

Visual Arts Lesson Plan

Title:Illustrating the Creative Process

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Age Group:4th-7th Grade

In the table below are the Visual Arts Standards and the Universal Constructs. Check the ones covered in the lesson.

Standards Adapted from NAEA Standards 	Understand, select and apply media, techniques and processes.	Understand and apply elements and principles of design.	Students will consider, select, apply and evaluate a range of subject matter, symbols & ideas.	Understand the visual arts in relation to history and culture.	Reflect upon and assess the characteristic of their own and other's work.	Students will make connections between the visual arts, other disciplines and daily life.
Universal Constructs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Critical Thinking	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Complex Communication 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Creativity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexibility & Adaptability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Productivity & Accountability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

District, Building, Department Goals or Objectives:

Students understand that creativity and innovative thinking are essential life skills that can be developed.

Students can identify the stages of the creative process in various disciplines (literature, visual arts, music).

Students identify and utilize creative methods to generate initial ideas.

Students will refine initial ideas as part of creating a final product.

Description:

Students will study the illustrations of Harry Potter and Imaginary Creature by Mary Grand Pre.

Students will use the illustrations to learn about the stages of the creative process and how it is applied to produce a creative work.

Students will learn that the purpose of a sketch is to:

- to record something the artist might see
- to develop an idea to later use
- quick way to graphically demonstrate an image, idea or principle

Teacher Preparation:

Teachers need to familiarize themselves with the illustrator, Mary Grand Pre, and the Harry Potter illustrations.

Teacher needs to understand the stages of the creative process (Plan, Do, Study, Act) and how it relates to the five stages of the writing process.

Materials and Resources Needed:

Image of illustrations by Mary Grand Pre (Harry Potter and Imaginary Creature)

An example of a final illustration used in the Harry Potter series

Vocabulary:

Sketch
Create
Explore
Imaginary
Edit
Refine
Revise
Examine
Experiment
Assess
Evaluate
Illustrate
Illustrator

Plan / Procedures:

1. Students complete a KWL based on a projection of the illustrations.
2. Teacher will introduce the idea of sketches and the steps of the creative process.
3. Discussion
 - What is the purpose of a sketch?
 - How does it help improve the quality of the final product?
 - What is an illustration? What is the purpose of an illustration?
 - How are writing and illustrating connected?
 - How did Mary Grand Pre use creative methods to develop her idea?
4. Students choose a final illustration from a book in the Harry Potter series. After reading the corresponding passage, students will theorize why Mary Grand Pre chose that passage to illustrate and how the illustration enhances the understanding of the text.
5. Students are given a prompt: Create an imaginary creature.
6. Students are guided through the initial stages of creating. They represent their initial ideas in a series sketches creating a visual record of the thinking process.

Assessment:

Self-Evaluation: Students review final product and explain the stages of the creative process used.
Process portfolio: Students show an example of each of the stages used. Students will label each example to identify the stages of the creative process.

Follow Up Activities:

Visual Art: Students create a final product (painting, digital art, drawing) using one of their initial ideas.

Literature: Students create a short story related to their imaginary creature and add drawings as illustrations.

Literature: Students choose a final illustration from other books. After reading the corresponding passage, students will theorize why the illustrator chose that passage to illustrate and how the illustration enhances the understanding of the text.

Music: Students identify the creative process in music composition. Students compare the purpose of a movie soundtrack to the illustrations in literature.

Resources & References:

<http://www.marygrandpre.com/>

For questions about this lesson, contact: