**Enduring Idea:** Fantasy

**Grade:** 6-8

**Integrated Discipline:** Sciences

**Unit Title:** Fantasy Animals for a Better World

**Unit Designer:** Ginger Henson

**Unit Description:** Fantasy is an excellent way for learners to explore science through art and develop creative ways to solve issues within the biological world.  Our world is full of relationships between man, animals and nature; some relationships are positive and others are destructive.  Learners will explore animals, bugs, and trees that are facing extinction and see the cause and effect relationships that are putting these organisms in peril.  The learners will think critically in regards to what is causing extinction and how they can devise ways to prevent extinction from happening by creating art through fantasy.  Learners will create collage/drawings that morph actual endangered organisms into mutated, mechanical organisms that exhibit qualities that will help to protect themselves from extinction.  Through these explorations learners will not only gain insight into the sciences but be exposed to being better citizens of the world they live in and possibly open their eyes to the role they can play in taking action for change.

**Images:**
Edgar Alexander McKillop, Kangaroo, 1975.42.2
Edgar Alexander McKillop, Gorilla, 1975.43



**Key Concept:** Fantastical thinking can be used as a problem solving tool.

**Essential Question:** How can we use fantasy as a way to solve individual, societal and universal issues?

**CCSS Art:**
VA6-2.2 Describe the ways in which the elements and principles of design are used in a particular work of art and the ways in which their use expresses the artist's ideas.
VA6-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her artmaking.
VA6-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.

**CCSS Standard:**
LS2.A: *Interdependent Relationships in Ecosystems*- Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms.  Mutually beneficial interactions in contrast, may become so interdependent that each organism requires others for survival.  Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both nonliving, are shared.

**Learning Outcomes:**
-Learners will alter and manipulate endangered species through drawing and collage in order to evoke mutated qualities that could protect their chosen species from going extinct.
-Learners will collect information via research online and in books relating to the subject matter in order to create a finished composition.
-Learners will discuss how through fantasy and composition they have found ways to portray the protection of their chosen endangered species.

**Motivator:** The learners will watch "Animals Extinct in the 21st Century". This quick video will introduce animals that are on the verge of extinction and some of the causes that are bringing them to their inevitable demise. The learners will discuss the cause and effects of extinction and brainstorm ideas of fantasy that could help prevent this from happening.  The learners will also view wooden sculptures "Kangaroo" and "Gorilla" from the Columbia Museum of Art collection and discuss how they can be viewed as animals with fantastical qualities.  The learners will connect ideas of fantasy, art making and invention through this introduction.

**Day Breakdown:**

**Day 1:**
-Teacher will introduce unit theme, video, artists and art.
-Discussion.
-Learners will sketch brainstormed ideas and use the internet as a resource to develop ideas.
**Day 2:**
-Recap of Day 1.  Begin project.
**Day 3:**
-Workday
**Day 4:**
-Workday
**Day 5:**
-Learners will introduce their projects to others.  What species they chose, why it is endangered and how they chose to mutate it in order to protect it from extinction?

**Materials:**
Paper
Colored pencils
Pencils and Erasers
Rice and Tissue paper
Scrap Paper, Magazines
Scrap Fabric
Glue
Scissors

**Resources:**
Video- http://www.youtube.com/watch?v=wWFBbTkkn2E
Fantasy/Save Endangered Species Artists and Images:
Misako Inoako- Google Images
Takahiro Komuro- Google Images

**Assessment:**
**Artwork-** Learner will submit a completed collage/drawing showing; proper use of materials, execution of collage and drawing techniques.
**Composition:** Learner must create an original collage/drawing that represents the theme of saving an endangered species through fantasy and mutation.  The learner must show understanding of Elements of Design such as balance, emphasis, unity, contrast and Elements of Art such as line, shape, color, texture, value, space.
**Concept/Content:** Learner will show grasp of *meaning* in their artwork.  Their art will demonstrate *fantasy and species mutation* in a reflective manner, whether abstract or representational.

**Craftsmanship:** Learner will show *understanding of drawing/collage* techniques.  Composition is well thought through, *neat*, *clean* and complete.  Attached paper, etc., *are applied with care*.  Art shows proper use of materials and supplies.

**Originality:**  Learners ideas are independent, unique, and innovative.  Artwork shows critical thinking.  Drawing/Collage addresses subject matter through obvious thought and research.

**Artist's Statement:**  A short paragraph will be submitted describing your collage/drawing.  Why you chose your subject matter?  How it relates to the endangered species theme and how you decided to execute your message through materials.  Describe your process from start to finish (research, sketches, ideas).

**Evidence of research and exploration:**  Learner will show the thought and study they put into their work via sketches, journaled ideas and note taking on research conducted on-line or library.