

LESSON TITLE: Wild Thing Illustration Creation!

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EXAMPLES:



GRADE LEVEL: First Grade

ACADEMIC CONTENT STANDARDS MET FOR VISUAL ART: (OHIO DEPARTMENT OF EDUCATION)

- **Analyzing and Responding; Benchmark A; Grade 1:** Identify and describe the visual features and characteristics in works of art.
- **Connections, Relationships, and Applications; Benchmark B; Grade 1:** Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.

INTERDISCIPLINARY CONNECTIONS:

Language Arts

INTERDISCIPLINARY ACADEMIC CONTENT STANDARDS:

Language Arts, 1st Grade:

- **Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies; Indicator 1:** Describe the role of authors and illustrators
- **Reading Applications: Literary Text; Indicator:** Provide own interpretation of story, using information from the text.

OBJECTIVES: The students will-

1. Learn about the author-illustrator Maurice Sendak, and recognize illustration as a form of art.
2. Make connections between written language and the visual language of illustration.
3. Recognize certain features of living things needed to believably portray an imaginary creature (eyes, nose, mouth, arms, legs, etc.).

ACTIVITIES (PERFORMANCE OBJECTIVES): The students will-

1. Create an imaginary creature inspired by (but not copied from) Maurice Sendak's *Where the Wild Things Are*.
2. Create a thoughtful landscape in which their creature exists.
3. Complete a complete composition of various art media including crayons, markers, oil pastels, and watercolors.

SCOPE & SEQUENCE:

BUILDING ON PREVIOUS CONTENT: Students have just studied patterns, and will use their knowledge to include patterns on their wild things similarly to the patterning in Sendak's illustrations.

BUILDING ON FUTURE CONTENT: Students will create a more in depth and sophisticated landscape including foreground, middle ground, and background.

VOCABULARY:

- Maurice Sendak
- Author-Illustrator
- Outline
- Watercolor Resist
- Landscape

MATERIALS: light (tan, peach, gray, etc.) 12x 18 construction paper, *Where the Wild Things Are* illustration handouts, black Sharpee markers, crayons, 11x17 white, light blue, or light green construction paper, oil pastels, watercolors, brushes, water buckets, art boxes (pencils, scissors, and traditional school glue), and art shirts.

PROCEDURES AND ACTIVITIES:

Day 1-Introduce Maurice Sendak and the concept of author-illustrator. Read *Where the Wild Things Are* and discuss his illustrations of the wild things. Also discuss the three page spreads where the story is illustrated with only pictures and no words. Discuss features that make creatures look alive (eyes, noses, mouths, arms, legs, etc.).

1. Students sketch imaginary wild things using handouts as reference material.
2. Students add patterns and details to Wild Things

Day 2-Review Sendak and author-illustrator. Review the importance and presence of detail and pattern in Sendak's illustrations. Demonstrate Sharpee marker outlining.

1. Students have opportunity to add patterns or details and perfect wild things before outlining.
2. Students completely outline wild things with Sharpees.
3. Students begin coloring Wild Things with crayon if time allows.

Day 3-Review Sendak and the importance of using crayon as a precious art medium (The color should be so smooth and even that viewers can't tell crayons were used!). Introduce the concept of landscape and describe the importance of

creating a landscape that is suitable to the imagined wild thing.

1. Students color wild things with crayon.
2. Students draw landscapes on separate light colored construction paper.

Day 4-Review project and vocabulary. Introduce the concept of an oil pastel resist.

1. Students add oil pastels to landscapes.
2. Students paint over landscapes with watercolors.

Day 5-Review project and vocabulary. Demonstrate cutting out Wild Things while leaving “white frosting” and gluing it onto landscape. Give students time to share and explain their wild things at the end of class. Discuss students’ use of patterns, landscape elements, and creativity used.

1. Students cut-out wild things.
2. Students glue wild things to landscape paintings.

ASSESSMENT:

Wild Thing Illustration Creation

This artwork displays my creativity in the design of an imaginary “Wild Thing”, as well as my craftsmanship and my ability to create a landscape to fulfill a complete composition.	Highly Evident	Frequently Evident	Somewhat Evident	Not Evident
I have created an imaginative creature with features that convey a living thing (eyes, nose, mouth, arms, legs, etc.).				
I have created a believable landscape for my creature.				
I have used all art materials with proper craftsmanship and in a way that communicates my ideas.				
I have participated in class throughout this project and have worked diligently.				

RUBRIC:

1st Grade Wild Things

This artwork displays my creativity in the production of a unique “wild thing”. I used various art media with my best craftsmanship to complete my artwork.	Highly Evident	Frequently Evident	Somewhat Evident	Not Evident
I have drawn a unique creature with characteristics of a living thing (eyes, nose, mouth, etc.).				
I have neatly outlined all the details of my drawing with a black marker.				
I have colored, painted, and glued my artwork with my best craftsmanship.				
I have participated in class throughout this project and have worked diligently.				

1st Grade Wild Things

This artwork displays my creativity in the production of a unique “wild thing”. I used various art media with my best craftsmanship to complete my artwork.	Highly Evident	Frequently Evident	Somewhat Evident	Not Evident
I have drawn a unique creature with characteristics of a living thing (eyes, nose, mouth, etc.).				
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