenery (i.e. a sun, clouds, trees, a secret club house, etc…) using oil pastels.
- Students will utilize a variety of different colors to emphasize or draw attention to important elements of within their imaginary places.
Affective Objective:
- Given the importance of being an individual who has a vast expanse of creativity as well as exploring the idea of using color to emphasize and create mood, and the opportunity to create several 3-dimensional elements for the “Windows of Identity” project, students should be able to grasp the concepts of color theory and 3-dimensionality.
  - Students will consider how color can impact the feeling or mood of their imaginary place.
  - Students will be able to translate the main ideas of Maurice Sendak’s book *Where the Wild Things Are* into their perception and understanding of using color to emphasize specific characteristics and elements within their imaginary place windows.

Vocabulary:

Production:
- **Color**: the property of objects that depends on the light that they reflect and that is perceived as red, blue, green, and other shades; a pigment used in art.
- **Emphasis**: special importance, significance, or stress.
- **Oil Pastel**: a painting and drawing medium with characteristics similar to pastels and wax crayons composed of methyl cellulose binder and pigment—a special artists’ crayon.

Teacher Materials: (10 students/ plus demos/ and backup extras)
- Demo materials:
  - Rules poster/ Expectation poster
  - “Our Class” interest poster (reflects the results from the class interest survey)
  - Learning Center Tri-fold board
    - 1 section dedicated to vocabulary words
    - 1 section highlighting artistic techniques and terms explored on a weekly basis
    - 1 section illustrating “what we learned…”
      - Each week a student will be chosen to continue filling the blanks of a story demonstrating “what we learned” (the story will be written out on strips of paper which the students will attach to the board weekly—this will also be a good way to review the previous lesson)
  - Teacher made exemplar: A) One finished product
    B) One example of the project in a step-by-step progression
  - Books for learning: *Where the Wild Things Are* by: Maurice Sendak
    ISBN# 0-05-025492-0

Learner Materials:
- Pencil (1 per student)
- Eraser (1 per student)
- Heavy white paper 8in. x 10 in. (2 per student)
• Oil Pastels (1 box per 3 students)
• Tools for creating texture—rounded stairs, wooden dowels, etc…) (1 box for the entire class to share)
• Paper towel (1 per student)
  o **BACKUP ACTIVITY Materials**
    ▪ Activity #1—Post Card work sheet:
      • Students will be given a prompt for writing a postcard from their imaginary place as well as a space to draw themselves within this environment

**Motivation/Activities and Prompts—Mid-Project Sharing (5 minutes):**
• The teacher will begin the lesson by giving students the opportunity to share their work and progress to an audience of their classmate. The mid-project sharing activity is designed to encourage students examine what others are creating during studio time. The goal of this activity is to inspire students to continue working diligently on their own projects by viewing the work of their peers and classmates. Students will be able to briefly explain what type of imaginary place they are creating and why. During this time the teacher will be prompting a small discussion with the following types of questions:
  o *Can you explain the class what type of imaginary place your work is a representation of? What type of habitat/environment are you creating? A warm beach? A dark forest? A magical headquarters for spies? Etc…*
  o *What color paints did you use to create the background for your imaginary place? How did you use the materials to create texture? What type of texture did you create? Smooth? Bumpy? Dotted? Etc…*
  o *So far what has been your favorite part of this project? Why?*
  ▪ **At this point the teacher will check for understanding as well as review the overall goal for the sharing activity. The teacher will begin by asking the student to the right to begin to share his/her work with the class and this process will continue clockwise around the circle

**Procedure with Specific Dialogue and Estimated Time:**
• **INTRODUCTION/THEME EXPORATION: (5 minutes)**
  o The teacher will review Maurice Sendak’s book *Where the Wild Things Are* with students focusing on exploring the artwork and illustrations within the book, with a focus on the authors use of color. The class will transition into a dialogue discussing the story as well as its accompanying illustrations. The dialogue will be teacher led by the following questions:
    ▪ *Who can remember the title of the book we read together two weeks ago during class? Who was the main character? Who can remind the class what happened in the story’s plot?*
    ▪ *Where did the story take place? Was the setting a real destination or an imaginary place? Who can remind me what the world imaginary means? When can we use our imaginations—in art class? When drawing? Painting? Etc…*
  ▪ Today we are going to continue working on our window project, focusing on creating several 3-dimensional elements to add to our habitats. Today, I want everyone to think about what you want to add to your imaginary place—do you need trees to create a dark and gloomy forest? Or, do you need to create a secret clubhouse for the creatures who live within your imaginary place to hide out in? Perhaps, you want
to include yourself in the imaginary place. I also want each of us to think about what makes you special as an individual while you create these 3-dimensional elements. Can someone tell me what it means for something to be “3-dimensional?” Does this mean something is flat or does it stick up? Who has ever read a pop-up book? Do the picture stand up from the surface of the page when you are reading this type of book? Well, today I brought an example of a pop-up book we will briefly look at during our demonstration so everyone can learn what it means in art class for something to be 3-dimensional.

**TRANSITION**

The teacher will whisper for all students to move quietly and take a seat around the demonstration table at the front of the room for the next portion of the lesson (the teacher will whisper these directions so students will have to be very quiet to hear the instructions—practicing their listening skills).

- **DEMONSTRATION**—**Oil Pastel, color theory, and 3-dimensional elements:** (5 minutes):
  - The demonstration during Lesson 7 is designed for students to learn how to create 3-dimensional elements for their window boxes. Students will learn how to use Oil Pastels as a mode to create colorful and dynamic 3-dimensional elements that are unique to their specific imaginary place window. Before the demonstration the teacher will ask all students to create a half circle around the demonstration table (at the front of the room). Once students are in position the teacher will showcase the materials they will be using during the studio session including:
    - Pencil
    - Heavy white paper (8 in. x 10 in.)
    - Oil Pastels
    - Paper towel
    - Scrap paper
  - **Material introduction**—The teacher will begin the demonstration by asking students the following questions:
    - **Who can tell me what this material is called (Oil Pastel)? Please raise your hand if you have used Oil Pastels before? Where have you used them?**
    - During our studio time I want everyone to be very respectful while using oil pastels since they are a very special material. The teacher will also show students how to use the broad side of an oil pastel to cover a larger area of space. During this demonstration the teacher will be sure to warn students about not breathing in the dust or “pastel boogers.” The teacher will also give the students some general rules of caution when working with oil pastels including:
      - Be mindful of the dust and other waste that is created when using oil pastels—you will each have a piece of scrap paper in which you should collect the pastel waste into, by gently brushing them off the surface of the canvas with your hand.
      - Be mindful not to place dirty fingers onto clean work—oil pastels can slightly stain your finger so please wash your hands in the classroom sink if they become too dirty to work with.
      - Be gentle when using the oil pastels—oil pastels are a fragile material which tends to crumble and break apart easily when
used to forcefully or dropped from a desktop onto the floor. Please be respectful and keep the pastels which you are not presently using in the box to prevent cracking and crumbling of the materials.

- Please use your finger to clean off the oil pastels if they become too dirty—after a while of layering oil pastel on top of one another then material tends to become muddied or dirtied by other colors. Too remedy the situation, simply rub the oil pastel over a piece of scrap paper or use your finger to gently pick off and remove the unwanted color.

- **Color Theory/ 3-dimensional elements**—Now if everyone could shift their eyes to the learning center (tri-fold board) and look in the center at my example. In my example what do you see? What color Oil Pastels did I use to create my elements? Who can tell me why I may have used very bright colors? Is my imaginary place a happy or sad habitat? What clues do the colors give you? Who can remind the class what the primary colors are? What about what the warm colors are? What do the warm colors mean in a picture? How might this be different from the cool colors?

  - Today in class we are going to each create several elements for our imaginary place windows which we will turn into 3-dimensional pop-ups next week. This week I need everyone to work hard on drawing 2-3 special things you want to include in your imaginary window.

    - To begin, first write your name lightly in pencil on the back your piece of paper. Next, decide on what you want to draw to include into your imaginary place.

    - So for this demonstration I decided to draw an ice cream cone for my imaginary candy land. To begin, I am going to lightly use my Oil Pastels to draw my ice cream cone. Then once I am pleased with how the ice cream looks I will go over my drawing a little harder to create more emphasis using darker colors. I can also pick up some tools to create texture. Who can tell me what texture is?

    - So for example, if I wanted to add some sprinkles into my ice cream cones I could use this rounded tooth pick tool to scratch away some of the oil pastel from the surface of my paper. Can everyone see how that created a texture within my ice cream cone? You can also use your finger nails to scratch away material to create a different texture. If everyone could look at our learning center and notice that I have included a poster with several ideas for creating texture in your drawings. During our studio time you can raise your hand and ask to come up to the center to look at different ideas if you need help.

    - Once I have drawn my ice cream I can move onto including several other elements.

- Are there any questions? Please raise your hands if you have any questions? Remember, asking questions is great!

- **At this point, the teacher will ask for a volunteer to give a basic step-by-step review of the process (the teacher will also remind students that in the learning center the directions are written out step-by-step if they need help). Afterwards, the teacher will also remind students the example is posted on the**
board, and they are welcome to look at it for either inspiration or help.**

**TRANSITION**

The teacher will ask for all students wearing a blue shirt to move quietly and take a seat at their desk to prepare for the next portion of the lesson (the teacher will continue to move students by shirt color until the entirety of the class is in position for the next activity).

- **STUDIO SESSION: (10 minutes—3-dimensional elements)**
  - The teacher will transition students into a studio mode during which they will each create several drawings to enhance their imaginary places, which will later be cut out to create 3-dimensional effects within their windows. A preliminary sketch for the imaginary “wild” place. The teacher will pass out pieces of white paper and a box of Oil Pastels to each row of students to draw their elements. During studio time teacher will circulate around the room to make sure each student is creating their sketches. The students will be able to begin generating ideas for their 3-dimensional projects.

- **CLOSURE: (3 minutes)**
  - The teacher will review the major concepts discussed while reading Maurice Sendak’s book *Where the Wild Things Are*. The students will be asked to raise their hands and describe one thing they learned in class—vocabulary, drawing with Oil Pastel, and etc…

**Timetables:**

**Time allotted for lesson (45 minutes total):**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>20 Minutes</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>3 Minutes</td>
</tr>
<tr>
<td>Design/Work Session</td>
<td>7 Minutes</td>
</tr>
<tr>
<td>Clean-up</td>
<td>2 Minutes</td>
</tr>
<tr>
<td>Closure</td>
<td>5 Minutes</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>45 Minutes</strong></td>
</tr>
</tbody>
</table>

**Preparation Time:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing lesson</td>
<td>3 Hours</td>
</tr>
<tr>
<td>Revising lesson</td>
<td>Hours</td>
</tr>
<tr>
<td>Gathering materials/resources</td>
<td>3 Hours</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>Hours</td>
</tr>
</tbody>
</table>