

Backward Design Unit Plan: Reinventing an Illustrated Children's Story: Redirecting the Spotlight

Grade: Three

Time: 7 – 8, 35-minute Class Periods

Resources: Green, Myers, Rockwell, Scieszka & Barnett (*Battle Bunny*), Tamaki, Website: My Birthday Bunny

Stage 1 – Desired Results	
<p>Big Idea Artists can reinvent the work of somebody else for their own creative purposes.</p> <p>One artist's art and ideas inspire another's, but for a creative idea to be your own, it should be reinvented in some way that gives it something new such as a new meaning, understanding, purpose, or context.</p>	
<p>National Core Arts Standards Cr.1.a. Cr.3.a P.5.a. R.7.b. R.9.a. Cn.10.a.</p>	
<p>Enduring Understandings</p> <ul style="list-style-type: none">• Artists get inspiration from many different sources.• Artwork and artmaking can be used to explore old ideas through experimentations with new ideas.• Creative ideas can be expanded through collaboration and observation.	<p>Essential Questions</p> <ul style="list-style-type: none">• What happens when you change and reinvent the work of somebody else for your own purposes?• How does one decide the level of success achieved in an artwork?• What do I need to be aware of when preparing artwork for presentation?
<p>Students will know...</p> <ul style="list-style-type: none">-that creativity is expanded through collaboration.-artists sometimes use, borrow, or rework other artists' ideas for their own purposes.-that the difference between copyright infringement and appropriation can be tiny.-adding or taking away details are both effective strategies for creating artwork.	<p>Students will be able to...</p> <ul style="list-style-type: none">-develop and apply a set of criteria for evaluating artwork.-create a meaningful artwork with a peer.-expand a creative idea through collaboration.-present their art in a meaningful way.-determine when and where details need to be added or taken away in order to better enhance a work's meaning.
Stage 2 – Assessment Evidence	
<p>Performance Tasks</p> <ul style="list-style-type: none">-Students will work with a partner to reinvent a children's story or story character.-Students will develop and apply a set of criteria for evaluating art.-Students will share their art with peers in a meaningful way.-Students add or take away details from another artist's illustrations to reinvent their own illustrated stories.	<p>Other Evidence</p> <ul style="list-style-type: none">-Students will retain evidence of the original artwork in their reworking process.-Students will self-assess their work.-Students will create an art display in the library.-Students will share their artwork with others.
Stage 3 – Learning Plan	
Learning Activities and Objectives	

Students will work independently and with a partner to develop a concept of quality illustration work and then to create a reinvented character or story based on and over top another artist's work. They will decide when to add and take away details in order to further enhance their emerging intentions. The meaning and many details of the original have to be changed to distinctly show the new artists' hand in the work while retaining a quality of the original artist's influence. They will present their work to grade level peers to get constructive criticism before creating a display of their final pieces in the school library.

What will students have to know, understand, and do to achieve success in these learning activities?

Students will have to develop a new character or new character traits for their illustrations, and they will have to add, take out, and adjust other details such as text and background to further develop their own creative ideas. They will have to understand that the original work must be changed to the point that their new intentions and perspectives largely consume the original idea and clearly present a new and different meaning.

Know (vocabulary, media, resources)	Understand (concepts, strategies, goals)	Do (tasks, skills, behaviors)
tier 1 words details display tier 2 words constructive criticism illustration influence tier 3 words intention perspective	tier 1 words original present tier 2 words background character character traits tier 3 words appropriation reinvent	-collaborate with others -create unique work -change the meaning or context of another's work -illustrate a story -evaluate own work -present work to others

Assessment Plan

Formative Assessment Plan Holistic Checklist Student-generated Self-assessment	Summative Assessment Plan Holistic Rubric
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Instruction Plan

1. Student collaboratively develop their own set of criteria with which to evaluate illustration art, focusing on what they learned in the previous lesson on comic strips and storyboards, and then use this specific criteria to assess the art of others and their own art.
 - a. students determine key elements in illustration art and develop a method for assessing it
 - b. students assess illustration art and illustrated children's story book
 - c. students individually note areas of the illustrations that did not meet their standards and list ideas on how to change these areas
 - d. students collaborate with a partner on ideas for changing / improving their children's book to meet their standards
 - e. students discuss how collaboration expanded their creative ideas
 - f. students watch the *Battle Bunny* video of two guys working together to make the book, evaluate *Battle Bunny* with established criteria, and then refine collaborative

rewriting ideas as needed.

2. Students collaboratively elaborate on another artist's idea and artwork by adding details that enhance the original work and emphasize their own new idea, making sure to retain visual connections to the original image.
 - a. students work in pairs to reinvent a children's story using the story's original illustrations and meanings to influence their own creative ideas
 - b. students add or subtract artistic details as needed to express their new ideas
3. Students share their rewritten children's stories with peers.
 - a. students share their reinvented books with classmates
 - b. classmates respectfully give and receive peer feedback and use this feedback to reflect upon and possibly refine their own work.
 - c. students will determine the most appropriate location in the school library to exhibit their work and arrange an enticing display.
 - d. students will reflect on their artwork, art display, and collaboration process.

Resources and Materials (Art/Artists, Artifacts, Objects)

Green, S. (2015). Illustrations [Blog]. Retrieved from <http://sarahgreenillustration.com>

My Birthday Bunny. (2015). Make your own battle bunny book. Retrieved from
<http://mybirthdaybunny.com/make-your-own/>

Myers, M. (2015). Welcome to the galleries of Matt Myers: Paintings so good you'll swear he's dead. Retrieved from <http://www.myerspaints.com>

Rockwell, N. (1953). The girl with the black eye [Artwork]. Retrieved from
http://www.kingsacademy.com/mhodges/11_Western-Art/27_Popular_Modern-Realism/Rockwell/Rockwell.htm

Scieszka, J. & Barnett, M. (2013). *Battle Bunny*. New York, NY: Simon & Schuster.

Tamaki, J. (2015). Illustrations [Blog]. Retrieved from <http://jilliantamaki.com>

Various discarded illustrated children's books or <http://mybirthdaybunny.com/make-your-own/>

Procedure

Day 1 - 2

1. Students generate an assessment tool to assess quality illustrated children's stories.
 - a. What do they do, look like, and achieve?
 - b. What do they have to be made out of?
 - c. How do they have to be made?
 - d. Apply knowledge learned in comic strips and storyboards lesson.
2. Students use this assessment tool to evaluate illustration art. (whole group)
 - a. Learn more about illustration art by assessing Sarah Green, Jillian Tamaki, and Norman Rockwell's work.
 - b. Summarize and discuss new learning.
 - c. Revise assessment tool as needed.
3. Students use the assessment tool to evaluate *Birthday Bunny*. (pairs)

- a. Work with a partner to evaluate an illustrated children's book. Note what does and does not "pass."
- b. Independently list ideas for "fixing" or reworking this book so that it can get higher marks on your assessment scale. Count how many ideas you each came up with. Working in pairs, share and revise your list of editing ideas. Count how many ideas your team came up with and compare this number to the individual counts. What happened to your problem-solving process when you starting working with a partner instead of alone on this?
- c. Now evaluate *Battle Bunny* with your assessment tool. Is your assessment tool effective for work like this? Explain. Why? Did you assume only one traditional idea of what illustrations before you read *Battle Bunny*?

Day 3 - 5

4. Play the role of Alex in the *Battle Bunny* story and reinvent the characters and story in your own way like Alex did.
 - a. The role of Alex is further explained in the video about this book. The author and illustrator's roles are also further explained.
 - b. With your partner plan and create your reinvented story. Use what you learned in your group assessment activity to keep your work on track. Use a pencil first then add other media as needed to achieve the new meaning you planned.

Day 6 - 7

5. Share reinvented illustrated books with classmates, give and receive constructive criticism, reflect on peer feedback and consider refining your work accordingly.
 - a. Classmates will read and review two other classmates' reinvented stories. They will give respectful constructive feedback according to the teacher's instructions.
 - b. Students will review peer feedback and determine if the critique comments will further enhance their intended meaning in their work. If so, they will revise and refine their work. If not, they will consider the helpful intent of the comment to see if it gives them any additional ideas.
 - c. Students will reflect upon their own work at the end of this process, sharing with others what they learned about the value of collaboration, reinvention, and appropriation. They will document their reflections in a podcast or document and post it on the school website.

Day 8

6. Choose a meaningful display location in the school and create a display that showcases your work and invites others to view it.
 - a. Students will display their reinvented stories in a manner and location where others can easily view their work without harming it as they handle it.
 - b. Students will inform viewers at the art display of the podcast reflections and their digital location.