

**Title of Lesson:** A Dog's Tale

**Grade Level:** 4th Grade

**Class Time:** 4 to 5 classes at 45 minute class periods

**Concepts:** The concepts being taught in this lesson include:

- Puppetry
- Fine Motor Skills and Construction
- Creative Writing
- Learning the concept of sharing and working together
- Story Telling

**Objectives:** The student will:

VA4MC 1. Engage in the creative process to generate and visualize ideas by researching different dog breeds and creating thumbnail sketches of their ideas.

VA4PR.1. Create artworks based on personal experience and selected themes.

- b. Makes design decisions as the result of conscious, thoughtful planning and choices.
- c. Communicates values, opinions, or personal insights through an original work of art.
- e. Creates representational artworks from direct observation (example: dog photos or real dog brought to class).
- g. Combines materials in new and inventive ways to make a finished work of art.

VA4PR.3. Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed media) using tools and materials in a safe and appropriate manner to develop skills.

a. Creates 3-D artwork that demonstrates a design concept: open or closed form, proportion, balance, color scheme, and movement.

b. Creates ceramic objects using hand-building methods (e.g., pinch, coil, slab,) clay processing techniques (e.g., wedge, score and slip) and surface design (e.g., stamping, relief carving, glazing, burnishing)

c. Creates sculpture/3-dimensional form using selected method/technique (e.g., papier-mâché, paper sculpture, assemblage, found object sculpture).

VA4AR.3 Explains how selected elements and principles of design are used in an artwork to convey meaning and how they affect personal responses to and evaluation of the artwork.

i. Demonstrates how the relationship of size between objects affects scale and proportion in a work of art.

j. Uses adjectives to describe texture.

**Motivation:** In order to get the children excited about creating their own dog puppet and story about a dog, I can ask them some exciting questions:

1. Who has a pet dog or knows someone who has a dog?
2. Who can tell me something funny that dog has done?
3. What color is that dog?
4. What type of fur does it have?
5. Is it a big or a small dog?
6. What type of personality does the dog have? (Shy, silly, mean, friendly, loyal)

I could bring my dog to class to let the class do some observation drawings on a day before the lesson.

I could show a slideshow of different dog breeds.

**Vocabulary:**

- **Fabric-** Cloth made by knitting or weaving threads together.
- **Mixed media-** Artworks that are created from more than one medium.
- **Texture-** The way a surface looks and feels, such as smooth, rough, or bumpy. Texture is an element of art.
- **Three-dimensional-** Having height, width, and thickness. Forms are three-dimensional
- **Form-** A three-dimensional object, such as a cube or a ball. Form is an element of art. Form may be depicted on a 2-D surface.
- **Puppet-** A three dimensional object that is made to represent a realistic or imaginary creature of thing.

**Instructional Strategies:**

**Day One-** On the first day, **the teacher will** start getting the children to think about dogs.

1. Motivational Questions above
2. Read the story Finder's Keepers, by William Lipkind and Nicolas Mordvinoff.
3. Show Powerpoint of different dog breeds and also imaginary dogs in art.
4. End the day by telling the children their next project will involve inventing a dog.
5. **For the upcoming lesson, you will invent a dog. This dog can be based on a real dog you know, or it can be completely imaginative. You get to decide the color of its fur, or even if it has fur at all! You can decide whether it has a nice, shy, silly, sad, or happy personality.**

**What does the dog look like, how old is it, is it a boy or a girl? Think about the dog you want to invent and start making sketches. Come up with some ideas about what your dog will be like. You can work on this for the rest of class, at home, and we will be finishing up our sketches at the beginning of the next class. Be as creative as you want! Also, if you have any scrap cardboard, paper, toilet paper rolls, or anything good for a secret craft project, bring it in either tomorrow or the next day!**

6. They will begin sketches at the end of class or at home.

Resolution at end of class- Re-explain that their dog can be as imaginative as possible. Ask some of them if they already have ideas.

### **Day Two-**

1. The first 10 minutes of class will be devoted to finishing the dog sketches.
2. While the students are working, I can show a second Powerpoint about dogs, and pass out their story sheets.
3. Now, I will give the full details of the writing part of the project (A Dog's Tale).

**Everyone should be done with their sketches of their imaginary dog. If you are not completely done, it is Okay, as long as you have some ideas swirling around in your head about what your dog will look like. Now, since we have an idea about what our dogs will look like, we can start imagining what the dog likes and dislikes. What are some hobbies the dog enjoys? Does she like to sleep all day, or does he like to chase cars? Be as creative as you want. I want you to write a short story about your dog. The story must be at least a paragraph long. A paragraph is 5 sentences. Write your story on the white sheets of paper I have handed out. Tomorrow, we will start making a puppet to represent our dog, so have some ideas floating around in your heads! If there are any scraps of paper, cardboard, Styrofoam, or anything interesting you might want to use for making your puppet, remember to bring them to class tomorrow.**

4. The students will have the rest of class to write their stories.

Resolution at end of class- Remind them that the stories should be almost done by the next time we have class because we will start on the next part of the dog lesson. Ask them some questions about their developing stories.

### **Day Three-**

1. When the children come in on day three, they will have the chance to finish up their stories.
2. After about 10 minutes, I will show a Powerpoint of some dog puppets. There will be a mix of all different types and mediums. They will get to have a quick **ART CRITIQUE** of the puppets on the Powerpoint.

**Today, most of you should be finishing up your dog stories. Today we will begin the exciting part of making our dog into a puppet! I have boxes full of interesting found materials. You will be making a three dimensional puppet out of mixed media. A three dimensional object is an object that can be seen from all directions. It is not flat like a piece of paper. All the**

**sides on a three dimensional object are decorated. Mixed media means you will be using many different types of materials combined to make one puppet. Think about the type of fur your dog has. Does it have fuzzy fur, colored fur, short fur, curly fur? Use the right texture to make your puppet's fur come alive. Texture is the surface quality of an object.**

**Remember to focus on making the body first. Think about making the body, head, and legs first. The next step would be to decorate the puppet with the right texture for fur and facial expression. (These steps would be written on the board.)**

3. Each table will be given a box of interesting objects. The children WILL NOT be allowed to swap with other tables. They must use ONLY what is in the box for their table. This will force creativity.
4. There will already be boxes on each table supplying glue, scissors, and tape.
5. There will also be a trash box on each table and one student from each table will be responsible for emptying the box during clean up time.
6. They will work on the puppets for several days.
7. There needs to be a safe place to store the puppets after each class.

After the puppets, are made, if we have time. Several of the students will get to read their stories and display their puppet. Those who did not get to display, will get to display a previous project another time.

**Modifications:**

If there is a problem with a child creating a dog puppet, they can always create a cat puppet.

Modifications may be changed according to how fast the class gets done, or vice versa.

*Students with special needs* do not have to write the story. If a helper is available, and the student can communicate, the aid can write down the story for them. The special needs student should be carefully monitored if working with scissors. I can already have pieces or strips of fabric and paper already cut up for the student. I can give them a base for the body of the dog puppet, and simple allow them to pick out colors and fabrics to glue on.

1. **Mentally Challenged:** Will have the option to glue pre-cut strips of paper onto a pre-made dog mask. The child will be allowed to also select other materials to decorate the mask, but will already have the structure of the puppet/mask prepared.
2. **Physically Challenged:** Will be assisted either by me, or I will assign a student who would like to help them. If there is a student who gets finished early, I will let that student assist the one with special needs. Also, I can again have a pre-made structure puppet or mask and allow the student to select the materials he/she would like to attach. I will directly assist them by hand-on-hand techniques.

**Assessment: Will be graded by participation and work attempted during that day.**

- 10 points = exceptional/superior  
 9 points = above expectations  
 7-8 points = fair/ average  
 6 points = below expectations  
 0-5 points = poor performance
1. Follow directions the first time they are given
  2. Be to class on time with required materials (pencil)
  3. Take care of ALL art materials (even your own!)
  4. Keep hands, feet and objects to yourself. NO GUM
  5. Work quietly-be considerate of others
  6. Clean up after yourself- when told to do so.

<b>Week Task</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Prepared and on time</b>					
<b>Respect for materials and facility</b>					
<b>Class Participation, assignments</b>					
<b>Working towards units objectives</b>					
<b>Co-operative, respectful of others</b>					
<b>Total</b>					

**Materials/Supplies:**

1. Assorted mixed media for puppets, (Cups, plates, fabric, paper, string, wire, google eyes, feathers, etc). --Find donations-- Scrap Bin?
2. Glue and tape
3. Scissors
4. Lined white paper for stories
5. Scrap sketch paper
6. Pencils and crayons
7. Markers
8. **Low temperature hot glue guns**

Boxes for each table, one for glue and tape, one for scissors, one for trash, and one large for puppet materials.

**Resources:**

1. <http://www.cfsd.net/dept2/curricu/elart/Glossary.htm> -**Terms**
2. <http://www.princetonol.com/groups/iad/lessons/middle/Dailygrade.htm>- **Grading Rubric**
3. [https://www.georgiastandards.org/standards/GPS%20Support%20Docs/Fine\\_Arts\\_Visual\\_GPS\\_Final\\_2-11-2010.pdf](https://www.georgiastandards.org/standards/GPS%20Support%20Docs/Fine_Arts_Visual_GPS_Final_2-11-2010.pdf)- **GA Standards**
4. <http://animal.discovery.com/breed-selector/dog-breeds/toy/chinese-crested-dog.html>-

**Powerpoint**

5. <http://dreamdogsart.typepad.com/art/dogs-in-art-film-the-art-.html>- **Powerpoint**

**Closing Statement:**

The students will learn about sharing through the reading of the book. They will explore their creativity in creating a dog from either observation, imagination, or hopefully a combination of both! They will work on their creative writing skills by writing a brief story. They will use creativity and manipulation technical skills in making their puppet. It will take skill to make the puppet resemble their idea. They will learn to share materials, and appreciate variety.

**Essential Questions:** (if not provided)

1. What is a puppet?
2. Is a puppet two-dimensional, or three-dimensional?
3. Do all puppets have to be the same?

**Recap Lesson:** All puppets can be different. They can be different colors, sizes, and shapes. Everyone uses their imaginations to come up with ideas about their puppets. Puppets can be a fun way to bring art to life!

**Ask Students to Define Vocabulary:**

1. What is fabric?- Who can tell me what type of fabric they used for their puppet?
2. What does it mean to make art with mixed media?
3. What is texture?
4. Does a puppet have to be a dog?