



Grade/s: 5th

Enduring Idea: Play

Integrated Discipline: Literature

Unit Title: Playing Pretend

Unit Designer: Molly D. Chance

Unit Description: Although commonly associated with a childhood activity, all humans both young and old enjoy play. Highly researched, it is believed that play is a key aspect of human development. During development, play is often very personal requiring the use of imagination, which reflects the experiences of the player. Both our personal and social experiences influence how we play. In this unit, learners will analyze the act of play, particularly looking at pretend, an act that highly involves the imagination. Learners will discuss how they practiced playing pretend when they were younger. Learners will choose one personal pretend scenario and will construct a concept map of possible influences for their chosen pretend activity. After the initial planning period, learners will be creating a series of photographs exploring their personal experiences with play and pretend.

- Images:**
1. CMA 1960.24
- *Lorenzo Cybo, Captain of the Papal Guards*, Parmigianino, 1524-1526, oil on canvas
 2. CMA 1993.12.124
- *Unidentified Portrait*, Richard Samuel Roberts, 1920s, gelatin silver print, posthumously printed from the original glass plate negative
 3. CMA 2008.6.16

Key Concept: Play can be influenced by both one's personal and social experiences.

Essential Question: What factors influence play?

- CCSS Art:**
1. VA5-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her artwork.
 2. VA 5-1.2 Describe ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks.
 3. VA5-3.3 Discuss the ways that choices of subject matter, symbols and ideas combine to communicate meaning in his or her works of visual art.

- Integrated CCSS:** Language Arts
1. 5-4.1 Use pre-writing strategies such as graphic organizers, brainstorming and literary models.
 2. 5-4.7 Integrated expanding vocabulary from reading and listening into writing.
 3. 5-5.3 Create reflective writing.
 4. 5-6.3 Generate questions from various viewpoints to investigate all aspects of a topic.

- Learning Outcomes:**
1. The learner will discuss the act of play, giving specific clear examples of play and reasons why this activity occurs.
 2. The learner will analyze the act of pretending by focusing on his/her own personal experiences and influences by constructing a concept map.
 3. The learner will create a series of photographs exploring personal scenarios of pretend.
 4. The learner will evaluate his/her photographs, as well as the work of others through reviewing the rubric and using guiding critique questions.

Motivator: The learner will begin the unit by drawing an object used while playing during a younger age period (ask learner to reflect on 5-6 year old period). The learner will use this object to aid in the discussion of play, including why we play, what we play, and how play is conducted. The learner will also analyze the influences and factors that contribute to the act of pretending. After the completion of the discussion, the learner will look at several artworks to further explore the influences of pretending, beginning to reflect particularly on his/her own experiences.

Day Breakdown: *Based on nine 50 minute class periods

Day 1: Motivator (see above)

Day 2: The learner will briefly review topics discussed during Day 1. The learner will begin to more deeply examine his or her own experiences with play, particularly the act of pretend by constructing a concept map. The learner will list a specific act of pretend in the center of the concept map and will build ideas outward, including influences on the act, objects used, and other key factors contributing to the scenario. During this time, the learner will also receive the project rubric. If time remains, the learner may begin to brainstorm ideas for their photograph series.

Day 3: The teacher will present general composition guidelines and rules, including introducing balance and emphasis. Along with reviewing their concept map, the learner will begin to plan their photograph series. The learner will develop three different photographs with the same pretend scenario (i.e. three photographs of playing princess). The learner has the option of being included in the photograph, however if they feel uncomfortable they may opt to only use props or other objects. The learner will complete at least 10 thumbnail sketches, a prop list (to submit to the teacher), as well as choosing a partner for studio.

Day 4: The teacher will demonstrate how to use the cameras. Learners will use small digital cameras to create their photographs. The teacher will discuss proper lighting, utilizing placing objects off center, checking the background, and employing the rule of thirds. Learners will be allowed to experiment with the cameras, experimenting with composition and lighting. If time remains, learners will have the option of beginning their photographs.

Day 5 and 6: Learners will have Days 5 and 6 to create their photographs. This time will be independent for learners, however the teacher will circulate throughout the room assisting and talking with individuals. During this time, the teacher will also review the rubric with the learners to assess progress and address any questions or concerns. By the end of the class period on Day 6, learners will need to decide upon which three images will be printed.

Day 7: After the photographs have been printed, the teacher will demonstrate how to properly mount the

photographs onto mat board. The learners will take the remainder of the class period to carefully and neatly mount their photographs.

Day 8: Learners will participate in a final group critique, as well as an individual critique to reflect on their artworks, as well as the successes and attempts at visually depicting play. The learners will need to review the rubric in order to assess their progress, as well as that of their peers.

Day 9: Learners will use this day for making any final edits to their photographs. Any learner who has not finished their self-critique may also take this time to finish. By the end of the class period, all learners will be required to submit a final series.

- Materials:**
- Sketchbooks
 - Pencils and erasers
 - Copy paper (motivator)
 - Prop list handout
 - 10-12 digital cameras (to be shared between pairs)
 - Various props and objects
 - 10-12 sheets for backdrops
 - Variety of boxes
 - Mat board
 - Rubber cement

Resources: Art of Cindy Sherman

- Assessment:**
- Studio participation rubric
 - Project rubric
 - Self-critique