

Lesson Title: Discovering Glow in the Dark Sea Creatures with Flotsam

Targeted grade Level: 3rd

Anticipated Time Frame:

Lesson Plan	Rationale
<p>Conceptual Structure/Big Idea:</p> <p>Discovery</p>	<p>The book Flotsam highlights the importance of discovery for students because it shows how exciting and magical finding something new can be. Discovery also goes hand in hand with research, both of which are important to the creative process. By focusing on discovery in this lesson students will have a better understanding of analyzing media and how to use new information to create art.</p>
<p>Key Concepts: (<i>What ideas, facts, and new knowledge will the students acquire? List the key art concepts that will help students to understand the big idea as an artist.</i>)</p> <p>Students will:</p> <ol style="list-style-type: none">1. Develop an understanding of visual storytelling2. Deepen their understanding of painting3. Think about the positive and negative space of their drawing when using the glow in the dark paint	<p>Visual storytelling is very important in the book Flotsam because it is a story that is told without words. A book like this is important for students to know exists because it shows them there are more than one way to tell a story. This project will also teach the students more about painting and image creation because of the inclusion of the glow in the dark element. This forces students to think outside of the box in order to use glow in the dark in an exciting way. This also has the students thinking about the positive and negative space because the glowing parts while in the dark create positive space. Thinking about positive and negative space will also let the students</p>

	create an appealing composition of their artwork.
<p>Objectives: (what students will DO)</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze the book Flotsam 2. Research and sketch to conceptualize their own sea creature 3. Illustrate a sea creature using paint and various art materials 	<p>Students will be tasked to analyze each page of the book Flotsam this will teach them how someone told a story using only illustrations. In order to create their own imaginary sea creature the students will need to understand what some sea creatures look like and why. By giving students time in order to research sea creatures and why they have the features that they have, it will let them create unique body parts for their sea creatures that make sense. Using this knowledge students will create an illustration using paint and other art supplies that are needed. This will give them more practice painting to help develop fine motor skills.</p>
<p>Essential Questions: (BIG overarching questions)</p> <ol style="list-style-type: none"> 1. How do you tell a story without words? 2. What are ways you can use positive and negative space to enhance an artwork? 3. How can you use research to discover new ideas to incorporate into an artwork? 	<p>These questions are important to the students because understanding how to use research in the art process is a skill they can take and use in other projects. Thinking about positive and negative space will help the students to create artwork with good contrast and composition. The book Flotsam will help students to understand how a story can be told without words. This will have them ask questions about how they can incorporate a story into their own artwork.</p>

Standards:

NVAS:

VA:Cr1.2.3a

VA:Re.7.2.3a

Michigan:

ART.VA.II.3.1

ART.VA.II.3.5

VA:Cr1.2.3a - Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

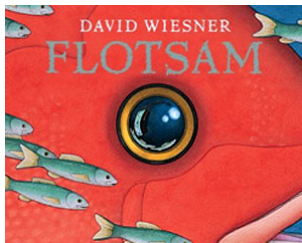
VA:Re.7.2.3a - Determine messages communicated by an image.

ART.VA.II.3.1 - Apply materials and techniques to problem solve in the creation of art.

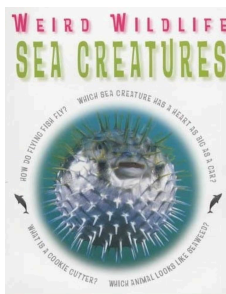
ART.VA.II.3.5 - Create artwork that aesthetically and creatively conveys an idea.

Teaching Resources: (artwork, videos, books, etc.)

1. [Deep sea creature bioluminescence video](#)

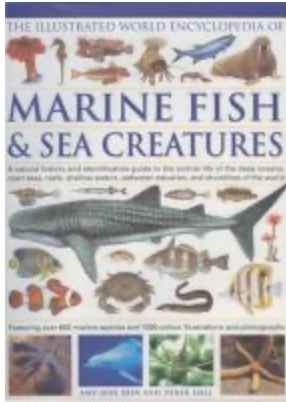


- 2.
3. <https://oceana.org/marine-life/>
4. <https://www.natgeokids.com/uk/discover/animals/sea-life/strange-sea-creatures/>
5. <https://www.livescience.com/animals/totally-bizarre-deep-sea-creatures>



- 6.

I will read the book Flotsam to them to introduce the idea of telling a story without words. I will show them the bioluminescence video to get them started thinking about sea creatures and how they can use glow in the dark elements in their artwork. I will provide them with website resources to jumpstart their research of sea creatures, so they can get inspired to create their own sea creatures. I would also bring books for the students to look through and get ideas from.



7.



8.

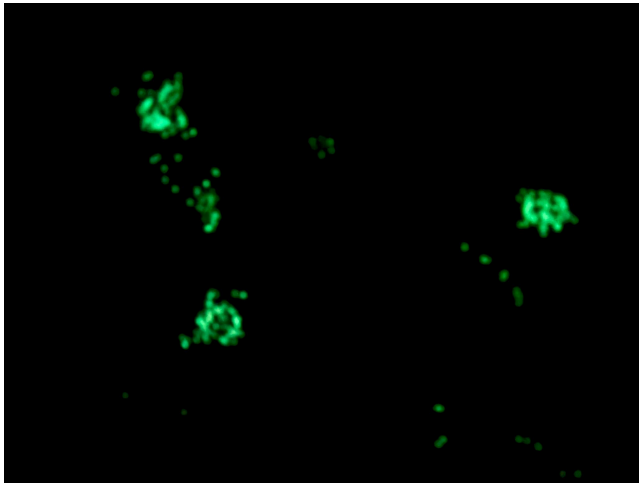
Lesson Plan Sequence: (4 steps)

1. Read and discuss the book Flotsam, introduce resources for students to research with, explain how students will create illustrations their own sea creatures that tell a story
2. The students will begin the project by sketching their ideas.
3. I will demo watercolor techniques for the students to use
4. The students will now be given their final paper to draw their under drawing for the final illustration
5. The students will use watercolor to illustrate their work
6. After the students are done watercoloring their piece they will be

I start the lesson by reading Flotsam in order to introduce the students to the idea of telling a story without any words. Then after showing them sea creatures they will be able to conduct their own research on interesting sea creatures in order to get inspired. Sketching and idea generation is important especially for this project because the students are trying to tell a story with their artwork. The students are using watercolor because it is a medium they are more than likely comfortable with and it is easy to clean up. Then as the final touch students will add glow in the dark paint to enhance the final drawing and create an interesting effect. By letting the students hang up their work it can make them feel proud of themselves and also let them share it with

<p>able to use colored pencils to add detail to their piece</p> <ol style="list-style-type: none"> 7. Then the students will add the glow in the dark paint as a finishing touch 8. The students will then hang their artworks on the wall and write about their own work using a worksheet. 	<p>the class. Having students write about the work can help them to start to learn how to talk about art.</p>
<p>Differentiation/Accommodations/Modifications:</p> <ul style="list-style-type: none"> ● Providing varying sizes and types of brushes ● I can help to dry a students paint faster using a hair dryer ● Check in with students while painting 	<p>By providing varying types of paint brushes students will be able to pick one that works the best for them. Some students may want to work quicker than the watercolor will allow them too, so I can help by using a hair dryer to dry their paintings faster. By just checking in on students during painting I can help to remind them how to correctly use the paints.</p>
<p>Assessment Strategies:</p> <p>Students will show me their sketches</p> <p>The students will also share their final artworks with me and the class by hanging them on the wall.</p> <p>Students will also submit the writing worksheet they completed</p>	<p>Their sketches will be a performance assessment because I just want to make sure they did some level of ideation and be able to encourage them going into the final project. Having the students hang their artwork on the wall will act as a summative assessment because the students will be able to show off what they have made. They will also submit a writing worksheet as a formal assessment to help them further understand how to talk about art.</p>

Photo of Teacher Exemplar (add when completed)



This is my teacher's example. I will show the students what animals I used to create this creature, and explain the story behind this piece, so they can get a general idea of what I am looking for in this project. This will also help to show the students how the glow in the dark paint will look. This will let them understand how to effectively use the positive and negative created by the paint. (The glow in the dark paint photographs really bad so that is why the picture looks like that)

Materials/Tools/Art supplies needed:

- Flotsam
- Various books on sea creatures
- 7x10 inch mixed media or watercolor paper
- Watercolor trays
- Varying sizes of brushes
- Boards
- Paper towel
- Masking tape
- Jars
- Glow in the dark paint

Students should already understand how to mix colors. During the lesson they will be taught watercolor techniques that they will be able to use in their final illustration. They will learn about how to responsibly use the glow in the dark paint during the lesson.

<ul style="list-style-type: none"> • Smocks 	
<p>Materials Distribution/Clean Up:</p> <p>Each student will receive a board and piece of paper. The students as a pair will share a watercolor tray, a jar of water, brushes. I will pour the glow in dark paint for each pair of students to ensure they don't use too much.</p> <p>At the start of class students will grab their artwork from the drying rack and put on their smocks. Then one of the students in the pair will fill a jar with water while the other grabs brushes. At the end of the class the pair of students will both be responsible for cleaning brushes, the table, dumping out their jar of water, and cleaning any other mess they might have made.</p>	<p>The students being in pairs will allow me to teach this lesson even if there aren't enough watercolor trays for each student. It can also help to promote teamwork when starting the class and when cleaning up. The students will be using watercolor, so cleaning up will be relatively easy as everything can be cleaned with a wet paper towel.</p>
<p>Presenting</p> <p>At the end of the lesson I will have all the students hang up their work on the classroom walls. Then I will have each student write about their own artwork using a simple worksheet. After they finish the writing I can turn off the lights to reveal all the glow in the dark paint.</p>	<p>Having the students hang the art on the wall will allow them to be able to see their classmates work. It will also let them clearly see how everyone else used the glow in the dark paint.</p>