

Unit Title: **Heroes**

In this unit we will explore our conceptions of what makes a hero.

Dates: 3/2 - 5/7 2009

Lessons:

Introduction & Brainstorming Activity

I. Hero Trophy in Clay

II. Hero Comic Book

III. Hero Bust in Paper Mache

Lesson I. Hero Trophy

Overview: We will construct a trophy out of clay to celebrate a chosen every day hero.

Vocabulary: heroism, trophy, tribute, coil, pinch pot

Materials:

Instructional: white board/chalkboard for brainstorming, images of trophy shapes, sample project

Art Materials: air-dry clay for each Ss, Ziplock-type bag for each Ss with their name on it, clay working tools, buckets of water and towels for cleanup or hands, spray bottle with water, table cover and drop cloth for floor, variety of water-based paints, esp. metallic, paint brushes, paper plate palettes, water cups, trays for storage of ss work.

Time: 2 sessions to build their trophy, one week's drying time, one or two sessions to paint and embellish.

Procedure:

1. T will lead a brainstorming session to help ss decide the everyday hero they wish to honor. T will show visual examples of trophies. T will lead Ss into a discussion of how and why we honor (or don't honor) our heroes.
2. Will give Ss their pre-divided portions of clay and demonstrate how to work the clay so that it is pliable. Ss will roll 2/3 of their clay into a ball, and shape the other 3rd into coils.

3. T will demonstrate how to build a coil trophy base, Ss will follow along.
4. T will demonstrate how to make a pinch-pot upper. Ss will then make their own.
5. T will demonstrate how to slip and score their base and upper together, ss will follow along.
6. Trophies will be left to dry. T will have each SS scratch their initials on the bottom of the base.
7. After trophies have dried for about a week, t will have ss paint their trophies, using metallic paint for the upper cup. Ss will write or paste a tribute plaque to the base.

Closure: Ss will make labels, and we will have a mock awards ceremony.

Standards: 1/2.3 Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and paper maché) to create form and texture in works of art. 4/2.3 Use additive and subtractive processes in making simple sculptural forms.

Concepts:

Perception & Response: Awareness of how clay forms can be built by combining coil and pinch pot techniques

Arts Heritage: monument art by sculptors such as Maya Lin, Daniel Chester French, Robert Arneson.

Aesthetic Valuing: Understanding of how our culture does or does not honor individuals, appreciation for the challenges of memorialisation in art.

Creative Expression: Combining different clay techniques, practicing development of specific forms. Designing a form that appropriately memorializes its subject.

Connections: Social Studies, Language Arts

Lesson II. Hero Portrait Bust

Overview: We will construct a portrait bust out of paper mache to celebrate a chosen hero.

Vocabulary: heroism, bust, tribute, portfolio, paper mache, armature

Materials:

Instructional: white board/chalkboard for brainstorming, images of portrait busts, sample project

Art Materials: (for each student) one small balloon, toilet paper tube cut diagonally on one end, cardboard and tagboard cut to appropriate size, masking tape, newspaper, wheat paste or other paper mache medium, scissors, small pieces of construction paper, yarn, embellishments, glue, paint, paper plate paint palettes, paint brushes, and water cups.

Time: 2-3 sessions to build their armature and paper mache, one week's drying time, two sessions to paint and embellish.

Procedure:

1. T & Ss will brainstorm ideas for a real-life hero they will want to memorialize, or will choose the same hero they made in the last project. T will show examples of portrait busts throughout history.
2. T will demonstrate armature building with pre-cut supplies. T will lead the Ss into the building of the armature step-by-step.
3. Armature building: Ss will measure to find the center of the tagboard, then cut the circle out. They will tape the tagboard to the cardboard rectangle, and then arch the tagboard over the rectangle and tape it on the other side. Ss will then put the tube through the hole and tape it down to the cardboard. Make sure the diagonal end is up. Ss will then stuff the form with newspaper. Next, they will blow up the balloon and tape it onto the diagonal end of the tube. Tape it on well.
4. T will demonstrate how to add features to the balloon with tagboard, newspaper, and masking tape, referring to actual facial anatomy. Ss will add their features.
5. T will demonstrate paper mache technique. Ss will cover it with 3 layers of paper mache on the balloon area, and 1 layer of paper mache on other armature areas.
6. Cover with one layer of paper towels and wallpaper paste for surface texture.
7. When totally dry, Ss will paint and add collage materials.

Closure: Ss will make labels, and then we will have a gallery walk.

Standards: 4/2.2 Use the conventions of facial and figure proportions in a figure study.

4/2.3 Use additive and subtractive processes in making simple sculptural forms.

Concepts:

Perception & Response: Appreciation of paper mache as a sculptural material. Understanding of the forms of the human face.

Arts Heritage: portrait busts from Ancient Rome and Egypt, and by Bernini, Daniel Chester French, Robert Arneson.

Aesthetic Valuing: Awareness of how sculptural portraiture can express an artist's conceptions of their subject, as well as a likeness. Understanding of the role of interpretation in art.

Creative Expression: Construction of paper mache sculpture, painting. Creative thinking. Self expression and understanding of personality and identity.

Connections: Social Studies, Language Arts

Lesson III. Super hero Comic Book

Overview: Each student will write and draw a super hero comic book based on a real-life hero

Vocabulary: heroism, cartooning, illustration, panel, pencilling, inking, contour, layout

Materials:

Instructional: white board/chalkboard for brainstorming, examples of super hero comic books, brainstorming worksheets and pencils for each student, blank story boards for each student, instructional cartooning books

Art Materials: pencils, erasers, sharpeners, rulers, black pens, black markers, black water-soluble ink and brushes, heavy white matte paper or bristol, white

bond paper, scissors and glue sticks, large envelopes to store student work, light tables for tracing.

Time: 1-2 sessions for brainstorming, character development, and story boarding, 4-6 sessions for drawing and inking of comic.

Procedure:

1. T & Ss will brainstorm ideas for a real-life hero they will want to memorialize, or will choose the same hero they made in the last project. T will show examples of classic and contemporary comic book heroes, and discuss its history.
2. T will complete a brainstorming worksheet to help them plan the elements of their story. Ss will then story board their idea on a paper.
3. The younger grades will make a 4.25" x 5" book with a single panel per book, and a cover. Older Ss will make an 8.5" x 5.5" book of at least 4 pages of content. They may choose to work alone, or to work with a team. Ss will also create a cover for their book.
4. T will demonstrate how to rule their borders and add lettering. Ss will draw their comic in pencil completely.
5. T will demonstrate how to ink their drawn panels, using a light box. T will demonstrate different inking techniques: hatching, stippling, etc. and Ss will practice on a sheet of paper. Ss will then ink their comic using a light table if desired.
6. T will demonstrate how to make a mock-up of their book, Ss will follow along. Ss will then cut and paste their work into their dummy copy.
7. T will make xerox copies of the Ss' books. Ss will assemble and staple them.

Closure: We will have a comic book convention where we will be able to read each other's comics. If we have time, Ss may make a promotional poster for their book.

Standards: 2/2.3 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture. 5/2.7 Communicate values, opinions, or personal insights through an original work of art.

Concepts:

Perception & Response: Awareness of black and white drawing techniques such as hatching, stipple, line, contour. Awareness of how sequential art is constructed and read.

Arts Heritage: Jack Kirby, Steve Ditko and Stan Lee, H.G. Peter, Bob Kane; long-running super hero characters such as Spiderman and Wonder Woman; contemporary children's' super hero comic books such as Supergirl Adventures.

Aesthetic Valuing: Appreciation of cartooning as an expressive art medium. Appreciation of the super hero archetype and its constant reinvention.

Creative Expression: Construction of characters and narrative story telling. Creation and refinement of a sequential art work. Fictionalizing a real person and creation of a mythology.

Connections: Language Arts, Social Studies

Unit Introductory Activity: What Is A Hero? Brainstorm

Time: 30 minutes

Materials Needed:

Chart Paper, Markers

Objective: To help participants define what a hero is and does, and understand why heroes are important.

Procedure:

1. Post several sheets of flip chart paper around the room and set several markers next to each one. Each sheet should have a question written at the top. Questions should include:

- What is the definition of a Hero?
- What are the QUALITIES of a Hero (what is a hero like)?
- What are the ACTIONS of a Hero (what does a hero do)?
- Why is it important to have Heroes?

2. Tell the group that this activity will help them understand what a hero is and what a hero does. If necessary, define the words *action* (something a person does) and *quality* (a trait or characteristic a person possesses).

3. Break students up into four small groups, and assign each group to go stand by one of the charts. Explain that the groups will have a few minutes to talk with one another about the question on the chart and to jot down a few responses. Let them know that each group will have the opportunity to visit each chart.

4. Tell participants to start. After about five minutes has passed, tell the groups to finish up what they're writing, then instruct them to move clockwise to the next chart. Repeat this process until each group has had the opportunity to respond to each of the four questions.

5. Gather participants together as a large group and review the responses to the questions on each chart. Ask for clarification if anything is unclear, and encourage students to do the same if they don't understand something that someone wrote.

6. See if you can come to a consensus about the definition of a hero. If not, don't worry. Explain to students that we might have slightly different ideas about what makes a hero and that's okay; we all choose our heroes for our own personal reasons.

- This activity can be done either individually or in small groups, depending on what will work best with your group. Make sure to instruct students to visit each of the four charts whether working in groups or independently.

- At the end of the activity if the definition of a hero still seems unclear, try looking the word "hero" up in the dictionary and sharing the definition with the group. Discuss how this definition is similar to or different from the one you came up with together.

Follow Up: Each Ss will make an individual list of their heroes. for the first activity, they will choose an everyday hero that they know personally from their list.