

## Woodland Fairy House

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3rd Grade

3 class days



### Outcome Statement-

The students will creatively design a house made out of found objects emphasizing texture and environmental awareness. These houses will be designed for an imaginary fairy. This lesson will help the students to realize they can help keep our earth safe. It also emphasizes interconnections between humans and nature. Students will learn the importance of cleaning up lead paint to help save the planet.

### Objectives-

The Learner Will-

Create Woodland Fairy house out of found objects, including 4 various textures.

Become aware of different textures found in nature and recycled objects.

Use different sculpture techniques to construct their houses.

Learn about contemporary artist that art brings about social change.

Learn the value of recycling.

Become aware of the dangers of lead paint and interpretations of environmental awareness.

Learn what an architect is.

### Visual Art Standards-

ART.VA.I.3.1

Compare the use of various materials to communicate ideas and sensory experiences in an artwork.

ART.VA.V.3.1

Describe how art can be found in various environments.

ART.VA.II.3.1

Apply materials and techniques to problem solve in the creation of art.

## **Integrated Standards-**

E.ES.03.43 Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal).

E.ES.03.44 Recognize that paper, metal, glass, and some plastics can be recycled.

E.ES.03.52 Describe helpful or harmful effects of humans on the environment (garbage, habitat destruction, land management, renewable, and non-renewable resources)

## **Universal Design for Learning-**

### **Multiple Intelligences-**

Naturalist- Students use various found objects from nature.

Visual- Power point with examples and step-by-step paper on each table

Existentialist- Students become aware that they can also help clean up the environment.

Intrapersonal- Students get a chance to brainstorm about their ideal comfort and home setting.

### **Mind Styles-**

Concrete Sequential- Power point with examples and step-by-step paper on each table

Abstract Random- Greet students at door wearing fairy wings and holding fairy dust

### **Anticipatory Set-**

Teacher will greet students at door wearing fairy wings and holding fairy dust. Teacher will continuously call the students, “future architects”

### **Materials and Supplies-**

- Reused plastic jugs
- Mache/Newspaper

- Paint
- Paint brushes
- Scissors
- Glue
- Found objects
- Natural objects (sticks, leaves, pine cones, etc.)
- Moss

## **Resources-**

“Raining like Magic” from the movie, Fern Gully. This song talks about how the forest is breathing and alive. This will emphasize the importance of all living things.

<https://www.youtube.com/watch?v=8fFbo8TykXA>

“Now You See It” by Mel Chin, An Operation Paydirt video that will help the students to understand the dangers of lead paint.

<http://vimeo.com/86638008>

## **Concepts and Vocabulary-**

- Texture
- Sculpture
- Environment
- Lead Paint
- Architect
- Nature
- Man-Made
- Recycle

## **Procedures-**

### **Day 1:**

Greet students at door wearing fairy wings and holding a vial of fairy dust. The lesson will begin by watching a movie clip from “Fern Gully.” The teacher will ask why it is important to keep the forests safe. The movie “Fern Gully” is about fairies in a rain-forest who must fight to save the forest from logging and pollution. The teacher will then introduce the terms architecture and texture. The song, “Raining like Magic” will then be played. The teacher will discuss what an architect does. The students will consider architectural aspects during the visualization process. Teacher will walk them through this process by having them imagine things in their home that make them feel safe, and comfortable. We all need to work hard to protect and save our environment. Students will visualize what makes their homes cozy and safe.

After this, the students will sketch out their ideas for their own fairy house. They will be asked to find a jug or carton of some kind at home, along with supplies to decorate their fairy houses with. They will be asked to come up with four various textures to add to it. Demonstrate what different textures are and where they can be found. The textures will be found objects from nature or man-made. Stress the environmental benefit of recycling objects to go along with saving the planet. Students will each receive a take home paper that has instructions for parents to help them cut out their jugs.

## **Day 2:**

Students will come to class with their architecture jugs cut out and various found textures. The students will start their mache process. They will start by putting mache on the outside of the whole jug, around the door, and windows. Remind students of the proper way to hold a paintbrush. Students will be introduced to contemporary artists that use their art to bring about social change. The Mel Chin, Operation Paydirt video will be shown. The students will then have an opportunity to take home and create a Fundred Dollar Bill.

## **Day 3-**

Start the class with a short review of architecture, texture, and environmental protection. After this, the students will start painting and adding their textures on to their fairy houses. Teacher will circulate the room, making sure that each student has at least 3 textures on their house. Once the student is finished with their fairy house, they may add their strings to hang them.

## **Closure for each day will include questions such as-**

What is a texture?

How can we help the environment by reusing different materials?

What is the difference between man-made and nature-made?

How are we connected to the forest?

What is an architect?

Why do we recycle?

What are some dangers of lead paint?

What is a contemporary artist?

What contemporary artists are using their artistic voices to cultivate change?

**Accommodations-** Students with physical disabilities will be paired with a partner to help them with fine motor tasks.

## **Assessment-**

**Exemplary-** Student created a unique fairy house using 4 or more natural or man-made textures. Student can recall different textures aspects of architecture. Student's work is neat and well thought out. Student understands the value of recycling. Student understands the dangers of lead paint. Student recognizes and understands that artists can use their art to bring about social change. Students understand what an architect is and what they do. Student has a strong understanding of vocabulary.

**Good-** Student used only 3 natural or man-made textures. Student can recall some textures and aspects of architecture. Student's work is neat and thought out. Student was familiar with the value of recycling. Student relatively understands the dangers of lead paint. Student recognizes that artists can use their art to bring about social change. Student relatively understands what an architect is and what they do. Student has a fair understanding of the vocabulary.

**Needs Improvement-** Student created fairy house using less than 2 natural or man-made textures. Student cannot recall what textures or what architecture is. Student's work is not neat or well thought out. Student is not with the value of recycling. Student does not understand the dangers of lead paint. Student does not recognize that artists can use their art to bring about social change. Student does not understand what an architect is or what they do. Student struggles with understanding the vocabulary.