



ARTWORKS FOR SCHOOLTIME

2021-2022 Learning Module Series 2

to accompany the Van Wezel **Schooltime** Performance of



The Pout-Pout Fish



GENEROUSLY SPONSORED BY

Van Wezel
FOUNDATION

25 GULF COAST
COMMUNITY
FOUNDATION


PUBLIX SUPER MARKETS
CHARITIES


The Brunckhorst Family
SCHOOLTIME SERIES
AT THE VAN WEZEL
PERFORMING ARTS HALL

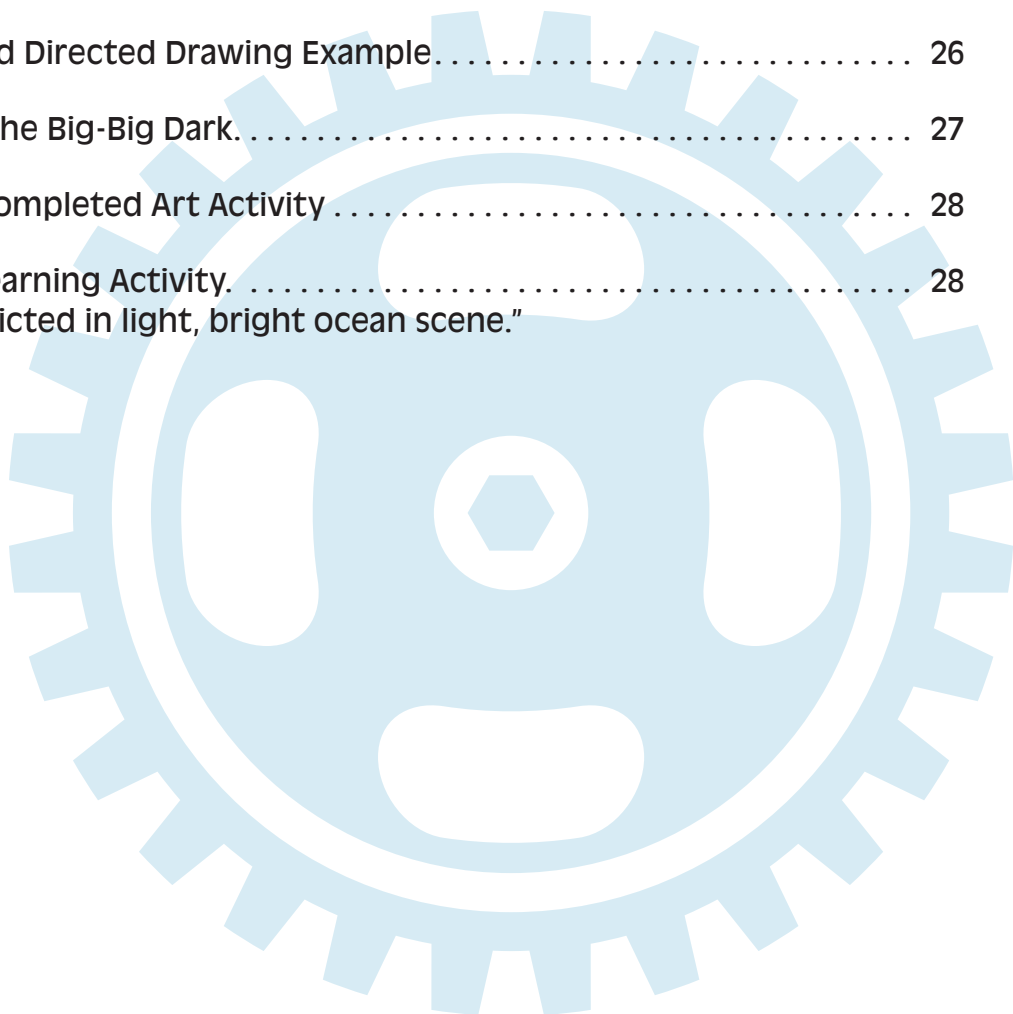
Bernard Doyle
Charitable Trust

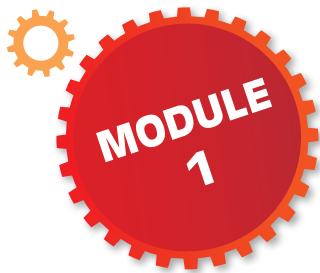
TABLE OF CONTENTS:



PAGE

MODULE 1: MOODMOV	1
MODULE 2: A Dramatic Approach to the Look and Language of Emotions.....	4
MODULE 3: Showing Beginning, Middle and End Through Tableau.....	9
Attachment 1:	12
Attachment 2:	13
Attachment 3:	14
MODULE 4: A Visual Approach to the “The Pout Pout Fish in the Big-Big Dark”	15
MODULE 5: Showing Beginning, Middle and End Through Tableau.....	19
Attachment 1: Example of Relief Sculptures.....	23
Attachment 2: Worksheet Art	25
Attachment 3: Alphabet and Directed Drawing Example.....	26
Attachment 4: “Mr. Fish in the Big-Big Dark.....	27
Attachment 5: Sample of Completed Art Activity	28
Attachment 6: Extended Learning Activity.....	28
“ Mr. Fish depicted in light, bright ocean scene.”	





MOODMOV

By Deb Lombard



GUIDING QUESTIONS

How can you use your body to express emotion and feeling?

Can you show emotions in your fingers, elbows, shoulders?

STUDENTS LEARNING INTENTIONS AND SUCCESS CRITERIA

Today I will use dance to explore feelings and emotions using my body. I will practice staying in my own personal space bubble.

I will know I am successful when I can demonstrate different feelings with my body without talking. I can stay in my personal space bubble.

STANDARDS

PreK- Creative expression Through the Arts 1. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences, and knowledge

ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.

ELA.1.R.2.2: Identify the topic of and relevant details in a text

ELA.2.R.2.2: Identify the central idea and relevant details in a text.

DA.K.O.3.1: Use movement to express a feeling, idea, or story.

DA.1.C.1.1: Identify and respond to the feelings expressed in movement pieces.

DA.2.O.3.1: Use movement to interpret feelings, stories, pictures, and songs



MATERIALS



Brain dance Warm-up Link- <https://youtu.be/voQRw9swiuU>

Opposite land music- scan the code to the right or visit:
<https://bit.ly/3Kg1otb>

Brain dance Chart



MUSIC

SKILL BUILDING

1. Brain Dance Warm-up

Ask- what are the 3 ways we can pop our personal space bubble? Touching another person, wall or piece of furniture and talking. Let's hold a pretend hula hoop over our head and now gently place it on the floor. We are going to stay inside that hoop. This is our personal space bubble. Now we are ready to get our bodies warmed up!

Lead students through the brain dance warm-up or have them follow video.

2. Opposite Lands

Divide the room in half by marking a line with cones, spots, or tape. Dancers move with a certain type of movement on one side of the room. When the music changes, they cross to the other side of the room and dance the opposite way. They continue to travel back and forth between the two lands, moving as you and the music directs. Dancers find this game quite delightful.

To begin, ½ half of the group will observe, while the other half dances. Have the dancing group start on one side of the dividing line and tell them they are the clam, and you just lost your pearl. You are very sad. When the music begins, staying in personal space they dance the sad dance, when the music changes, they slowly swim to happy land and then do the happy dance.

How can you show that you have lost your pearl and then show how you feel when the pearl is found?

Let each group have an opportunity to observe and be the performers.

ASK: What did you see? What body parts did you use when you were happy? Sad?

EXTENSION ACTIVITY: Repeat using scared and brave.



MAIN ACTIVITY

Emotions Dance

Today we are going to create dances from the feelings that Pout Pout fish experienced. To do this we will use gestures. A gesture is a movement of part of the body, especially a hand or the head, to express an idea or meaning. For example, when I give you a thumbs up what am I saying? How about a peace sign?

When I shake my head?

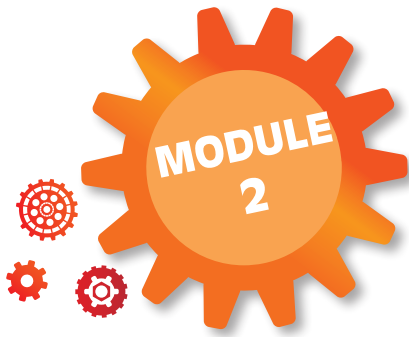
Here is my gesture for happy. Demonstrate a short movement phrase that says you are happy. Ask if any of the students have some movements for our happy dance? Add the student's movement to your phrase. Add 2-3 more movements from different students, reviewing each phrase before moving on. Optional-add music. We have created the "Happy dance"! repeat activity with different emotions: scared, sad, brave, fast, etc.

REFLECTION

What was your favorite emotion dance? What was happening in the story when Pout Pout Fish was sad, happy, scared?

Can you think of other emotions that we didn't explore?





A DRAMATIC APPROACH TO THE LOOK AND LANGUAGE OF EMOTIONS

by Maria Schaedler-Luera

GUIDING QUESTIONS

- ✿ Pout-Pout Fish has an ever-present pout. What does it mean to have a pout?
- ✿ How do I use my face to express emotion and feeling?
- ✿ What is posture and gesture? How do I express emotion and feeling through body movement?
- ✿ How does an actor use the body, voice and imagination to create theater and communicate feelings?



STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA

Today I will use drama and mindful techniques to become aware of my body, thoughts, and feelings. I will identify feeling words and use my face and body as an expressive tool.

I will know I am successful when I am able to identify and express how I feel through body language and words.

STANDARDS

TH.K.H.3.1: Describe feelings related to watching a play.

TH.1.S.3.1: Use simple acting techniques to portray a person, place, action, or thing.

TH.2.S.3.1: Create imagined characters, relationships, and environments using basic acting skills.

ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.

Clarification 1: In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on.

ELA.1.R.1.1: Identify and describe the main story elements in a story.

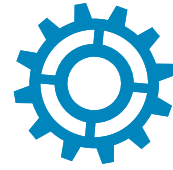
Clarification 2: In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.

ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text.

Clarification 3: For character, students will describe characters' traits, feelings, and behaviors.

SEL COMPETENCIES

Self-Awareness and Self-Management



SKILL BUILDING/REVIEW

Review with students some of the Key Vocabulary below:

Actor - a person who performs a role in a play or an entertainment.

Audience - people who watch, listen and respond to live theater.

Actor's tools - Body, Voice, Imagination.

Character - the personality or part an actor recreates.

Expression - communication of thoughts or feelings through the look on the face or body (posture and gesture).

Posture - A position the body can assume that conveys an idea, feeling or emotion. Example: standing, sitting, kneeling, or lying down.

Gesture - An expressive movement of the body and limbs.

A VOCABULARY FOR FEELINGS

Social Emotional Learning skills can be enhanced by helping students increase their verbal and nonverbal emotional vocabulary. Encouraging students to understand the difference between "sad", "disappointed" and "upset" acts as a springboard to develop appropriate strategies for each. Every emotional word the student learns is a new tool for future emotional intelligence.

Refer to the list below which includes Pout-Pout Fish specific vocabulary (in bold) and discuss the differences between each emotion, what might prompt the emotions, etc.



LIST

Have the students identify a time when they felt one of these emotions. Follow up by asking them: *"What were you doing?" "How did your voice sound, how did your body move?" "What happened to make you feel that way?"*

HAPPY WORDS

Happy, **joyful**, satisfied, fortunate, content, cheerful, merry, lucky, jolly, delighted, smiling, sunny, cheery, joking, **grinning**, thrilled, chuffed, excited, **friendly**, loving, fantastic.



SAD WORDS

Sad, unhappy, sorrowful, depressed, tragic, unfortunate, awful, miserable, down, **gloomy**, blue, heartbroken, sorry, **glum**, hurt, low, weepy, out of sorts.



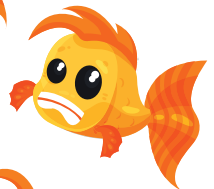
SURPRISE WORDS

Surprise, shock, amaze, stun, startle, **astound**, unusual, wonderful, mind-blowing, astonish, unexpected, remarkable, breathtaking.



FEAR WORDS

Fear, afraid, terror, frightened, horror, alarm, panic, dread, anxiety, worry, unease, nervous, timid, suspicion, cringe, shudder, uncomfortable, tense, concerned, scared, the creeps.



ANGER WORDS

Anger, annoy, irritate, frustration, rage, fury, bored, crabby, temper, displeasure, bug, drive crazy, mad, hassle, embarrassed, jealous, overwhelmed.



OTHER POUT-POUT FISH SPECIFIC VOCABULARY TO EXPLORE

Dreary-wearies, crosstown frown, scaly scowl, grimace, growl, squiggly, squirmy, squelchy, hulky-bulky sulking, bright, brilliant, aghast, stone-faced, cheery-cheeries.

SKILL BUILDING (ARTS)

Moving parts of the face (eyes, eyebrows, nose, lips, tongue) and the body is how an actor creates a character (real or imaginary) with feelings and emotions (expressions).

Actors use their body, voice and imagination to communicate with other actors and their audience. Let's explore emotions and practice like actors using our face and body first.

Nonverbal Emotions exercise- Students choose an emotion/feeling by drawing slips of paper out of a hat. Have them present the emotion listed on the slip of paper in a wordless performance where they enter a space, then sit, get up, and leave the space. Their goal is to "show" their emotion well enough that the audience can guess. Use the same emotions explored earlier in the skill building exercise. Follow up with students about what the actors were doing with their bodies and facial expressions that made them guess the emotion.

Using some visual thinking strategies, possible follow up questions to ask students are: What did you see the actors do? What do you think they are feeling? What do you see that makes you say that? How else can you show this emotion?

MAIN ACTIVITY

Drama is an excellent tool to help students develop their social emotional skills. Students become more keyed into the emotional messages of other people, as well as learning how to use emotions to complete certain tasks. The first two competencies of social emotional learning focus on **self-awareness** – knowing one's emotions, and **self-management** – the ability to handle your own feelings.

The following exercise encourages students to develop self-awareness by asking them self-reflective questions and exploring how they can improve their self-regulation.

LEADING QUESTIONS:

Imagine a time when you felt sad. What did this feel like? For what reasons are people sad?

Imagine a time when you felt happy. What did it feel like? For what reasons are people happy?

PART 1-NAME YOUR FEELINGS

This mindfulness exercise helps students become aware of their feelings. By knowing their feelings better students can learn to make choices and do things to take better care of themselves. Use the following script as a starting point to practice mindful self-awareness with students:

Sit comfortably and close your eyes.

Take a deep breath. In and out.

In your own mind, ask yourself "How am I feeling right now?"

For example: You may start thinking about something that upset you at lunch yesterday. Just say to yourself, "I feel upset". Or you may be tired and sleepy after a long day. Just say to yourself, "I feel tired". Or you are thinking about the birthday party you are going to this weekend. Just say to yourself, "I feel excited".

Ask yourself again, "How am I feeling right now?" Every time you notice a feeling say, "I feel (the feeling)".

Continue to breathe in and out.

You may notice that your mind wanders and you might start thinking of something else or feeling something else, just notice the new feeling and name it.

Do this for another minute and continue breathing in and out.

When you are ready, open your eyes.



PART 2- EMBRACE YOUR FEELINGS

Explain to students that each of us feels many emotions in our lives, like “happy, sad, angry, frustrated, excited, calm, etc.” We can’t stop our feelings; they are automatic and part of being human. It’s important to say that we are not our feelings. There is a difference between saying “I am sad” and “I feel sad”. We feel emotions but we are not our emotions. It’s important to distinguish these two ways of relating to feelings so we can better manage them. Our body reacts to feelings all the time. For example, we feel our body heat up when we get angry, our stomach might feel butterflies when we feel scared, our heart beats faster when we feel excited, and our eyes could have tears when we feel sad. We may not always be able to control how we feel but we are able to control how we act and what choices we make when we are feeling the way we are feeling.

When we name our feelings, we help our mind to take over the physical reactions in our body, and then we can have more control over how we react to those feelings.

SHARING AND ACTING IT OUT:

Let’s read the story of Pout-Pout Fish and identify some of the emotions and feelings the characters of the story are having according to how they express themselves, for example:

Pout-Pout Fish: ever present pout. Ask students: What does this look like? What feelings do we associate with this look? Have students make a pout and follow up: how are we moving our face and our bodies to make a pout? How does it feel to make a pout? What are we trying to say? What are some occasions or moments in our lives where we might make this expression? What can we do to change or transform this emotion?

Continue exploring the same with other characters:

Clam: a wide winning grin

Jellyfish: floating- trailing in a gentle locomotion

Squid: squirmy, squelchy and slightly impolite



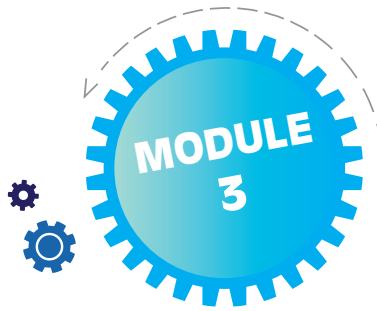
As you read the book with your students, ask them to use their bodies, gestures and facial expressions to show the emotions and feelings from the book. Then follow up with asking students to name the feelings and expressions. For example: “Pout-Pout Fish always looks upset, sad, depressed, etc.” Have you ever felt upset or sad? Did you look like Pout-Pout Fish then? What can we do when we are feeling this way? Do you know other people who look like that sometimes? What can you do to make them feel differently? What do you tell them?

REFLECTION

“How does an actor use the face and the body to show emotion to an audience?”

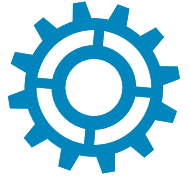
“When you used your facial expressions to show happiness, sadness, anger, etc. how did your body feel?”

“What did you learn about facial expression and body movement?”



Showing Beginning, Middle and End through Tableau

by Laura Courter



GUIDING QUESTIONS

How do we identify the beginning, middle and end of a book using illustrations?

How do use the skill of Tableau to show illustrations with our body, emotions, gestures, and facial expressions?

Student Learning Intentions and Success Criteria

Today I will use the dramatic technique of Tableau to show the beginning, middle, and end of a story.

I will know I am successful when use my body, emotions, facial expressions, and gestures to show beginning, middle and end.



STANDARDS

VPK

IV. LANGUAGE AND LITERACY DOMAIN -VPK

A. LISTENING AND UNDERSTANDING

Benchmark a: Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge

VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN-VPK

C. CREATIVE MOVEMENT

1. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences, and knowledge

D. IMAGINATIVE AND CREATIVE PLAY

1. Expresses and represents thoughts, observations, imagination, feelings, experiences, and knowledge, verbally and non-verbally, with others using a variety of objects in own environment.

ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story

ELA.1. R.1.1: Identify and describe the main story elements in a story

ELA.2. R.1 Reading Prose and Poetry Literary Elements **ELA.2.R.1.1:** Identify plot structure and describe main story elements in a literary text

ELA.3. R.1.1: Explain how one or more characters develop throughout the plot in a literary text

TH.K.S.2.1: Pretend to be a character from a given story.

TH.1. S.2.1: Collaborate with others to present scenes from familiar stories.

TH.2. S.2.1: Collaborate with others to perform a scene and solve challenges.

TH.3.S.2.1: Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production.

SKILL BUILDING

Activity 1-Introduction to Tableau-Creating Images

- ✿ With students standing in a circle, introduce Tableau.
 - It is **STILL IMAGE** or **PICTURE** demonstrating an idea, person, or thing. It is as if a moment of action from a play was frozen.
 - Tableaus are **SILENT**
 - Tableaus are strong when they use **MULTIPLE** or **DIFFERENT LEVELS**
- ✿ Practice Multiple Levels
 - Tell students to think about if there are levels between 1 and 10 – 1 is as low as you could possibly go, 10 is as high as you could go without jumping, and 5 is you standing still at normal height.
 - Have them practice showing you different levels. The teacher will call out different levels (1-10) and have students demonstrate those levels.
- ✿ Practicing Tableau
 - Instruct students to practice individual still images by creating an image/picture of the prompt **BY THEMSELVES** of the following (provide one at a time) while they try to use different levels.
 - How they are today
 - A tree feeling
 - A cup of tea

Count 1-2-3 Freeze and Relax as the students create their Tableau.

- Have them find a partner. Their job is to create **TOGETHER AND WITHOUT TALKING** a Fountain.
 - Have student groups share their images with the rest of the class

MAIN ACTIVITY

Read the book- Pout Pout Fish in the Big, Big Dark

Ask the students to recall what happened in the beginning, middle and end.

Introduce the illustrations. Ask the students how Pout Pout Fish is feeling in each of the pictures. How can they tell? **(Attachments 1-3)**

Look at Illustration 1-The beginning-who are the characters? Look at their facial expressions. Focus on Pout, Pout Fish. How is he feeling? Show me Pout, Pout fish in a Tableau.

You will "Count 1-2-3-Freeze and relax" as they perform their Tableau. This may be done as group or individual activity.

Look at illustration 2- The middle-who are the characters? How is Pout, Pout Fish feeling? Using your body, facial expression and gestures show me him in a Tableau.

Look at illustration 3-The end-who are the characters? How are they feeling? Using your body, facial expressions and gestures show me one of the characters in a Tableau.

Have the students retell the story in 3 Tableaus? Beginning, middle and end.

REVIEW THE PURPOSE:

TODAY:

You learned about the acting skill of Tableau.

You applied the skill to illustrations from a book.

You showed Beginning, Middle and End by using illustrations.

EXIT TICKET:

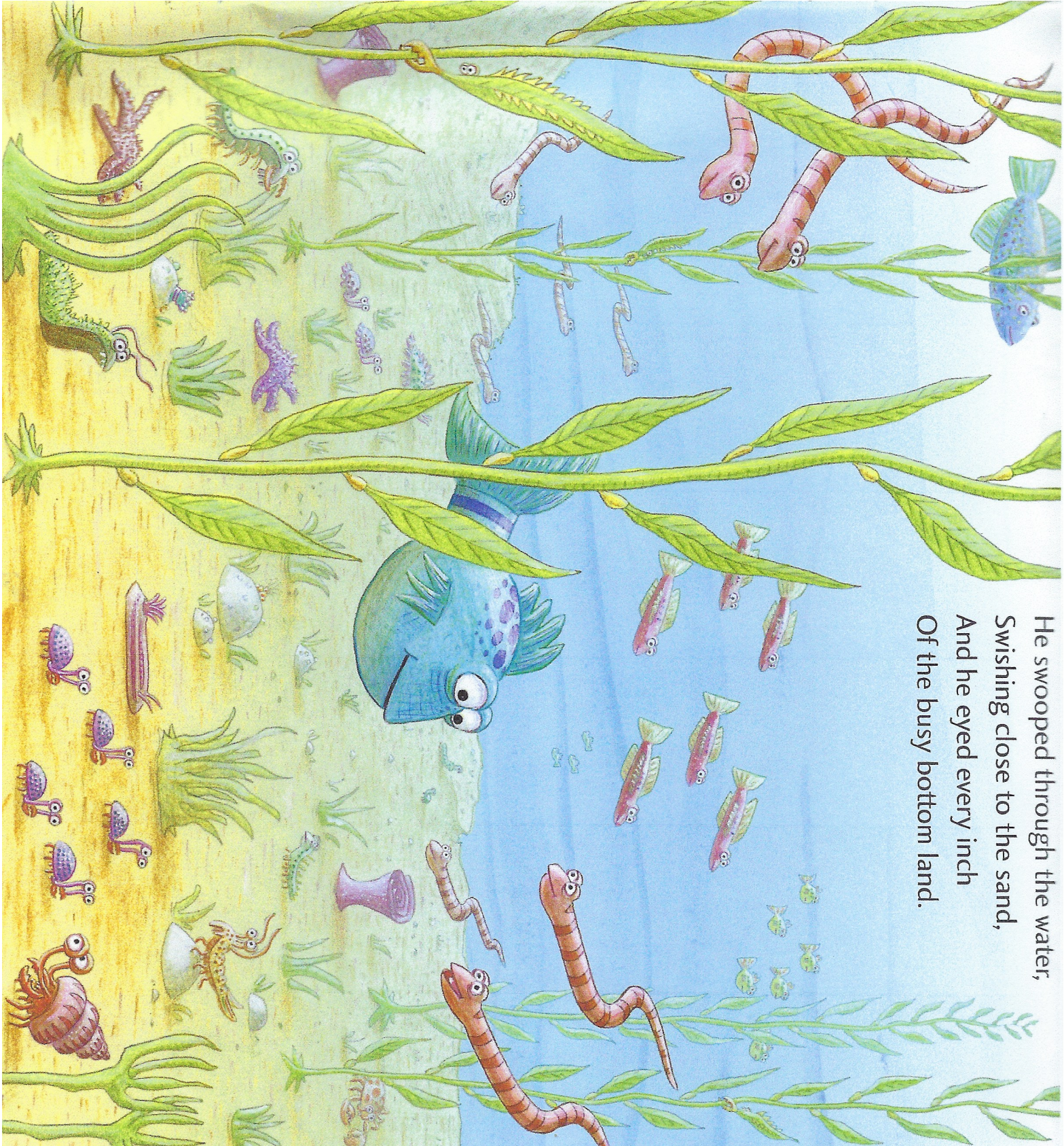
Write a sentence about what happened in Beginning, middle and end.

Tell how Pout, Pout Fish was feeling in each part of the book.



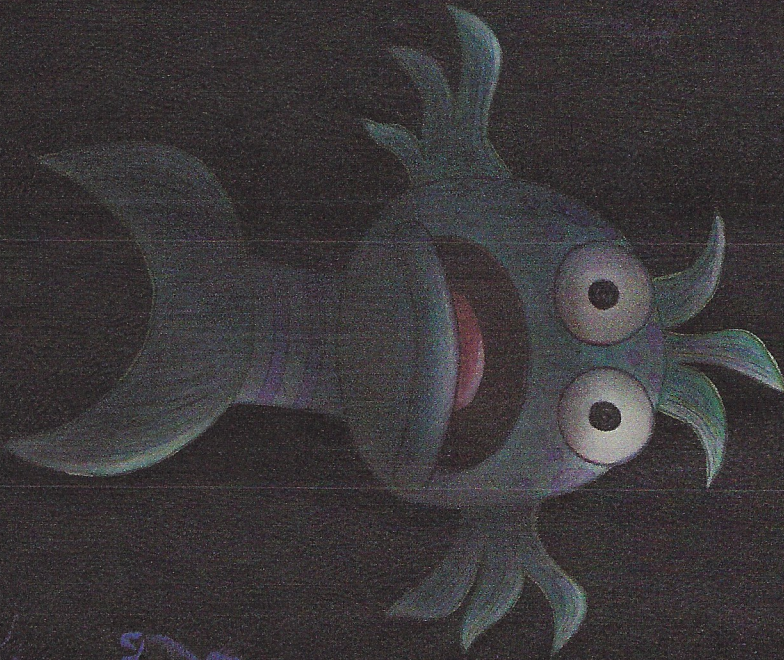
ATTACHMENT 1

He swooped through the water,
Swishing close to the sand,
And he eyed every inch
Of the busy bottom land.



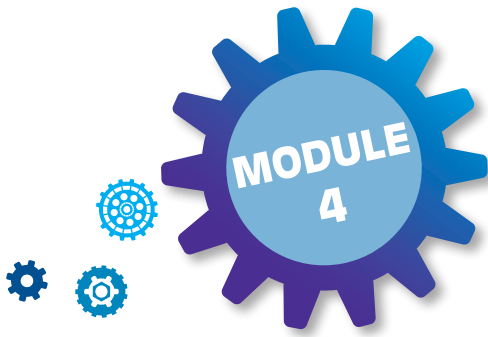
ATTACHMENT 2

*"I won't keep swimming
In this heap-deep black!
I know I made a promise,
But this fish is headin' back!"*



ATTACHMENT 3





Stepping Into the Role

by Maria Schaedler-Luera

GUIDING QUESTIONS

"How can you tell if someone is having a bad day?"

"How do you know when your friend is sad? What does their voice sound like? What does their face and body look like?"

"How do you respond when someone is feeling sad? Or happy?"



STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA

Today I will use drama and mindful techniques to understand and relate to another person's thoughts and feelings. I will explore what I can do to help others.

I will know I am successful when I fully use my listening skills and communicate what I learned using my voice, body and facial expression.

STANDARDS

TH.K.S.2.1: Pretend to be a character from a given story.

TH.1.S.3.2: Describe characters and plot development discovered during dramatic play.

TH.2.S.3.1: Create imagined characters, relationships, and environments using basic acting skills.

ELA.K.R.3.2, ELA.1.R.3.2, ELA.2.R.3.2: Retell a text orally to enhance comprehension.



SEL COMPETENCY

Social Awareness, Relationship Skills and Responsible Decision Making

SKILL BUILDING

We normally define empathy as the ability to take the perspective of another person while being non-judgmental, recognizing the emotions they are feeling, and being able to convey their perspective back to them.

Children generally develop empathy through observing how others show it – including watching teachers and students empathize with each other. Using phrases such as "I understand/realize/can see" can help to show students how understanding of other perspectives can be expressed. Another way to help students learn about empathy is through theater. Acting requires an actor to understand the character's mental world and the experience of the character's feelings. Acting is empathy in practice. When playing a character, actors learn to step into another person's shoes and experience their feelings.

EXPLAIN TO STUDENTS:

When actors play a character, they need to understand what the character is thinking and feeling and show it to the audience, so we believe they really are the character. We call this EMPATHY.

In other words, empathy is the ability to understand how someone else is feeling or to understand the situation they are in. We can also say that empathy is the ability to “put yourself in someone else’s shoes” and to understand the way a situation might make them feel.

To understand how someone feels it’s very helpful to explore feelings and emotions like actors do when they explore their characters. Let’s try it out with an exercise:

EMOTION DETECTIVE

One student at a time is the Emotion Detective and leaves the room or goes somewhere where they cannot hear the planning. The rest of the group is given a secret emotion that they have to communicate without telling what the emotion is. As students prepare to show the emotion, ask: What are some words you can say when you are feeling this way? How would you show it in your face and body? Does everybody show this emotion in the same way?

FOR EXAMPLE: The emotion is “Joy”.

What do we say when we are experiencing “joy” without using the word “joy”? *Hurray, Yes, Uhuuu, Awesome, etc.*

How do we show it in our face and body? Smiles, big eyes, open arms, thumbs up, etc.

The Emotion Detective then communicates the emotion they think the other students are portraying by saying: ***“I see you are all feeling...JOY because I see smiles, I hear hurray”.***

The teacher can help facilitate questions and prompts using visual thinking strategies: What do you see? What do you see that makes you say that? What more do you see? What do you hear? Etc.

MAIN ACTIVITY

*The last three competencies of social emotional learning are **social awareness**– recognizing emotions in others, **relationship skills** – communicating, listening, and **responsible-decision making** – how we help others, how we show up in the world, etc. Acting demands that each player collaborates with other people. In theater, relationships are explored in detail, giving students an important tool for their emotional intelligence. In order to do that, actors must practice their listening skills.*

Let students know they will practice their new acting skills by listening to a story and using their empathy to understand how a character is feeling. They will then use their bodies to show those emotions.

Let’s practice how to become better listeners with the following activity.

PART 1: PASS AND MIRROR THE EMOTION

Read *The Pout-Pout Fish* and *the Big Big Dark* with your class and identify some of the emotions in the book. Ask students: *what emotions is Mr. Fish feeling at different parts of the book? Why? How do you know?* Create a list of emotions with your students, prompting if needed. (Identify at which part of the book he felt this way).

Example: *friendly, loving, excited, scared, afraid, brave, etc....*

After identifying the emotions in a group, have the whole class practice what the feeling looks like in their bodies, with vocal and facial expressions and gestures.

In a circle, students are then asked to pass around the sound “Boom”. The teacher chooses one of the emotions previously explored from the list. Students have to pass the sound around to each other interpreting the feeling or emotion given by the teacher. They do this by mirroring the feeling as close as possible to how they received it.

Ask students: *What was it like to mirror the emotions? What was it like to transition from one to the other?*

For example: *Students have to say to each other, one at a time, the word “Boom” in a friendly way, then loving, excited, scared, afraid, brave, etc....*

PART 2: IMAGE THEATER

Let’s continue exploring *Pout-Pout Fish* and *the Big Big Dark* through Image Theater. Image Theater (also known as frozen pictures- like tableau) is a flexible tool for exploring issues, attitudes and emotions with any age group.

Have students select 3 emotions from the list that Mr. Fish felt in the story and put them in order of when they happened. Have students create an **empathy story** where they identify Mr. Fish’s feelings through the book. Steps:

- ✿ In the first round, one after another, students present their image, using only their bodies to show the emotion. Images are frozen like a statue.
- ✿ In the second round, students repeat all images in a more fluid way by adding a repetitive movement (dynamizing the image).
- ✿ In a third round, students repeat all images and add movement and words. Use the prompt below and have students do a final presentation of the empathy story:

“First, Mr. Fish felt..., Next he felt..., At the End he felt...”

Note: Depending on grade level this activity can be done through small groups or full class participation with teacher prompting. If done in smaller groups, students who are not acting become an audience.

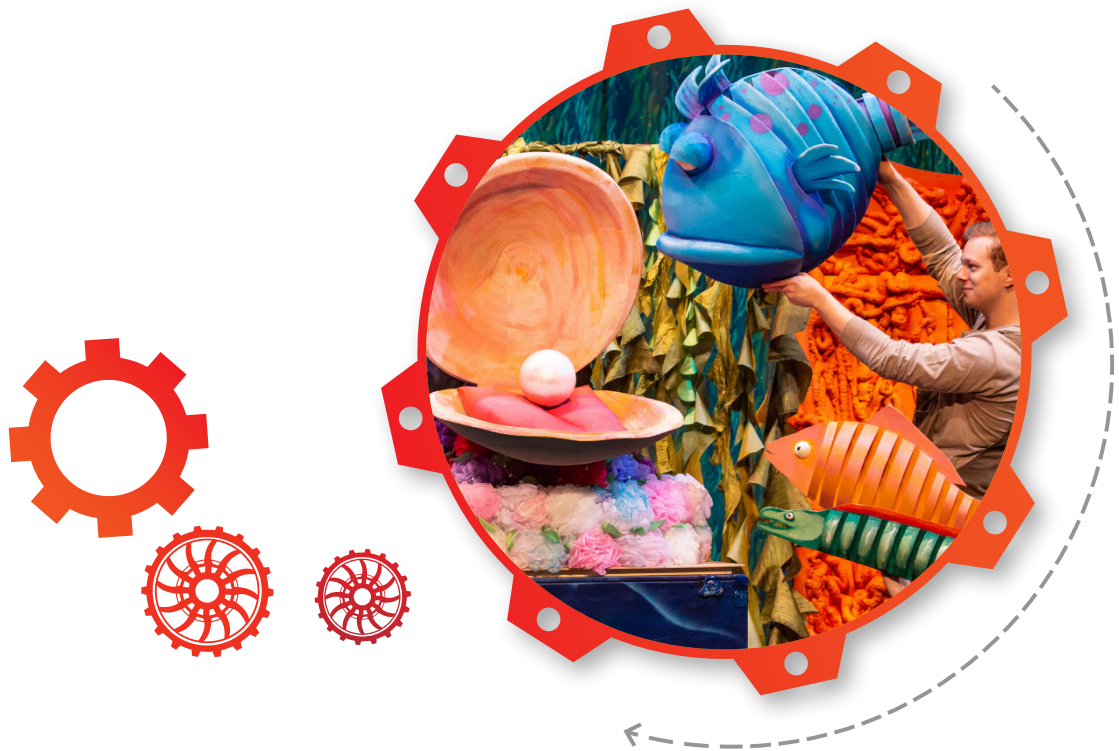
Ask students: What was it like to retell the story through Mr. Fish's Emotions? How did Empathy help you understand the story? How did other characters in the story use Empathy to understand Mr. Fish's emotions?

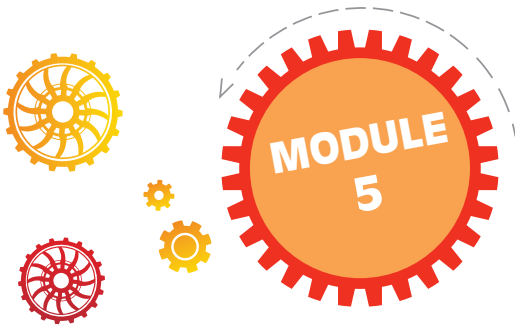
REFLECTION

What was it like to listen to Pout-Pout Fish's story and feel/act the same feelings?

How important is it to listen to one another?

How do we show we are really listening?





A Visual Approach to the “The Pout Pout Fish in the Big-Big Dark”

by Kat Sjogren

GUIDING QUESTIONS

*“Mr. Fish” makes a promise to a friend.
What does it mean to “keep a promise”?*

*How do I depict storylines such as feelings, friendship,
challenges, and or promises in art work?*

*How does an artist use setting, color, and style to create a
work of art that depicts the plot and theme of a story?*

STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA

Today, I will use visual art techniques to identify the **plot**
and **theme** of the story.

I will know I am successful when I am able to create a **“Relief Sculpture”** that depicts the **plot**
and **theme** of the story.

STANDARDS

ELA.K.1.1 Reading Prose and Poetry. Describe the main character(s), setting, and important events in a story.

VA.K.S.1 Skills, Techniques and Processes. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

ELA.1.R.1.2 Reading Prose and Poetry. Describe the main character(s), setting, and important events in a story.

VA.1.S.1 Skills, Techniques and Processes. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

ELA.2.R.1.2 Reading Prose and Poetry. Identify and explain a theme of a literary text.

VA.2.S.1 Skills, Techniques and Processes. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.



ART MATERIALS:

- ✿ Work Sheet (Attachment 2)
- ✿ Fine Point Black Sharpie Marker
- ✿ 9" X 12" Black Construction Paper Cut In Half
- ✿ Wikki Stix
- ✿ Scissors



SKILL BUILDING

Explain to the students that they will be using “Wikki Stix” to create their art project. “Wikki Stix” are made of hand knitting yarn enhanced with a non-toxic wax.

Explain to the students that they will make a **Relief Sculpture**. Have students look at an example of a Relief Sculpture (**Attachment 1**) and discuss:

What do they notice?

How is it similar or different to other sculptures they may have seen?

DEFINE Relief Sculpture: Relief is a sculptural technique where the sculpted elements remain attached to a solid background. Sometimes, a Relief Sculpture is created using many panels to tell a story.

Explain to the students that before they can create their own sculpture, they need to learn the building blocks of art. Today, they will be creating sculptures using “**Wikki Stix**” by practicing the “**The Art Alphabet**”.

Each students will be given a work sheet (**Attachment 2**) and a Fine Point Black Sharpie Marker. They will work in the top box first. **Explain** to the the students that there are 5 basic shapes in “**The Art Alphabet**”. These shapes when assembled in different combinations are how artists draw recognizable pictures. (**Attachment 3**)

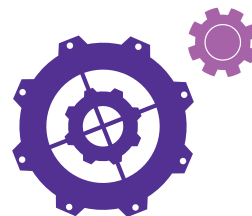
Introduce the first shapes, the **circle** and the **dot**, **demonstrate** the various way that a “circle” may be drawn. For example, long, tiny, elongated, kidney etc. They will draw several circles in the **top box** (See **Attachment 3**). Using the same box, **demonstrate** the dot. The only difference in a dot is that it is filled in. They will make several dots in the same box. **Repeat** this process with each of the **shapes** using the same box. It’s fine if they overlap some of the shapes.



CURVED LINES: smooth, flowing, (no sharp edges) like a “winding country road”, “snail’s shell”, or ‘roller coaster”.

ANGLE LINES: sharp edges, “Shark or Alligator teeth”, “zipper”, “check marks”, “bolt of lightening”, “mountain range”.

STRAIGHT LINES: (These lines never connect but they can crisscross). buildings, tree trunks, fences, plaid designs, signs.



NOTE: curved, angle, and straight lines can be thick or thin.

ON THE SAME WORKSHEET: **Explain** to the students they they are going to use each of the shapes to draw something recognizable. They will follow the demonstrated steps. (**Directed Drawing**).

NOTE: *Allow the students a chance to discover what they are drawing in their own time. Students will usually recognize that it's a “Fish” by the 3rd step.*

Using the **2nd box** on the worksheet make a circle on the left side of the paper (for the eye). (**Refer to Attachment 3**). Draw a dot inside the circle. Draw 2 curved lines that meet making a large “football shape” around the eye. This will be the body of the “Fish”.

On the right side of the “Fish” draw 2 angle lines to make the fish tail. Then draw a fin on the top and the bottom of the fish using an angle or curved line. Add fish lips using curved line and a curved line to depict the gill. Add straight lines to the fish tail.

Have the students hold up their worksheets so that they see the great variety of work created by the entire class. **Emphasize** the **differences** and how exciting it is to see such a great variety of shapes and fish. Just like handwriting everyone’s work is different even though the students were all given the same set of directions.

Explain to the students that they will create Relief Sculptures using the shapes that learned they from “The Art Alphabet”.

LEARNING ACTIVITY:

Read the story **aloud**.

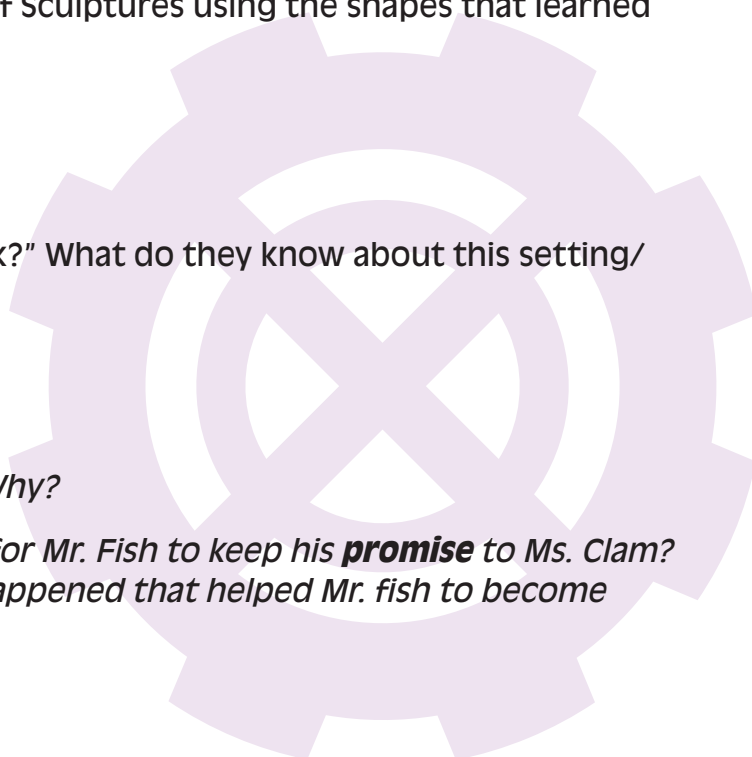
Ask the students, “What is the setting of the book?” What do they know about this setting/habitat?

What would they expect to see in the ocean?

What did they see in the story?

Did it change as Mr. Fish went deeper? How and Why?

*What happened to the habitat that made it hard for Mr. Fish to keep his **promise** to Ms. Clam? Why did he keep searching for the pearl? What happened that helped Mr. fish to become braver?*



Explain to the students that they will be depicting Mr. Fish in the darkest part of the ocean. They will depict Mr. Fish keeping his promise to his friend Ms. Clam by depicting him searching for the pearl. **Show (Attachment 4)** illustration depicting **"Mr. Fish in the Big-Big Dark"**.

Hand out half sheets of black construction paper. Each student will be given their own set of Wikki Stix in a variety of colors.

NOTE: the white Wikki Stix's are **"Glow in the Dark"** they work great for the pearl and or the top of the Angler Fish called a **"Lantern Fish"** in the story.

Demonstrate making a fish shape using the same steps that they used to draw their fish. **(Attachment 5)**

Encourage students to add a variety of plants, sea life, and of course the pearl. They can use scissors to cut smaller pieces. **Reminder:** make sure the students press hard on the Wikki Stix so that they adhere to the paper.

REFLECTION:

How does an artist use setting, color, and style to create a work of art that depicts the plot and theme of a story?

How did you communicate visually Mr. Fish's feelings as he searched for the pearl for Ms. Clam?

What did you learn about shapes, colors, and style that helped you depict a "feeling"?

Extended Learning Activity: The students can create another Relief Sculpture depicting Mr. Fish after he returns the pearl to Ms. Clam. Follow the same instructions just change the black construction paper to blue. "Light, Bright Ocean Water". **(Attachment 6)**

They can also learn about actual fish that live in **"The Deepest Part of The Ocean"** SciShowKids YouTube channel: <https://youtu.be/7tiZHrgc8Vc>

Students can also learn about the Anglerfish that was depicted as "Mr. Lantern in the story."

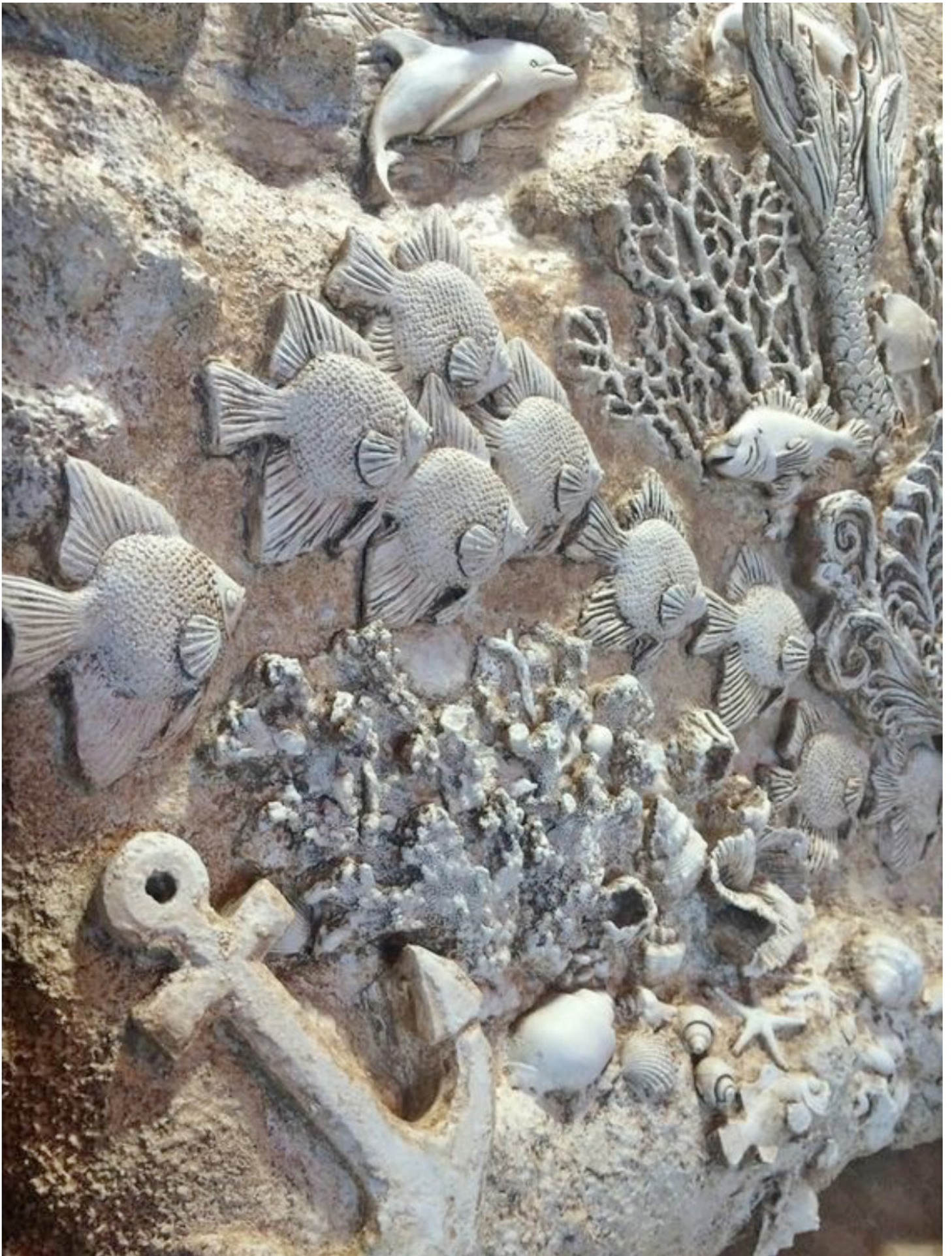
"All About Anglerfish" SciShow Kids YouTube channel:
<https://www.youtube.com/watch?v=B0PQrkaZ5To>

Learn more about the deepest part of the ocean called **"The Midnight Zone"** because it is totally dark. Watch the 2 short videos and then draw an Anglerfish on a piece of black construction paper using oil pastels. The students can add other sea life by researching sea life in the deepest part of the ocean.



ATTACHMENT 1: Examples of Relief Sculptures

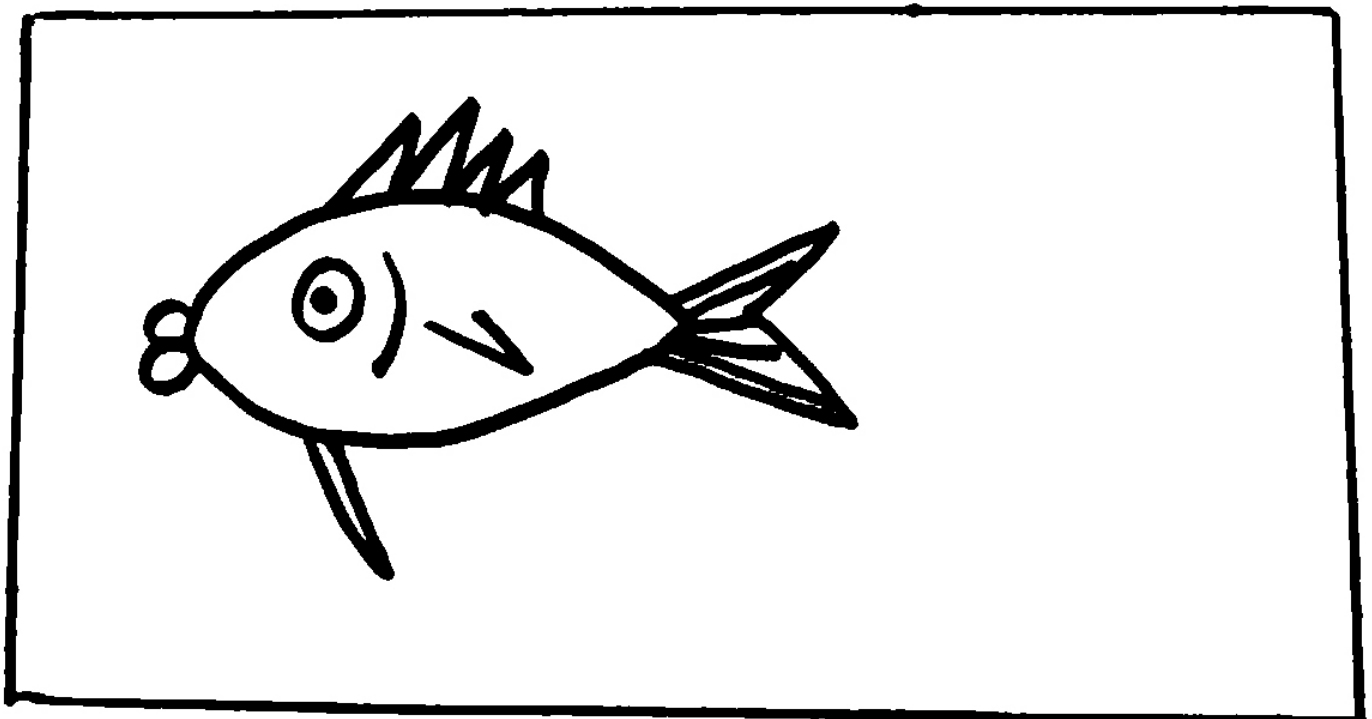
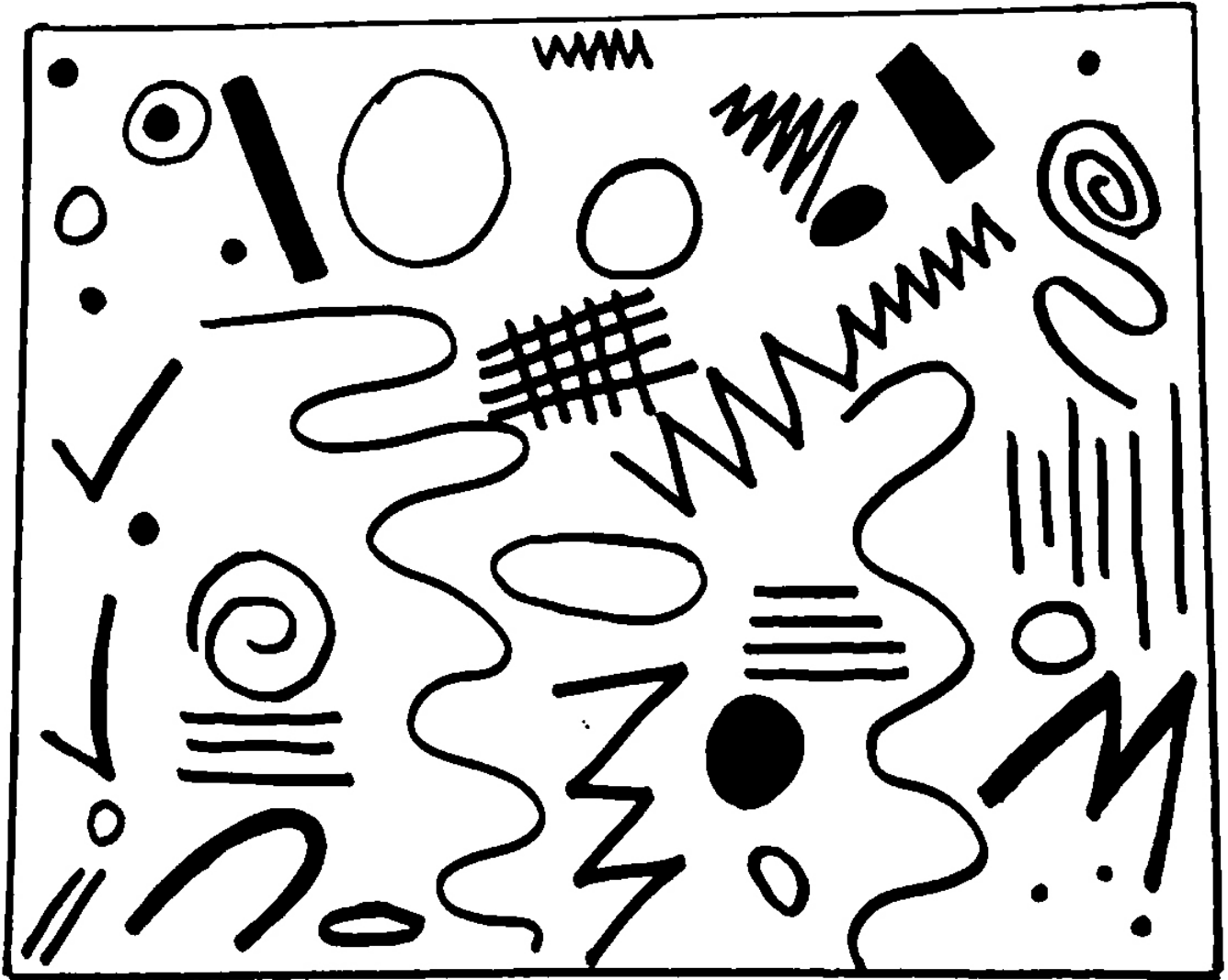




ATTACHMENT 2:

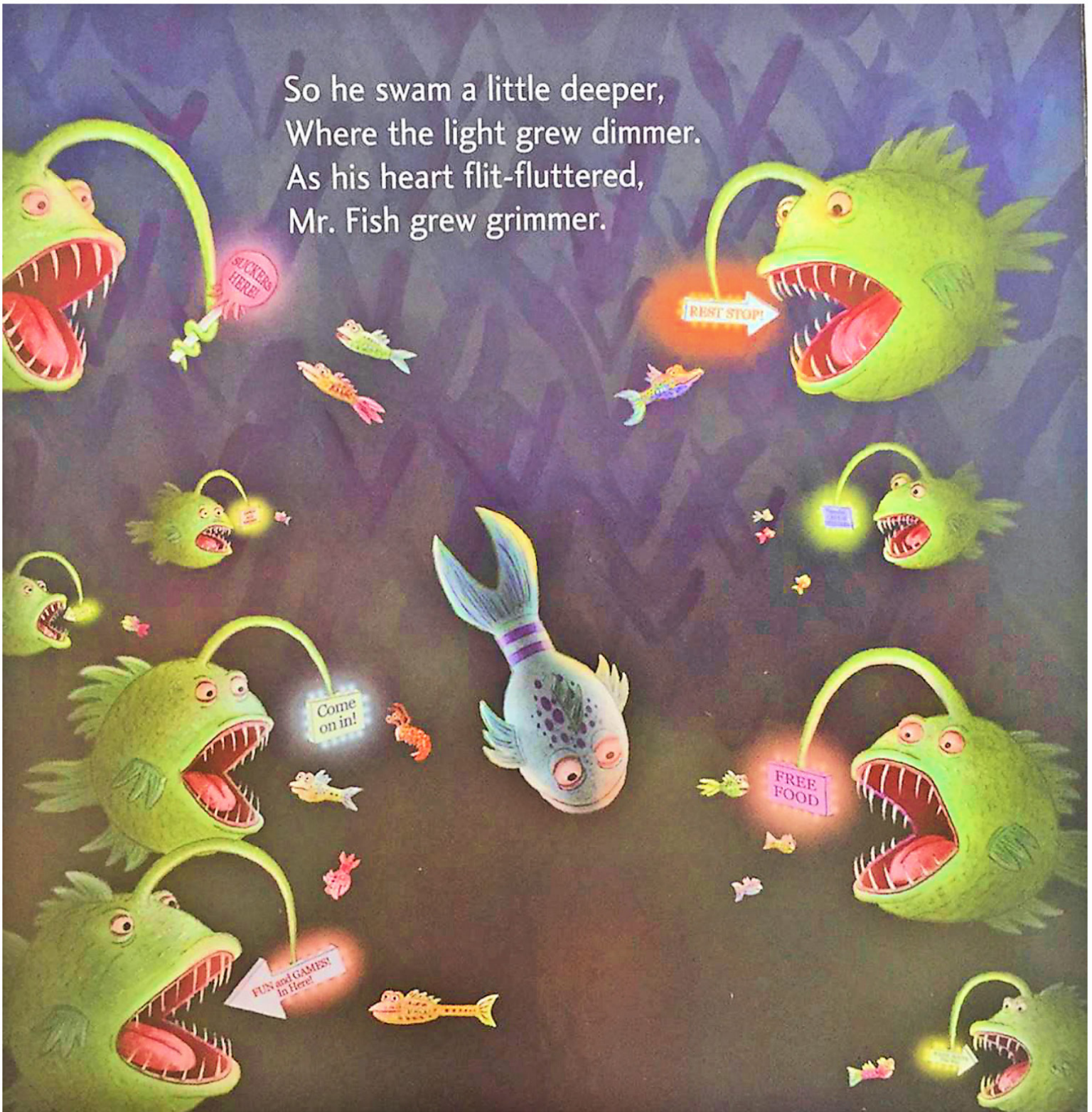
Worksheet

ATTACHMENT 3:
Art Alphabet and Directed Drawing Example



ATTACHMENT 4: "Mr. Fish in the Big-Big Dark"

So he swam a little deeper,
Where the light grew dimmer.
As his heart flit-fluttered,
Mr. Fish grew grimmer.



ATTACHMENT 5:
Sample of Completed Art Activity.



ATTACHMENT 6:
Extended Learning Activity.
"Mr. Fish depicted in light, bright ocean scene."

