

### **Aim/Goal of the 4-wk Curriculum:**

The world of fantasy includes many aspects; it can be whatever you want it to be. If you can dream it, imagine it, or wish for it; it is fantasy. From wizards and dragons to superheroes and villains to ghosts and goblins, fantasy includes it all. Students will dive into a world full of imagination and creativity while exploring various mediums and art techniques. Projects will be based off of the students' thoughts of fantasy as well as find inspiration from contemporary and historical artists and art styles. Students will experiment with various processes and mediums including collage, painting, drawing, sculpting, multi-media works, photography, performance, and much more. Each week, the students will engage in a variety of social and cultural experiences while extending the knowledge that people of each culture tell stories through art and make art in their own way. Students will be visualizing a "Fantasmic Fantasy" filled with medieval, adventurous, magical, futuristic, legendary, and artistic worlds. Every project students are introduced to will keep them engaged and will enhance their imaginations throughout the Saturday Art School experience.

### **Fine Arts Goals Met by the Objectives:**

- State Goal 25.A.1d: 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.
- State Goal 25.B.1: Identify similarities in and among the arts (e.g., pattern, sequence and mood).
- State Goal 26B.1d: Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.
- State Goal 27.A.1b: Identify how the arts contribute to communication, celebrations, occupations, and recreation.

### **Objectives: Students will...**

- Students will...
  - Be able to identify the characteristics of surrealist paintings while discussing works by Salvador Dali.
  - Learn methods of color blending with chalk pastels using fingers, tissues, and erasers as tools.
  - Learn to manipulate aluminum foil to create a surrealistic landscape.
  - Be able to distinguish between a high and bas-relief by incorporating them in their landscapes.
  - Reference historical examples in creating their own surrealistic creatures and landscapes.

### **Vocabulary:**

- *Surrealism*: An art movement where artists took familiar objects and painted them in strange or unusual ways. Artists hoped their odd paintings would help people look at things in a different way.
- *Landscape*: A scene in artwork showing nature (such as trees, mountain, and grass)

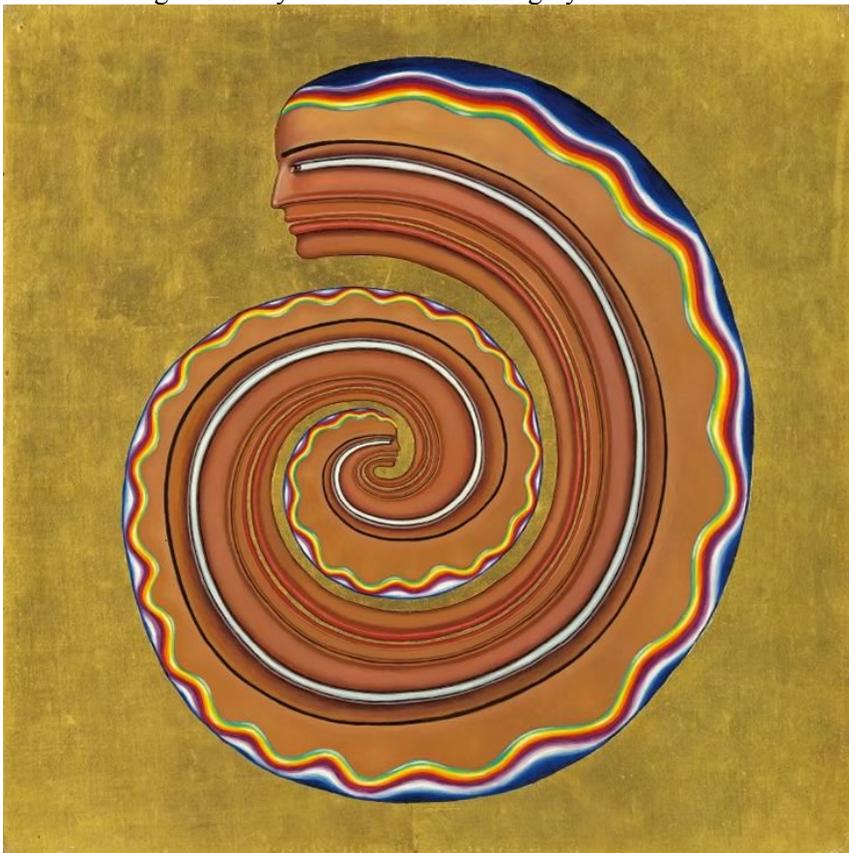
- *Imagination*: It is a mental picture we create in our minds. It is the ability to see something, close your eyes, and continue seeing it in your mind. The mental pictures we create in our minds help us imagine something that may be unfamiliar to us.
- *Whimsical*: An odd /fanciful idea or quality.
- *Wet-on-Wet Watercolor Method*: wet paint applied onto wet paint
- *Wet-on-Dry Watercolor Method*: Wet paint applied onto dry paint

**Learner Materials: (32 students)**

- Crayons (large assorted box)
- “12x18” watercolor paper (40)
- Erasers (32)
- Watercolor sets (32)
- Paintbrushes of various sizes (60)
- Water cups (32)

**Multicultural/Historical Exemplars**

1. Posters from the Giertz Education Center
  - a. Surrealism and fantasy related posters (Salvador Dali, if available).
2. Books relating to fantasy with whimsical imagery.



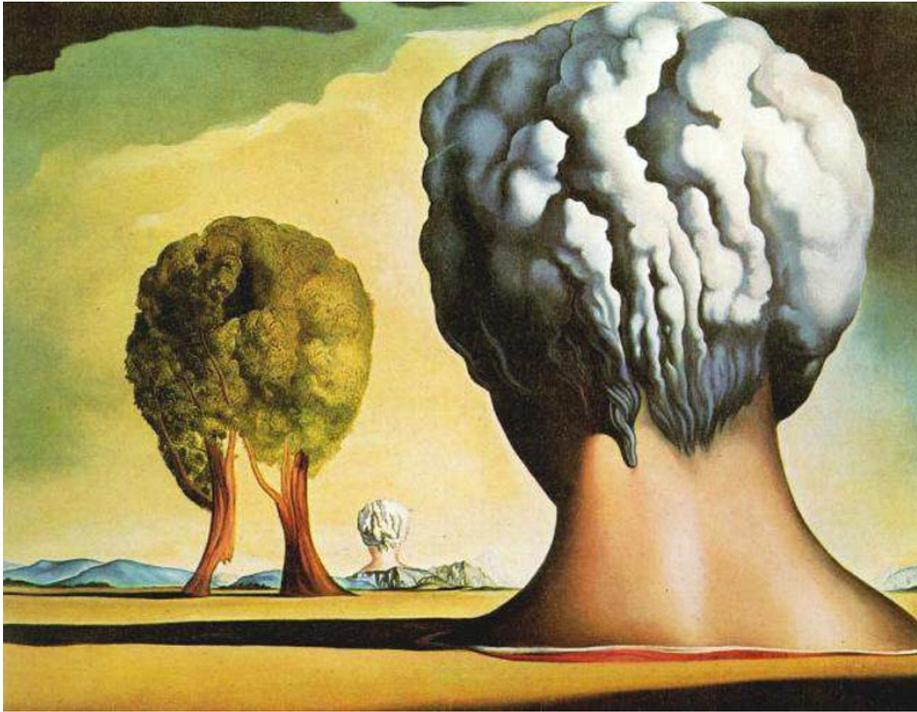
3. Timeless – Mati Klarwein



4. Persistence of Time – Salvador Dali



5. Vladimir Kush



6. The Three Sphinxes of Bikini – Salvador Dali

### **Procedures:**

Project #1 Surreal Creatures: 40 minutes (9:30 – 10:10)

DEMONSTRATIONS: (15 minutes)

- Teacher will explain to students that today we will be making surrealistic creatures that are out-of-the-ordinary and unlike anything we see in reality in order to illustrate the supernatural qualities of fantasy.
- Teacher will encourage students to observe the provided references, and to pick a specific animal to manipulate.
- Students should brainstorm ways in which to exaggerate the features of any particular animal.
  - What if turtles' shells were made of feathers?
  - What if rabbits had teeth like a shark?
  - What if snakes had as many legs as a spider?
  - What if tigers had polka dots like a Dalmatian or a cheetah?
  - What if fish were covered in fur?
  - What if horses had claws instead of hooves?
  - What if elephants had long legs like giraffes?
- At this point, teacher should show "The Elephants" by Salvador Dali and tell students to notice how abnormally long the creatures legs are.
- Students may also consider what specific characteristics make each animal distinguishable from the rest, and what are ways in which to alter their defining characteristics in an exaggerated fashion? For instance:
  - What if dinosaurs were smaller than mice?
  - What if octopi had one hundred legs instead of just eight?
  - What if chickens laid rainbow colored eggs?
  - What if elephants had pig noses instead of trunks?

- What if pigs had long, straight pointy tails-- or curly tails that dragged behind them on the ground?
- What if eagles had butterfly wings?
- What if ants were as big as skyscrapers?
- Teacher should also encourage students to relate animals' features to similar inanimate objects.
- Teacher should show example of elephants with french horn heads.
  - What if birds had airplane wings?
  - What if frogs actually had springs for legs?
  - What if giraffes had long ladders for necks?
  - What if lions had tutus for manes?
  - What if alligators had staplers for mouths?
  - What if crabs had scissors for pinchers/claws?
  - What if bear claws had the donut variety of bear claw as their paws?
  - What if lightning bugs actually had light bulbs as their bodies?
  - What if opossums had ropes for tails?
  - What if sheep were made of cotton balls?
  - What if Daschund dogs were actually walking hot dogs?
- Teacher will display pre-made exemplar and ask students to note the exaggerated creature's features.
- Teacher will explain that students should first draw their creature with crayon, reference the provided images if desired, and wait for instruction.
- Teacher will now add watercolor to the picture to lend a surreal, whimsical feel to the creature's environment.
- Teacher will explain the concept of "crayon resistance" and that the watercolor will not run into their crayon drawings.
- Teacher will explain the concept of wet-on-wet and wet-on-dry methods of painting.
- Students will observe as the teacher applies a color to a dry portion of the paper. Teacher explains that the wet-on-dry method creates sharper marks and more saturated, deeper colors. Students should wait for that portion to dry if they do not want any other colors mixing with the first applied layer.
- Teacher will now apply a color to a separate portion of the paper, and explain to students that the wet-on-wet method will produce a softer, more washed out and faded appearance as the colors mix. Teacher will then apply another color on top of the first one, and ask for students to watch as the colors blend into one another. Teacher will encourage students to recall their color mixing knowledge and use it in choosing colors.
- Teacher will warn students not to mix too many colors at once or the end result will be muddy, brown, or black.
- Teacher will also warn students not to use too much water, and that only a small amount is required. Students should just barely dip their brushes into their water cups. Students should also wash their brush in-between color switches if they do not want color mixing to occur.
- If you paint a shape with clean water then paint a color on this, it'll run up to the edges of the shape. If you touch a brush loaded with color in the center of this shape, the color will flow into the moistened area, bleeding towards the edges.
- Students should embrace the surrealist movement's use of abnormal colors schemes and combinations. Students do not need to embrace "realism" in their drawings.

DESIGN/WORK SESSION: (25 minutes)

- Students should be provided with a thick piece of 12x18 watercolor paper and a set of crayons.
- Students should put their names on the back of their papers before beginning their drawings.
- Students should reference animal photos in the room and contemplate what sort of strange creature they will be creating. Students may practice on 8x10 printer paper if need be.

- Students should draw their creature on a large scale, enough to nearly fill the page. Students should fill in areas that they don't want touched by watercolor with crayon, and leave areas blank where they do want watercolor.
- After students are done drawing, they should put the crayons back into their boxes and return them to their original container.
- After students are back in their seats, teachers will distribute watercolor sets, small cups with water, and brushes to each student.
- Students should execute the various wet-on-wet and wet-on-dry methods performed during the demo.
- Students should place their pieces in the display area to dry.