

# Fairytale Art Lesson

Date: \_\_\_\_\_

<p><b>Grade:</b> 3</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>❖ White printer paper</li> <li>❖ Writing Journals</li> <li>❖ Pencil</li> <li>❖ Colored Pencils</li> <li>❖ Ipads or whiteboards with dry-erase markers</li> </ul>	<p><b>Subject:</b> Art/ELA</p> <p><b>Technology Needed:</b></p> <ul style="list-style-type: none"> <li>❖ Computer with projector(smart board) for a video</li> <li>❖ Video - How to Draw a Dragon (Cartoon) <a href="https://www.youtube.com/watch?v=82LcksaGY7w">https://www.youtube.com/watch?v=82LcksaGY7w</a></li> <li>❖ Optional: Ipads with Educreation</li> </ul>				
<p><b>Instructional Strategies:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> <b>Direct instruction</b>  <input type="checkbox"/> Guided practice  <input type="checkbox"/> Socratic Seminar  <input type="checkbox"/> Learning Centers  <input type="checkbox"/> Lecture  <input checked="" type="checkbox"/> <b>Technology integration</b>  <input type="checkbox"/> Other (list)                 </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning  <input checked="" type="checkbox"/> <b>Visuals/Graphic organizers</b>  <input type="checkbox"/> PBL  <input checked="" type="checkbox"/> <b>Discussion/Debate</b>  <input checked="" type="checkbox"/> <b>Modeling</b> </td> </tr> </table>	<input type="checkbox"/> <b>Direct instruction</b> <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> <b>Technology integration</b> <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> <b>Visuals/Graphic organizers</b> <input type="checkbox"/> PBL <input checked="" type="checkbox"/> <b>Discussion/Debate</b> <input checked="" type="checkbox"/> <b>Modeling</b>	<p><b>Guided Practices and Concrete Application:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> <b>Large group activity</b>  <input checked="" type="checkbox"/> <b>Independent activity</b>  <input type="checkbox"/> Pairing/collaboration  <input type="checkbox"/> Simulations/Scenarios  <input type="checkbox"/> Other (list)                 </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> <b>Hands-on</b>  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Imitation/Repeat/Mimic                 </td> </tr> </table> <p>Explain:</p>	<input type="checkbox"/> <b>Large group activity</b> <input checked="" type="checkbox"/> <b>Independent activity</b> <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)	<input checked="" type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p><b>Standard(s)</b></p> <p>3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and their actions.</p> <p>3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3.VA:Cr1.1.3a Elaborate on an imaginative idea</p> <p>3.VA:Cr2.1.3a Create personally satisfying artwork using a variety of artistic processes and materials.</p> <p>3.VA:Cr3.1.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning.</p> <p>3.VA:Re.7.1.3a Speculate about processes an artist uses to create a work of art.</p>	<p><b>Differentiation</b> - If the dragon is too much to follow, a simplified one can be found here that may be followed with headphones and an ipad as well as direction from an aide. <a href="https://www.youtube.com/watch?v=53s9aZ3KF5s&amp;t=326s">https://www.youtube.com/watch?v=53s9aZ3KF5s&amp;t=326s</a></p> <p><b>Below Proficiency:</b> Students drew an almost recognizable dragon with a few details in their scene involving characters and setting with or without showing another feature of fairytales. Their writing has few details and it's unclear what is happening.</p> <p><b>Above Proficiency:</b> Students drew a recognizable dragon with many details added to their scene in both characters and setting that show another feature of fairytales. The details are reflected in their writing as well as it being very clear to follow what is happening.</p> <p><b>Approaching/Emerging Proficiency:</b> Students were able to draw a recognizable dragon by following the video and added several details to their scene in both characters and setting that show another feature of fairytales. The details are reflected in their writing, and it is fairly easy to follow what is happening.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Students are following along with a video and seeing details from a painting shown on the screen</li> <li>• <b>Auditory:</b> The teacher will say aloud the instructions to follow the video, and the students will hear and participate in the discussion.</li> <li>• <b>Kinesthetic:</b> The students are drawing and will walk around the counter to see the other drawings.</li> <li>• <b>Tactile:</b> The students will be holding their pencils and touching their papers.</li> </ul>				
<p><b>Objective(s)</b></p> <p>Students will be able to create a fairytale scene using a dragon with other characters and details showing another feature of fairytales, and they will then describe their scene and characters along with their actions by using descriptive words in their writing journals.</p> <p><b>Bloom's Taxonomy Cognitive Level:</b> Synthesis</p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <ul style="list-style-type: none"> <li>❖ Students will not be a distraction to their peers as they work on their drawings and participate in class discussions.</li> <li>❖ Beans will be taken from students who aren't respectful in this manner after at least one warning and an attempt at redirection has been made by the teacher.</li> <li>❖ The teacher will walk around and praise students doing their jobs.</li> </ul>				
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <ul style="list-style-type: none"> <li>❖ The teacher will give clear expectations and instructions.</li> <li>❖ Students will know how much time they have to work on their projects.</li> <li>❖ Students will be dismissed by rows to place their drawings on the counter.</li> <li>❖ Other strategies are within the procedures portion.</li> </ul>	<p><b>Minutes</b></p> <p style="text-align: center;"><b>Procedures</b></p>				
2	<p><b>Set-up/Prep:</b></p> <p>The teacher should have the video: How to Draw a Dragon (Cartoon) <a href="https://www.youtube.com/watch?v=82LcksaGY7w">https://www.youtube.com/watch?v=82LcksaGY7w</a> set up on the computer along with another tab with pictures</p>				

<p>3</p>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <p>“We can remember that part of stories that are fairytales often include fantastic creatures like magical ones. Raising your hand, what are some magical creatures or others that can be found in fairytales? (allow for students to respond and answer accordingly)</p> <ol style="list-style-type: none"> <li>Today for art, we are going to draw a scene with a dragon to help us make up our own mini fairytale by first watching a video to help us draw a dragon using lines and shapes.</li> <li>Then, we’ll look at details in a painting of a dragon from almost 550 years ago to help us think of details we can add in our own pictures.</li> <li>Finally, we’ll end with time to draw your own details along with doing a worksheet together similar to what we’ll do when discussing the painting of a dragon.</li> </ol>
	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ol style="list-style-type: none"> <li>Elements of Art – “Everybody stand up straight and you can lift your arms high above your head. You are making a line with your body. Lean to one side and bend your arms. <u>In art</u>, this is also a line even though there is a curve.” Ask the students to take their seats and have their eyes on the board.       <ol style="list-style-type: none"> <li>Explain that a line <u>in art</u> is a point moving in space and demonstrate on the white board that the marker makes a point and can move it through the space of the white board (maybe draw a face with closed like - - and then a smile).</li> <li>Next, explain that something is created when lines are connected. They’re called shapes! (draw a line to make the smile like ‘D’ and add circles for the eyes.) Be sure the students know that they will be creating their own lines and shapes on their own papers when drawing their dragons.</li> <li>At this point, pass out blank white paper with the materials helper to assist and instruct the students to get out a pencil with an eraser.</li> </ol> </li> <li>Drawing Video – Before playing the video, explain to the students that they can have their paper either horizontally (hot dog) or vertically (hamburger), but it is easiest to fit all of the dragon if it is horizontal and to start drawing in the upper middle of the paper since you’ll be starting with the eyes first. Also, like the artist says, start drawing with light lines and then make them darker when you like them how they are.       <ol style="list-style-type: none"> <li>Play this video stopping at short intervals and possibly even modeling it for the students on the board: <a href="https://www.youtube.com/watch?v=82LcksaGY7w">https://www.youtube.com/watch?v=82LcksaGY7w</a></li> <li>Throughout the video as you stop, further explain lines and shapes as they come up (ex. Triangles of scales on the back of the dragon, how the lines on the wings define them more than if they weren’t there)</li> </ol> </li> <li>Art History – Transition from the video to pulling up the pictures shown above to help discuss the painting and some background information about it and its painter for the class by saying something similar to, “Now that you all have a dragon in your scene, let’s look at a painting with a dragon to help us think of details to add in your own pictures. To be ready to examine the painting, you may choose between using educreation on your ipads or personal whiteboards with markers.”       <ol style="list-style-type: none"> <li>“This is a painting by Paolo Uccello who lived in the 1400s in Italy during the beginning of a time period called the Renaissance. He was a painter and mathematician (an expert in math or someone who studies it). He added many details to this painting. What is a detail? Think about it on your own for a little bit and then I’ll share my definition (give the students maybe 15 seconds or so). It is an individual feature, fact, or item. Key details are features, facts, or items that are especially important as I’m sure you remember from reading.</li> <li>I’m going to ask a few questions about the painting, and you’re going to write either through educreation or on your whiteboards what you think the painting is showing. Then, I’d like you to show me your answers. I’m not entirely looking for one straight answer. This is to help us think about what we are really looking at when we see this painting.           <ol style="list-style-type: none"> <li>I see some key details in this painting: a knight named George is shown slaying a dragon to save a princess.               <ol style="list-style-type: none"> <li>What is the knight thinking?</li> <li>What is the dragon thinking?</li> <li>What is the princess thinking?</li> <li>Bonus: What about the horse?</li> </ol> </li> </ol> </li> </ol> <p>Now, let’s focus on the less obvious details:</p> <ol style="list-style-type: none"> <li>Where does the story take place?</li> <li>What time of day is it?</li> <li>What season is it?</li> </ol> </li></ol>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p><u>Fairytale Scene</u> – Now that we’ve seen some examples of details, you may finish drawing the rest of your own made-up fairytale scene. Feel free to add characters and a setting which is a place for your characters to be in. You already have one feature of a fairytale in your scene – fantastic creatures – because of your dragon. Please choose one more feature to include in this scene and maybe it’s three of something, or maybe one character is helping another. We’ll work on adding details with just pencils still for about 10 minutes. (The scenes may be colored in with colored pencils during read aloud in the week.)</p>

	<p><u>Writing</u> – “Pencils down in 5, 4, 3...1.” In the students’ next open page of their writing journals, they will describe their scene using complete sentences and descriptive words. The teacher should show them an example. They should be given at least 10 minutes to work on this as well if more time is not available.</p>	
5	<p><b>Review (wrap up and transition to next activity):</b></p> <p>Reflection - The scenes may be put on the back counter with the students’ names on the back that the students may look at the scenes and then write on a sticky note what details they liked that stood out to them in someone else’s scene that isn’t the dragon. They will then put the sticky note on the cupboards close to the counter for other students to read as well. Students may then pick up their scenes and put them in their desk folders.</p>	
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li><b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b></li> </ul> <p>Students’ participation using their ipads or white boards in the class discussion will help the teacher to know whether the students understand the concept of details.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>This can be used as a performance assessment at the end of the Fairytale genre unit to assess the students on the features of fairytales and narrative writing.</p> <p>Students will create their own short fairy tale including their scene.</p>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>Time was a constraint for several reasons. The students were distracting to others during the video steps from talking and moving around to show others which made it take longer from all the redirection I had to do. I thought I had given clear directions to have a voice level 0 so that we aren’t distractions to others as we follow the video, but this is a very talkative group as I have spoken with my practicum teacher many times. I reminded them that if we can get working, we’ll have time to look at everyone’s scenes, and I took beans if they kept up after that. They were more attentive then. Also, the video perpetually buffered halfway through, so I had to direct the remaining steps on my own on the board. Since drawing the dragon took longer than anticipated, I had the students just respond orally and asked students to respond who don’t usually raise their hands rather than having everyone take the time to retrieve their ipads or a marker board. We still ended up running out of time to do a Gallery walk of the drawn scenes to allow the students to find details that they liked from other students’ drawings before they had to go to meet with the counselor about which I was disappointed. Nevertheless, I was glad that I kept track of what time I had left after the video to still allow the students time with reflecting on the Uccello painting, adding their own details to their scenes, and writing about them even though I shortened the amount of sentences to at least three due to time.</p> <p>The students were highly engaged when they discovered they would draw a dragon and when discussing the painting by Uccello. They pointed out details right away that I didn’t expect them to notice. They also thought deeply about the details in the setting and what it could mean without too much guidance from me. The students really took to adding details to their scene very well and know the features of fairy tales that they could add another feature in their scenes beyond just having the dragon. I was also surprised and delighted by how the students took to writing about their scenes without any resistance and one student spoke to me saying that she wrote five sentences on accident since she just kept writing.</p> <p>Overall, the lesson went well even though I wished we had time to do a Gallery walk, for I think the students would greatly benefit from positively uplifting their peers’ artwork and seeing what else has been done. With this group of third graders, I now see that the dragon video I used was rather difficult for them which added to it being time consuming and a few students really getting behind in it from perfection frustration. In a future lesson, I’d most likely try using the easier video unless I knew my students could handle the more difficult dragon.</p>		



-By Paolo Uccello who lived from 1397-1475 in Italy during the beginning of a time period called the Renaissance. He was a painter and mathematician (an expert in math or someone who studies it).

## Story Writing : Fairy Tale Narrative

Student Name: \_\_\_\_\_

CATEGORY	Wow! - 4	You did it! - 3	Almost There! - 2	Keep Trying! - 1
Features of Fairy Tales	I have four or more features of fairy tales in the story.	I have at least three features of fairy tales in the story.	I have two features of fairy tales in the story.	I have one feature of fairy tales in the story.
Describes Character Experiences	I can use various kinds of detail to show what my characters experience in their actions, thoughts, and feelings.	I can use detail to show what my characters experience in their actions, thoughts, and feelings.	I can use some detail to show what my characters experience in their actions, thoughts, and feelings.	I show a little what my characters do, think, and feel.
Neatness & Creativity	My drawing and my final draft of my story are both neat with many creative details that bring the story to life.	My drawing and my final draft of my story are both mostly neat. I have creative details both in the drawing and writing.	My drawing and my final draft of my story are both somewhat neat. I have some creative details in both the drawing and writing.	My drawing and my final draft of my story are kind of messy and hard to read. I have very little if any creative details in both the drawing and writing.
Writing Organization	My story has a beginning that sets the stage well for the middle. The end closes the story very well.	My story has all three parts (a beginning, a middle, and an end) that is easy to follow.	My story has two parts that is either a beginning, a middle, or an end.	My story has one part that is either a beginning, a middle, or an end.
Correct Grammar & Spelling	My writing has no spelling mistakes or sentence problems.	My writing has one or two misspelled words and/or sentence problems.	My writing has a few misspelled words and/or sentence problems.	My writing has many misspelled words and/or sentence problems.