

Fantasy Landscapes: *A Giant Just Stepped into an Imaginary World***Performance Task and Assessment – Grade 5****Task Description:**

Students explore fantasy landscape imagery and its various interpretations through discussion, collaborative analysis, and writing about famous works of art as well as their own artwork. Each student then creates a mixed media fantasy landscape that conveys a story, incorporating a realistically drawn giant's shoe/footwear stepping into his/her imaginary world. Each student finally reflects on and evaluates his/her fantasy landscape.

Enduring Understandings:

1. Throughout history, artists have used fantasy landscape imagery to create expressive artwork.
2. Throughout time, artists have used a variety of media and design elements and principles to combine realism with elements of fantasy in their artwork.

Essential Questions:

1. Why do artists create imaginary environments?
2. How do artists use media and design elements and principles to combine realism with elements of fantasy in their artwork?

Content Standards:

- Connecticut Visual Art Content Standard #1: Students will understand, select and apply media, techniques and processes.
- Connecticut Visual Art Content Standard #2: Students will understand and apply elements and organizational principles of art.
- Connecticut Visual Art Content Standard #3: Students will consider, select, and apply a range of subject matter, symbols, and ideas.
- Connecticut Visual Art Content Standard #4: Students will understand the visual arts in relation to history and culture.
- Connecticut Visual Art Content Standard #5: Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

Objectives:

1. Students will demonstrate skill in observational drawing by accurately drawing a giant's shoe/footwear that will be integrated into their fantasy landscape.
2. Students will use the elements of line, shape, color and spatial strategies (overlapping, placement and size change) to create a fantasy landscape demonstrating use of foreground, middle ground and background.
3. Students will demonstrate their understanding of focal point by applying the principles of emphasis and proportion in their fantasy landscape.
4. Students will compare, contrast and reflect upon works of art by identifying media, design elements and principles, cultural context, and expressive qualities.
5. Through written response, students will reflect upon and explain their use of emphasis, selection of media and strategies used to create fantasy in their landscapes.

Materials:

12"x18" white drawing paper

Required Media (from which all students should be able to choose): colored markers, watercolor, crayons, oil pastels, colored pencils, pencils, erasers

Optional Medium: schools may also choose to provide tempera/acrylic as an option for students

Resources:**Biographical Information Sheets and Prints:**

- Salvador Dali's *Persistence of Memory* – *20th Century Art Masterpieces* – Crystal Productions item PP1499
- Grant Wood's *Fall Plowing* – *Interdisciplinary Connections: Art and Social Studies – Take 5 Series*, Crystal Productions
- Illustrations of imaginary landscapes involving giants (i.e., *Gulliver's Travels*)
- Optional: other artistic examples of fantasy landscapes, cityscapes, and seascapes

Handout A: Fantasy Landscape Vocabulary (Key Vocabulary, Elements, Principles)

Handout B: Inspirational Illustrations (Giant/Shoe)

Handout C: Creating Spatial Strategies & Emphasis

Handout D: Compare/Contrast Worksheet (Venn) using Wood and Dali landscapes (pp. 1-4), optional Compare/Contrast Rubric (pp. 5-6)

Handout E: Fantasy Landscape Planning Sheets (pp. 1-6), Formative Rubric–Final Sketch (p. 7)

Handout F. Student Self-Checklist

Handout G. Student Reflection

Handout H: Summative Rubrics - Final Artwork & Reflection

Teacher References/Resources (optional: use as needed)

1. Handout / 10 Color Schemes
2. Writing & Imagination Prompts
3. Media Selection
4. Art Criticism Worksheet - Dali

Prior Learning Required

Students should understand and/or have developed skills/techniques in:

- Required Media (see Materials list)
- Observational drawing (still life)
- Line-drawing suggesting three-dimensional form
- Basic spatial concepts: foreground, middleground, background
- Description, analysis and interpretation of artwork using art vocabulary

Suggested Learning Sequence (*Suggested sequence is based on 40-45 min. classes – unit progression may differ according to frequency and duration of classes as well as student level.*)

Day 1 - Daily Objectives:

- 1. Students will compare and contrast two works of art using art vocabulary.**
- 2. Students will learn to identify elements of realism and fantasy in artists' work.**

Teacher tells students they are beginning a unit during which they will analyze two fantasy landscapes, then create their own. Teacher should clarify the concept of a fantasy landscape. Today's activities will provide preparation for this unit.

Teacher presents Grant Wood's *Fall Plowing* and Salvador Dali's *Persistence of Memory* visual arts prints. Teacher may refer to the biographical and historical information provided with the Salvador Dali and Grant Wood prints.

Review Fantasy Landscape Vocabulary (Handout A). Other optional Teacher References/Resources (#1) may also be reviewed at this time.

Students compare and contrast Grant Wood's *Fall Plowing* and Salvador Dali's *Persistence of Memory*, using the Compare and Contrast Worksheet (Venn) (Handout D). Teacher reads steps aloud, one at a time, allowing students time to write responses before continuing to each next step.

Day 2 – Daily Objectives:

- 1. Students will review assessment criteria of the task to clarify the objectives of the assignment.**
- 2. Students will view and reflect upon works of art that combine realism with elements of fantasy.**

- ◆ Teacher presents the project *Fantasy Landscape: A Giant Just Stepped Into An Imaginary World*, giving an overview of the unit objectives and examples of student artwork. Students review the assessment criteria for the planning process and the final artwork while looking at the Student Self-Checklist (Handout F). Students then discuss and apply the Self-Checklist (Handout F) to at least two examples of benchmarked student artwork. (Some teachers may choose to delay looking at benchmarks until after students have brainstormed their own ideas.)
- ◆ Teacher shows students additional examples of fantasy landscapes from books and advertisements. Refer to Giant/Shoe Inspirational Illustrations (Handout B). Class discussion focuses on what characterizes a fantasy landscape and possible strategies students may use to create their own (i.e., unrealistic color or scale, use of unexpected, unusual or imaginary objects, animals and/or people).

- ◆ Each student's fantasy landscape will convey a story, in which a large giant's shoe/footwear (realistically drawn steps into an imaginary world. The large giant's shoe/footwear should be the *focal point* in the student's fantasy landscape. The landscape/setting should clearly demonstrate a *foreground, middleground and background* through the student's use of *spatial strategies* (i.e., overlapping, size changes, and proportion). Ask students to refer to Spatial Strategies & Emphasis (Handout C).

Days 3-4 –Daily Objectives:

- 1. Students will brainstorm ideas to plan their compositions.**
- 2. Students will plan, revise and refine their work.**

- ◆ Teacher introduces the Landscape Planning Sheets (Handout E) and leads students through each of the planning steps, developing ideas and sketches and answering questions.
- ◆ Teacher leads a brainstorming session to canvas ideas, creating a master list of students' suggestions for possible settings/landscapes in which to place their giant's foot wearing a shoe or other footwear.
- ◆ Each student creates a short (three- to five-sentence) story about what happens when a giant steps into a fantasy landscape (Handout E). To deepen the writing component of the task, the teacher may choose to use one of the more extended prompts in Writing & Imagination Prompts (Teacher Reference/Resource #2).
- ◆ Through brainstorming students create a separate list of possible kinds of shoes/footwear the giant could wear. Students discuss how their choice of shoe might add to the feeling of fantasy in their landscapes.
- ◆ Each student selects one shoe and draws two different views of it from direct observation, as realistically as possible. (Actual shoes/footwear may be provided by the teacher and/or students.)
- ◆ Each student brainstorms ideas for two different thumbnail sketches for his/her fantasy landscape.
- ◆ Teacher reviews the use of focal point/emphasis, spatial strategies, and methods that students can use to create fantasy in their landscapes. Students may refer to Creating Spatial Strategies & Emphasis (Handout C).
- ◆ Teacher monitors students as they work on their thumbnail sketches for their landscape (Handout E).
- ◆ Students complete pair-share (partner or peer critique) activity to provide and receive feedback on their sketches.
- ◆ Students make adjustments to their thumbnail sketches based on feedback from the teacher and/or peers.

- ◆ Each student selects his/her more successful thumbnail sketch (A or B) as the Final Sketch (i.e., the basis for the final work of art), and uses colored pencils to add color to that sketch in preparation for creating his/her final artwork.
- ◆ Students complete the top portion of the Student Self-Checklist (Handout F) to assure that all of the criteria have been met for their planning process. (The remainder of the checklist will be completed when the final artwork is finished.)
- ◆ Teacher collects students' Landscape Planning Sheets (Handout E) and scores them using the Formative Rubric – Final Sketch (Handout E p. 7).

◆ **Days 5-7 – Daily Objectives:**

1. *Students will enlarge and transfer their sketches for their final drawings.*
 2. *After reviewing media options, students will select media and apply them to their landscape.*
- ◆ Students enlarge their chosen sketch and transfer it to 12"x18" drawing paper.
 - ◆ Teacher leads a demonstration/review of media options, reminding students of the specific qualities of each and discussing how they can best be used. (i.e., watercolor for large areas, colored pencil for small details, etc.). [may use Teacher Resource #3]
 - ◆ Students select two or more media they will use to complete their fantasy landscape.
 - ◆ Students complete the lower portion of the Student Self-Checklist (Handout F) and hand in to teacher when their drawing is finished.

Day 8 – Daily Objectives:

1. *Through written evaluation, students will reflect on and respond to their work.*
- ◆ Students reflect on and respond to questions describing choices made for creating their fantasy landscapes. Teacher posts artist exemplars (i.e., Wood and Dali works) while students complete Student Reflection (Handout G). Students may refer to Handout A: Art Vocabulary as they complete their reflections.

Day 9 – Daily Objectives:

- ◆ Teacher collects and scores student work using Summative Rubrics for Final Artwork and Reflection (Handout H).