

Arts Integration and Arts Appreciation

Sample programs

Program Title: Understanding Authors and Illustrators

Fourth Grade

This hands on workshop allows students to understand and experience the collaboration between an author and an illustrator. Students will utilize listening skills, verbal communication skills and creative writing skills to complete the tasks. When acting as an author, they will demonstrate appropriate grade level skills relating to the language arts curriculum. The art component will be introduced as they also play the roll of an illustrator. In this case, students must listen to and read information provided by a peer to complete a drawing or painting of a fictional character.

Lesson plan

Objective: Students will understand the process of developing a fictional character and demonstrate appropriate grade level communication skills in listening, writing, creative thinking and visual art.

The teaching artist will present her book “Yahootie and the Shoe Shenanigans” to the entire class. Students will be engaged in conversation about imaginary or fictional characters. The teacher will explain that she wrote the book but that another person did the illustrations.

She will ask the students if they would like to see her book before she had an illustrator. She will show them a book with only words on an otherwise empty page. She will then explain how she communicated with the illustrator page by page to determine what the pictures should look like and the the illustrator provided her own suggestions and her artistic talent.

The teacher will then engage the entire class as she asks them to help create an imaginary character. She will take suggestions from students as she asks questions such as is it human or animal?, male or female?, what does it wear?, what does it like to do?, etc. The teacher will do a simple drawing on the board which will reflect the students suggestions. This activity is modeling for the students what they will be doing in small groups.

Each student will be given a form to complete requiring them to individually answer questions describing an imaginary friend or fictional character. The teacher will assist and encourage each student in this task. Students will then be divided into pairs and exchange their written descriptions. One student will be given the task of drawing a picture of the other student’s fictional character based on the written information. They will be allowed to talk, ask questions and clarify as the one student is drawing. The roles will then be reversed so that each student has a turn being the illustrator. Students will be given a variety of art supplies in order to color and enhance their drawings. To complete the task, students will end up with the picture of the imaginary friend that their partner illustrated. Each pair will present their final products to the entire class. They will be asked to evaluate the process and activity. Does it look like you originally imagined? Did it help to talk to the illustrator while they were drawing? Did the illustrator improve on your ideas? Students will display their work for the entire class.

Time: One hour to 1 1/2 hour.

4.FL.WC.4 Know and apply grade level phonics and word analysis skills when encoding words; write legibly

4.FL.F.5 Read with sufficient accuracy and fluency to support comprehension

4.1.0 Media, techniques and processes

1.1 manipulate a variety of tools and media in a safe and responsibly manner.

1.5 Recognize, demonstrate and evaluate levels of craftsmanship