Name: Rachel Brunn
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Lesson Title: Fantastical Creatures Workshop
# of Sessions: 1
Level/Grade/Age: 12-18

BIG IDEA
(Describe how the big idea is important to this age group in relation to student assets and the content area):

Discovery

Students are asked to help “madam Rachel” recover her lost creatures by using Photoshop. The students have the opportunity to create their own stories to go along with the creatures that they designed and talk about who they ‘discovered’ during closing circle time.

Because this lesson was developed for Islands of Brilliance and one of the goals of the organization is to equip students on the autism spectrum with digital art skills to use as a career this lesson is slightly more restrictive than most in order to imitate working with an art director.

OBJECTIVES AND NATIONAL STANDARDS: http://www.nationalartsstandards.org/

<table>
<thead>
<tr>
<th>Art</th>
<th>Other Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating</td>
<td></td>
</tr>
<tr>
<td><strong>VA:Cr2.1.HSII</strong></td>
<td></td>
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<tr>
<td>Through experimentation, practice, and</td>
<td></td>
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<tr>
<td>persistence, demonstrate acquisition of</td>
<td></td>
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<tr>
<td>skills and knowledge in a chosen art form.</td>
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| Responding                               |                |
| **VA:Re8.1.HSII**                        |                |
| Identify types of contextual information |                |
| useful in the process of constructing   |                |
| interpretations of an artwork or        |                |
| collection of works.                    |                |

| Connecting                               |                |
| **VA:Cn10.1.HSI**                        |                |
| Document the process of developing ideas |                |
| from early stages to fully elaborated    |                |
| ideas.                                   |                |
### Academic Language to Be Introduced Throughout Lesson:

<table>
<thead>
<tr>
<th>Academic language to be used:</th>
<th>Photoshop, Digital Painting, Masking, Lasso tool, Adjustment layers, Matte painting, Texture, Brush tool, Pen tool, Photo Bashing, Photo Editing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where academic language will be practiced (<em>i.e.</em> through writing, speaking, art making):</td>
<td>Vocabulary will be presented during teacher demo as well as during work time in the midst of in progress check-ins.</td>
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</tbody>
</table>

### Language Function Used Throughout Lesson:

| Type of language function: | • Asking questions  
• Expressing likes and dislikes  
• Summarizing  |
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<tr>
<td>Emphasis of language function (<em>describe the main purpose of using this language function for your lesson</em>):</td>
<td>Students will be asked to explain their methods and choices at the end of the project during the circle time presentation using vocab/professional language.</td>
</tr>
<tr>
<td>Where language function will be practiced (<em>i.e., through writing, speaking, art making</em>):</td>
<td>Teacher, student and mentors will utilize the vocabulary and professional language while working collaboratively.</td>
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</tbody>
</table>

### Unit or Lesson Overview:

Students will chose a vintage photograph, and receive a random sea creature image to combine into a fantastical creature utilizing Photoshop.

Students will use techniques like Selection and Masking, texturizing, Matte/Digital Painting and Adjustment layers and filters.

Students will present their finished designs and use their vocabulary to describe their process and decisions. They will also talk about the story behind the creature that they designed.

### Unit or Lesson Detail (*provide for each lesson session*):

<table>
<thead>
<tr>
<th>Motivation/introduction:</th>
<th>A Halloween themed project that can help the students refine their digital art skills while introducing Matte painting and Brush tool techniques.</th>
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</thead>
<tbody>
<tr>
<td>Art Making:</td>
<td>Supplies: Computer for each student; Photoshop; a mouse, tablet or Cintiq; source images for sea creatures and Victorian images</td>
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<td></td>
<td>Teacher instruction: demo presentation and in progress check-ins</td>
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<td></td>
<td>Objective: Students will create a fantastical creature by using digital techniques to seamlessly combine a sea creature with a vintage photograph</td>
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<td></td>
<td>Students at work: Students will work with a professional mentor for about two hours to create artwork.</td>
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<td></td>
<td>Closure: Students will add their finished artwork to a class presentation google presentation and will share a few words about their artwork during ‘closing circle time’</td>
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</table>
**ADAPTATIONS:**
This lesson was developed during my internship at Islands of Brilliance, and was meant for students on the autism spectrum. Adaptations that are built in include having a professional mentor to guide the students 1:1 or 2:1. We also have a break table for students to use traditional media or model magic and get away from the computer.

**RELEVANT THEORIES:**
- Art as play: George Szekely
- Big Idea Lessons: Stewart and Walker

**ASSESSMENTS:**
- Progressive/Formative (formal/informal): In process check-in with students. Teacher will ask about the direction of the piece, what techniques are being used and suggestions for change. (informal)
- Final/Summative (formal/informal):
  - Students will present their images during final circle time. They will take questions from peers, mentors, parents and the teacher. (informal)

**EVIDENCE**
- If you have implemented this lesson, please include reflections on how it went and/or samples of student work (artifacts).

**TEACHER REFLECTIONS ON IMPLEMENTATION**
*Include student reactions, what worked/what didn’t work, how you would revise the lesson, etc.*

This lesson/workshop was done twice in one day, at about 2.5 hours each. I took my students through the concept of the project, ideation, production and final presentation and it was a lot! Because I had the help of the student’s mentors the speed of the project was possible, but if I was working alone I think that this project would definitely be slowed down a bit to fill at least three days.

Most of my students already had a lot of experience with digital art, so when I explained my vocab terms and the steps needed to complete the project they all understood. This is definitely a project meant for more experienced students or for later in the school year.

**STUDENT WORK SAMPLES (ARTIFACTS)**
*May also be sent as a separate file*

Next page.
Welcome!
Fantastical Creatures
I’m Madam Rachel
Meet Mary.

Mary is my adopted sister.

She spawned in a puddle in the backyard, but loves to hang out at the ice cream shop.

She also loves to eat Burgers.

When Mary grows up she wants to be a teacher.
Help me recover information about my lost creatures.

(With a little help from photoshop)
How?

We are going to merge two images into one masterpiece! Students and mentors will pick a random image and combine them in photoshop to create a creature, and then imagine the story behind that creature's life and death.
Tips and Tricks

➔ 1) Masking tool
➔ 2) Color/monotone
➔ 3) Texture
➔ 4) Paint Over (using a tablet)
➔ 5) Special FX
Masking/Isolating

-Try using the pen tool, selection tool or magic wand tool to cut out or isolate the fish image.
Color

- Is your Victorian image black and white, but not your fish image? Try adjusting it using different layer modes or color overlays.
Texture

-Pay attention to the texture on the victorian image you picked. Is it grainy? Torn? Are there white spots or coffee stains on it? Try and edit the other image to match.
Paint Over

-Finished the other steps, but noticing that things could use another push? Try using a pen tablet to do some digital painting to touch up problem areas.
-Is your creature coming together pretty well,? Maybe it needs a little something extra! Try using a glow layer or experiment with different filters to give unique effects!
When in doubt...Call Madame Rachel!

I’ve been wrangling fantastical creatures my whole life and I’d be happy to help you discover your fantastical creature!
Good luck, and happy creating!
Sir Felix Tufobottom III
of Black Water Bay
Jake & Erin
Madame Fish Lady
Kim & Carrie
Tabithea Fisheater
Sadie & Cat
Commander Squidy Patton
Connor & Roman
Jack The Fish
Noah & Eric
Bartholomew W. Fitzenfatzen

Braden & Sean
Muscle Fish
Mikey & Donovan
Veronica
Adrianna & Katie
Etoile Femina
Sarah & Barb
Blobby
Jared & Ashley
That was fantastical!!
MADAME RACHEL’S TRAVELING SHOW & MONSTROSITIES, MYTHICAL BEASTS, AND MARVELS & NATURE.

Featuring the amazing Photoshop skills of our Islands of Brilliance students during

GALLERY NIGHT

Friday, October 19th, 5:00 - 8:00pm
415 E. Menomonee St. in Milwaukee’s Historic Third Ward
Begin October 20th!

Saturday Morning - FULL
Saturday Afternoon - 5
Sunday Morning - 2
Sunday Afternoon - 2
Our 2018 Brilliant Benefits Grand Prize: A trip for two to Sanibel Island!
Thank you!!!