



# RHIANNON RUFFNER

**ANIMAL ABSURDITY**

**4th Grade | Drawing**

## **PEER TEACHING ART INTRODUCTION & DEMONSTRATION**

### **Learning Segment Title: Animal Absurdity**

**Age Group: 4<sup>th</sup> Grade**

**Lesson Overview:** Lessons will be taught about what makes an image absurd and what that means, how art and humor are integrated, and the history of caricatures. The students will then create a drawing based on their response to humor and choices of animal and task. They will create a caricature that reflects their creativity and humor.

### **ENDURING CONCEPTS & GOALS FOR THE LEARNING SEGMENT**

#### **Big Idea, Enduring Concept, or Theme: Humor**

#### **Essential Questions: (list 3 essential questions that frame this learning segment):**

- 1) What is humor?
- 2) How is humor constructed?
- 3) Why is humor utilized in art?

### **KNOWLEDGE OF STUDENTS TO INFORM TEACHING**

Describe 3 developmental characteristics of these learners and how you feel this lesson addresses those characteristics? Consider social/emotional, cognitive, and physical development).

**Social/Emotional:** During this period, identity and belonging becomes of importance. This is the stage where they grow in self-awareness and idea of relationships with others. They feel the need to find individuality and hold some power in their own decisions. At this age, they begin to form their identity, who they are and what they like/dislike. This is the age where peer conformity can arise. This lesson addresses how they can identify what humor is to them and how everybody differs. They can use their creativity and connect the individuality of their artmaking to their personal lives and environment.

**Cognitive:** Imagination can decrease as they can begin to see negatives and have power in their own decisions. They are more capable of understanding concepts but mainly easier when connected to personal life. Due to becoming more independent and personal, they are more responsible and connect to more real-world ideas. This lesson addresses their loss in creativity, and connects objects and ideas from the real world to fantasy, sparking their imagination that still relates to the world around them.

**Physical Development:** 4<sup>th</sup> graders begin a significant transition stage. Coordination and reaction time improve and energy levels increase. Due to change and growth, they often have growing pains and inconsistency in basic patterns. This lesson addresses their increase in coordination and energy by allowing them to advance the complexity of their drawings. They obtain the energy to keep creating and have the coordination complete the advanced artwork.

## LEARNING OBJECTIVES

Students will be able to...

Student will demonstrate an understanding that...

**Interpreting Art:** Students will be able to understand humor and how it is used within art.  
Students will demonstrate an understanding why jokes are funny and the differences in peoples' humor.

**Developing Works of Art/Design:** Students will be able to choose their medium and experiment with that material. They will also develop imagination in how to draw caricature.  
Students will demonstrate an understanding that their choice in medium impacts the final piece. They will understand how to draw a 2D piece using imaginative ideas.

**Relating Art to Context:** Students will be able to relate humor and art to the personal identity.  
Students will demonstrate an understanding that art can incorporate humor and what makes the humor funny.

## VOCABULARY

List key vocabulary & definitions relevant to this learning segment.

Humor – being amused or in a state of mind that differs between person  
Caricature – an image imitating a person's characteristics which are magnified to create comical effect  
Art – expression of skill and imagination created in a presentable form  
Absurdity – something not realistic, wildly unreasonable  
Imagination – mind's ability to use resources and external concepts to present a new idea

## MATERIALS

List all materials needed for the introduction & demonstration.

- Drawing paper (color of choice)
- Choice of media: pencils, markers, crayons, pastels
- Printed out images of animals
- Printed out images of human tasks/forms

## LESSON #1: INTRODUCTION

### Instructional Strategies & Learning Tasks

Chronological description of teacher and student activities for the introduction. Include questions you will ask, images being shown, and any additional connections that will be made. This should have a script-like quality, detailed enough that someone else could lead it.

Time	Teacher Activities	Student Activities
5min	Begin a conversation about humor and absurdity. What is humor and how does it differ between person? What is absurdity and can art be absurd? Lead the conversation into what art can be and what caricature is.	Listen, respond, and think about how this relates to them personally.
10min	Give the students 3 minutes to write as many animals as they can. Give them three more minutes to write down verbs or tasks as they can think of. Once done, have them collaborate a few of these choices together and imagine/sketch what it would look like. Hand out printed examples of animals and human tasks for a visual. If they are struggling being creative, they can use these visuals to see what they could collaborate.	Write lists, sketch small ideas, think about final product.

## LESSON #2: DEMONSTRATION

### Instructional Strategies & Learning Tasks

Chronological description of teacher and student activities for the demonstration. Include detailed description of the step-by-step instruction and discussion you will have with students. This should have a script-like quality, detailed enough that someone else could lead it.

Time	Teacher Activities	Student Activities
5min	Have the students think about how an animal could be different. What parts of the animal can be different and how can you make the animal more absurd? Could this happen in real life?	Create differences in chosen animal and exaggerate the absurdity.
10min	Have the students finalize their idea and begin the final drawing. Allow them to use all and any forms of media and encourage them to be as creative with color, media, and forms.	Finish drawing using creativity and imagination.

### Artifacts/Student Work:





