

Brooke Sutherland
Grade: 9-12

*At the beginning of class everyday if there is a vocabulary word, students will write on a small strip of paper anonymously what they think the definition of that word is and put it in the hat. If there is extra time anywhere in the lessons, the teacher will draw out of the hat and read what some students think the definitions of those words are and tell the students what the real definition is.
(critical thinking)

Lesson 1: What is Imagination???

Vocabulary: Subconscious, Imagination, Dreams

Objectives:

- As a class, students will write on the board as many ways they can think of to end the sentence, "Imagination is....." as a way of brainstorming ideas related to imagination.
- Students will watch the first 10 minutes of Sir Ken Robinson from youtube/Tedtalks called "Do schools today kill creativity?"(saved on Miro program)
- Students will discuss and take notes as a class ways in which imagination/creativity is repressed in the school and how it could be changed.
- Students will watch the 5 minute clip called "Willy Wonka-Pure Imagination," from youtube.(saved on Miro program)

Materials/Supplies:

- big white sheet of paper
- Markers
- clips from youtube
- 18" by 24" white sheet paper for each group

Instructional Strategy:

1. As students walk in, ask them if they can remember their most recent dream that they have had and have a few students share them. (3-5 min)
2. Next, each student will help create a word wall by writing a list, on the big white sheet of paper at the front of the class, of brainstormed ideas that complete the phrase, "Imagination is..." While the students are taking part in this task, to help them think deeper about imagination, ask them how dreams might be a part of imagination, what might be some possible reasons that people dream? Ask students: When they daydream what sort of things do they think about? What kinds of colors do you see in your dreams? What kind of characters are in your dreams? What kind of moods are in your dreams? (leave the word wall on display until the unit is over) (5-10 min)
3. Show Sir Ken Robinson clip. (10 min)
4. As a class, students will agree on an issue in their school that represses creativity and imagination. They will then brainstorm solutions to change that issue and write out a step by step with

their group(see next step) to plan how to go about making that change on a big sheet of paper and post it in the classroom to carry out in a later date if desired. (3-6 min)

5. Have students get into groups of 5 and write a specific plan including steps it would take to change one issue in their school that represses their imaginations. (ex: lack of money creates boring assemblies, what are some ideas and steps that could be taken to raise money in order to have more imaginative and creative assemblies?) (6-8 min)

6. Show the students Willy-Wonka clip(5 min)

Ask students to think about the idea of imagination throughout the rest of their day and make a list of how it is related to their everyday lives and/or list specific times that they encounter any ideas related to imagination to share with the class next period.

Total Approx time: 45 minutes

Lesson 2: Artists Who Use Imagination

(art history)

Vocabulary: Imagery

Objectives:

-Students will participate in a short discussion as a class of how imagination is relevant to their everyday lives.

- Students will read the article given to them about an artist and write one paragraph on that artist of how he/she uses the idea of imagination to create their work. (*see list of artist and articles below that each describe different subject matter and techniques artist use that the students will have to describe from their reading.)

-Students will share with the classroom in an informal presentation of their artist while the teacher shows slides of their artist's work.

Materials/Supplies:

-*List of possible Artist/Articles to use for students to write paragraph in lesson 2:

Beauvais Lyons

Mark Manders

Jeane Nevarez

Matthew Ritchie

Cy Twombly

Patricia Polacco

“Subconscious Art of Graffiti Removal” (from a blog)

“Aesthetic Limitations” JSTOR article

Trenton Doyle-Hancock(used in Lesson 5 lecture)

*refer to pages attached to see specific possible handouts that may be used to copy for students to read.

-notebook paper

Instructional Strategy:

1. Go around the classroom and ask each student to share how imagination is relevant to their everyday life using the list they may have created in the previous lesson for homework. (advertisements, television, internet, posters in school etc.) 5-7 min
 2. Students will read the artist article given to them. 8-10 min
 3. After everyone has finished reading their article, they will find the other peer or peers that have the same article as them and write one paragraph to outline how the artist incorporates the idea of imagination into their work. (For example, if there are 30 students, and 5 artist articles passed out, there will be 6 groups of 5 students.) Students will need to include at least the following criteria in their outline:
 - materials that the artist use
 - subjects/forms the artist uses
 - where their ideas originated from
 - title of one of their works10-12 min
 4. Each group will share with the rest of the classroom in an informal presentation of their paragraph while the teacher shows examples of the artist work on the projector. 2 min each presentation (10-12 min)
 5. For closing the lesson, ask students to name the different ways that all the artist they learned about today used the idea of imagination in their work. (Teacher should write them on the word wall)(3-5 min)
- Approx time = 45 min

Assessment:

Groups will be given a score of 0 or 5 points for completion of their outline.

Lesson 3: Brainstorming Imagination
(critical thinking)

Vocabulary: creativity, repression

Objectives:

- As a class, students will draw a web brainstorm on the big white sheet of paper used in lesson one with imagination in the middle and as many subtopics the class can think of that will be on display throughout the unit.
- Students will start to develop conceptual ideas for their work by individually brainstorming any and all ideas related to the big idea of their imagination by using a web format.
- Students will write a list of at least 3 materials they prefer to use for their work.
- Students will think of 3 more materials that are more experimental, imaginative, or unconventional from the previous list that they can bring from home for the next class.

Materials/Supplies:

- white mural paper

-“Imagination is.....” handout/ 4 per student(see back pages for handout)

Instructional Strategy:

1. Students will take markers as they walk into the classroom and work at the same time to add to the web that is hanging in the front of the class with the word “Imagination” in the center with ANY ideas related to imagination. Teacher will call on students to read the web after they have all sat down and explain the possible connection of each brainstormed idea. 10-12 min
2. Teacher will hand out assessment form for students to know what they will be assessed on for this class period. Teacher reads through the assessment. 1-2 min
3. Students will go to their seats and create their own individual webs that relate to their own imagination that will help them in their creation of their work. If the students need help getting more ideas for their web, ask them questions such as how imagination and music are related, how words and literature are related to imagination, how dance is related to imagination, how technology related and so on. Tell them to pick two of those groups they thought of and elaborate out using new stems. Then, after they are done with that, tell them to think of ways in which they could connect those ideas to create a work. For example, if a student chose music, they may decide to compose a song and think of the notes as a drawing, or compose a song with symbols or another form than actual notes written out. 10 min
4. Underneath their web, they will list 3 materials that they prefer to work with to create their work. 2 min
5. Students will add three more materials to their list that are more experimental, imaginative, or unconventional that they will try using when creating their work. Help students think outside the box by naming a few ideas such as leaves, noodles, or food coloring. 2-3 min
6. Tell students they will be required to use at least 5 of the materials they listed in the final work.
7. Students will briefly share their vision for the ideas of what they may possibly create and why they want to create what they are doing with the class. 10 min
8. Students will take 2 “ Imagination is.....” handouts and instruct them to have 4 people that are outside of art class, fill in the blanks and bring it to the next class. 2 min
9. Tell students to turn in their individual webs and put their markers away. 3 min

Approx. time= 45 min

Assessment:

CATE- GORY	1	2	3	5
Individual Brain- storm web	student does not complete or at- tempt to com- plete an indi- vidual web	student starts a web but only adds a maximum of 3 ideas related to imagination	student creates a web that consist of at least 10 ideas off of the main imagination web	student creates a web that consist of at least 12 ideas related to imagination

Materials	student did not complete a list of materials need to create their work	student created the first list of 3 materials needed to complete their work	student created the first list of 3 materials need to create their work and also listed 1 more unconventional materials they would like to use	student created both list of 3 normal materials and 3 unconventional materials
Imagination is.....Handout	student brought handouts back but only 1/4 was completed	student brought back handouts but only had 2/4 completed	student brought back handouts but only 3/4 were completed	student brought back 4/4 handouts that were completed

Lesson 4: Writing the Big Idea Out!

(art production/aesthetics)

Objectives:

- Students will write a 1/2 page on how they might most effectively create a work to describe the ideas they generated in their webs in the previous class.
- Students will draw at least three loose graphite sketches of their imagined idea that they will carry out in their artwork in the next class that expresses their gathered ideas about imagination so far.
- Students will incorporate in the graphite sketches how the materials listed in the previous class will be used and why they are important to express their brainstormed idea for their work.

Materials/Supplies:

Music to play during work time:

“Just My Imagination” The Temptations

“Pure Imagination” Willy Wonka

“Imagination” Cranberries

“Imagination” Frank Sinatra

-drawing paper

-graphite, charcoal,

-thumbtacks

-something to play music on/ Imagination music

Instructional Strategy:

1. As students come into class have music related to imagination playing. Refer to list on back page for music ideas. Ask students to turn in their handouts from homework in previous class

and have a student read as many as time allows out loud. Leave the handouts out on the front table for students to look at if time allows.

2. Students will each draw three loose sketches of their idea of what they want their final work to look like on three separate pieces of paper. List on the board what the sketches must include:

- at least 5/6 of the materials that they listed in the previous class written in words where they will be used in the actual work. For example, if a student wants to use clay for the base of their work, on their sketch they should write “clay” and draw an arrow to where clay will be used.

- two sentences describing how their sketch relates to their idea of imagination

20 min

2. Students will write a half page on how they plan to take the ideas that they individually brainstormed in the previous class to create their work. 8-10 min

3. Students will hang their loose sketches and briefly talk about them to the classroom if time allows or have them talk in pairs if short on time. Have them answer questions such as:

How is the subject/form related to your idea of imagination?

What materials will you try to use?

Will colors be included in your work? Why or Why not?

If they could choose anywhere in the world to display their finished work, where would it be and why?

10-15 min

Approx. time= 45 min

Lesson 5: Let's get to Work

(art production)

Objectives:

- Students will write brief notes on the 10 minute lecture about Trenton Doyle Hancock.

- Students will use the remainder of class to create their work of art that was sketched out in the last class.

Materials/Supplies:

- Trenton-Doyle Hancock slideshow

- soft music and something to play it on

- Art21 clips

- Interview text handouts from art21.com on Trenton Doyle Hancock

- materials that students requested to work on their piece

Instructional Strategy:

1. As students walk in, have a slideshow of Trenton Doyle-Hancock's work going and soft music playing to create a good atmosphere. 3 min

2. The teacher gives a short lecture about Trenton's work and asks the class to write down the main points that cover Trenton Doyle-Hancock's work. Write on the board that the following are main points that the students should write down during the lecture:

- kind of materials/techniques used

- subjects/forms he uses

-what he is influenced by

-Art21: His work consist of prints, drawings, and collage felt paintings to tell the story of Mounds- a group of mythical creatures that are the tragic protagonists of the artist's unfolding narrative/imagination.

-He is influenced by abstract expressionism(elaborate on what that is)

-Use short clips from Art21 "It Came from Studio Floor," "Painting in the Studio."
10-12 min

3. Pass out the text to students who are interested of the interviews "It Came from Studio Floor, Storytelling, Characters and Colors," for students to read if they want and to return it by the end of the unit. 2 min (this also would be a good source to give to the English teach to assign the students to read.)

4. Students will collect their materials and start to work on their ideas that were sketched out last class period. Hand out assessment of final project criteria (below) 30 min

CATEGORY	1	2	3	5
Finished Product	student worked on a piece but did not finish. Only used 2/6 materials	student did not finish their piece. Used 3/6 materials	student finished their piece. Used 4/6 materials	student finished their work and used 6/6 materials
Artist Statement	student did not complete an artist statement	student wrote an artist statement but was not relevant to their work or demonstrative on the big idea		student wrote an artist statement relevant to their work and demonstrated understanding of the big idea

Total possible points=10

5. Students will leave their work in their storage space and write a short journal of what they created in class for **homework and turn it in the next class period.**

Approx. time=45 min

Lesson 6: Reflect and Work (studio)

Vocabulary: creative process

Objectives:

- Students will write a 10 minute journal on their thoughts related to the big idea of imagination.
- Students will continue to create and finish their work for the remainder of class.

Materials/Supplies:

- materials students requested and are using on their projects

-imagination music

Instructional Strategy:

1. Have more slides of artists that have work related to the big idea of imagination and music playing that will create a good studio atmosphere to work as students enter class.
2. Students will get out notebook paper and engage in a 10 minute creative writing project on writing anything related to their work for a warm up before working on their project to make sure they are focused on why they are creating their work. 10-12 min
2. Ask students to get their work from their storage spaces and to continue their work. 25 min
3. At the end of class, ask students to share their thoughts about their work so far. Has it gone where they want? What have they learned through it? 3-5 min

Approx. time=45 min

HW: Students will write a short paragraph explaining their work. (artist's statement)

If students have not completed their work in class they may take it home and have it finished for next class.

Assessment:

Student completed and turned in journal from previous lesson= 5 points

Student did not complete or turn in journal from previous lesson= 0 points

Lesson 7: Imagination Finale

(art criticism)

Objectives:

- Students will display their works on the critique wall with thumbtacks.
- Each student will stand by their work and read their artist's statement to the class.
- Students will write both the positive and negative aspects of the assignment.
- Students will turn in their work with their names on both the work and the artist's statement.

Materials/Supplies:

- thumbtacks
- snacks for critique discussion(if possible)

Instructional Strategy:

1. When students enter, the board will say, "Display your work with thumbtacks on the display wall at the front of the class, after you are finished, have a seat in front of the works." 3-5 min
2. Let the students look at the work for a few minutes to really look at the finished products. 2-3 min
3. Ask the students what they see on the wall. What are some things in common, differences? Materials used? Do any of the works feel "imaginative," which ones and why? Have certain students describe someone else's work. Have them tell what they are seeing (the shapes, colors, ideas that the work might be portraying to them) What is the mood of the work? What works are best demonstrating the big idea of imagination and why? 10 min

4. Each student will read their artist statement and show their work. Tell students that they may ask questions of their peer's work. 10 min
 5. At the end of the class, ask the students to write anonymously what the negative and positive aspects of the unit were so that as a teacher I may be able to improve. What are some different ideas about imagination that you learned? How was the unit helpful for them in terms of being able to make meaningful artwork? Were they able to be personally connected to their work? Was it interesting for them, what parts could be less boring and more engaging? 10-12 min
 6. Have the students write their names on the work and the artist statement and to leave them on the table. 3 min
 7. Tell students the works will be graded by the criteria I passed out to them in Lesson 5. 1 min
- Approx. time = 45 min
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Connections made to other disciplines throughout the unit:

English- have the students create creative writings based on a book about imagination(Patricia Polacco), or have the students sit somewhere in the classroom for 10-15 minutes and imagine something, afterword, have them put onto paper what they imagined. Some kind of element could be interwoven into an assignment like this like make the imagined thoughts into a poem.

Math-Try to IMAGINE situations to solve story problems

Music-Imagine certain kind of events or story's that are being told with the music being played

History-Imagine what it was like in the past decades and have skits acting out how you imagined it to be then and then study how they really were.

Physical Education-

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