

LIVING THINGS: Monsters and make believe

FORM: DRAWING, PAINTING

STAGE: 2

ACTIVITY: 1

OBJECTIVE

Make artworks using ideas based on observations of the natural environment.

OUTCOMES

To demonstrate achievement students can:

- refer to and apply previously encountered knowledge of literature about monsters
- manipulate and organise ideas and images using crayon, texta, ink and paint to create a monster
- evaluate their own work and the artwork of their peers by responding to and discussing questions about their artwork.

TEACHING NOTES

Develop the notion of students creating quick sketches or draft drawings from which they can select one to further develop.

Using black crayon and pages from phone books provides cheap materials for draft drawings.

LANGUAGE

monsters make-believe quick sketches

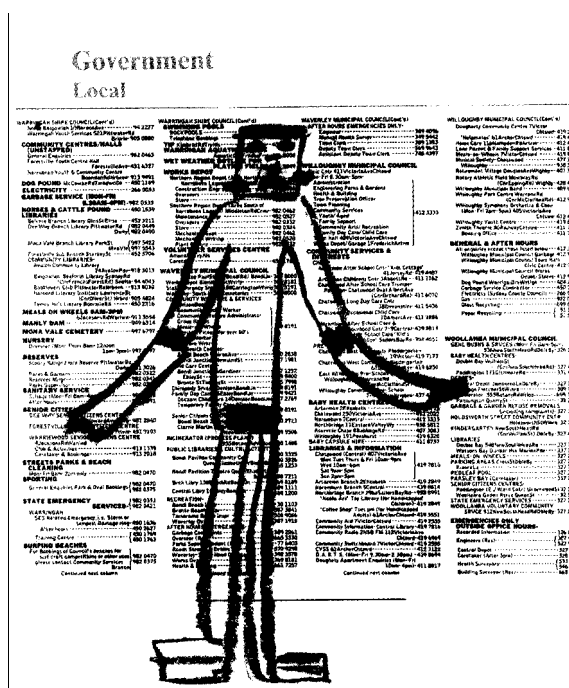
RESOURCES

black crayons art paper
 a selection of painting and pencils
 drawing materials e.g. pages from phone books
 paint, ink, textas, crayons

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Students will:

- draw upon literature and art history about monsters and create a word bank of descriptive monster words
- draw three quick sketches of monsters using black crayon and newspaper
- in turn, show their sketches to the others in the group, discussing the visual qualities of their monster and asking their peers to help select one sketch to use as the basis of the next artwork
- enlarge and further develop their monster sketch onto art paper. Students add further detail to their monster using ink, paint, pencils, crayons, textas
- evaluate their own artwork by responding to and discussing questions about their artwork e.g., *How does this monster make you feel? How does this monster work? What kinds of sounds would this monster make? Why does this monster look scary?*



ASSESSMENT

- Were the students able to:
- identify the key features of a monster?
 - refer to the word bank and monster images for further ideas in developing their artwork?
 - get their ideas onto paper quickly?
 - respond to the advice of peers in selecting one sketch to further develop?

EVALUATION

Did the group dynamics work? Were the students supportive of each other, or are further personal development activities required?

LINKS WITH OTHER: Visual arts activities

Try DEAD – drop everything and draw each day – as well as DEAR.
 Collect and sort ready-made monster images.

Key learning areas

English – Compare the monsters in fairy stories to monsters on TV.
 Read Roald Dahl's version of some well-known fairy stories and rhymes.

LIVING THINGS: Monsters and make-believe

FORM: ELECTRONIC

STAGE: 2

ACTIVITY: 2

OBJECTIVE

Make artworks using ideas based on observations of the natural environment.

OUTCOMES

To demonstrate achievement students can:

- refer to and apply previously encountered knowledge of literature and monsters
- organise ideas and manipulate images using a computer program called 'Monsters and Make-Believe'
- evaluate their own work and the artwork of their peers by responding to and discussing questions about their artwork.

LANGUAGE

body parts accessories background

RESOURCES

computer program: Monsters and Make-Believe
access to a printer

TEACHING NOTES

'Monsters and Make-Believe' is a computer program which allows students to create a monster by selecting component parts and putting them together. Ask the students to keep all their drafts as they will be useful in the next lesson. Any unused images can go into the class collage box. If your school does not have this program, use any computer drawing program eg., Kids Pix, MacPaint, Kids Pix

Studio, Amazing Animation. Students will need to print 2 copies, one for the class story book and one for the next lesson.

This lesson will take some time and will probably need to have pairs or small groups of students working on their computer images while the remainder of the class is doing something else.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Students will:

- use the computer program Monsters and Make-Believe in pairs to create a computer-generated monster by selecting component parts from the menu
- display the monster images, discuss and compare the component parts
- use the word processing part of the program to create stories about their monster, referring to the data bank of monster words. (A copy of the images and stories may be compiled into a class book)



ASSESSMENT

Were the students able to:

- select the component parts for their monsters and modify their selections when appropriate?
- save and store their images?
- print their images?
- discuss and refine their images?

EVALUATION

Did students follow the instructions so that they used the computers effectively?

LINKS WITH OTHER:

Visual arts activities

Experiment with other graphics programs.

Key learning areas

English – Write a report about monsters.

OBJECTIVE

Make artworks using ideas based on observations of the natural environment.

OUTCOMES

To demonstrate achievement students can:

- select media to achieve the desired effects
- use magazine images, computer-generated images and their own drawings to create a new art work
- evaluate the development of their own artwork and their acquisition of knowledge and skills.

TEACHING NOTES

For this lesson students will need all their previous drawings and paintings from lessons 1 and 2. Some students may choose not to cut up the artworks created in lessons one and two. Be prepared to compromise and allow them to work on another solution. You will need to make a wash by adding ink, paint or edicol food dye to lots of water. It needs to be applied with a wide brush. You will need a collection of artworks which have a figure as the focal point.

LANGUAGE

image metamorphosis imagined
transformation real

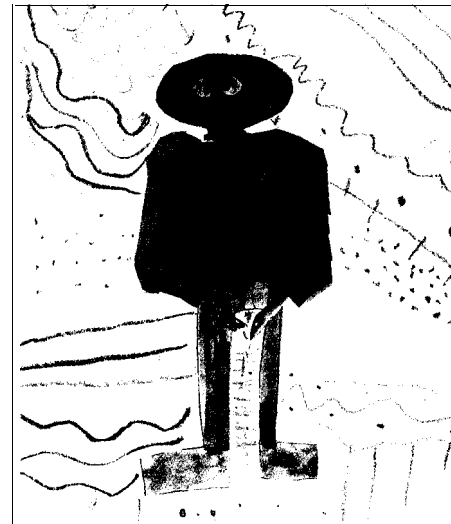
RESOURCES

drawings and paintings from lessons 1 and 2
spare computer-based images
magazines with lots of people in them
fine line pens, crayons, pencils
watery ink wash and wide brushes
Stimulus material: Bosch *Hell*; Greek Mythology: Satyr; Egyptian Mythology; Indonesian Mythology: Garuda

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Students will:

- imagine that their monsters are in the process of being transformed into real people. However, the process of transformation is incomplete, and results in the monster having both human and inhuman characteristics
- portray their monster/person image as a collage based on their drawings, paintings, computer images and human body parts selected from magazines
- glue the final composition into place and apply a coloured ink wash to the background
- discuss the backgrounds used in a selection of artworks
- on another piece of paper, experiment with line and colour using crayon, felt tip pens and pencils. Choose the colour and pattern they like best and add it to their collage
- display and discuss the final compositions.



ASSESSMENT

Were the students able to:

- create a monster using the images available?
- create a background which complemented their monster?
- evaluate their decisions as they selected and manipulated the materials?

EVALUATION

- Were you able to describe the process of transformation?
- Did the students respond by using their imagination?
- Did you provide enough stimulus for students to imagine various appropriate backgrounds?

LINKS WITH OTHER:

Visual arts activities

Discuss artworks where artists have used collage to create images of living things e.g. Giuseppe Archimboldo's *Water*, 1566 and Steve Graham's *Smart Thinking*, 1987.

Investigate mythical creatures which were believed to be half human, half animals e.g. Pan, mermaids, centaurs.

Key learning areas

Science: lifecycles such as the 'cocoon to butterfly' transformation.