

ONCE UPON A TIME...

book illustration

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October- December 2010

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| PROJECT: | Once upon a time... book illustration |
| LESSON 1: | Magical literary landscapes |
| SESSION: | 1 to 4 |

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| AIMS |
| <ul style="list-style-type: none"> To activate previous knowledge of popular tales (and landscapes related to them). To develop children's understanding of a literary landscape. To think about the message we receive from images in books. |
| CONTRIBUTION TO COMPETENCES |
| <p>Artistic and cultural:</p> <ul style="list-style-type: none"> Can apply her/his basic knowledge of the different cultural and artistic forms of expression to appreciate its intrinsic value. <p>Linguistic and audio-visual</p> <ul style="list-style-type: none"> Can relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop and argument. |

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| LEARNING OUTCOMES What learners will be able to do at the end of the lesson | COGNITION |
| <p>KNOW:</p> <ul style="list-style-type: none"> There are different literary landscapes. Examples of literary landscapes from different books. How to create literary landscapes using perspective. <p>BE ABLE TO:</p> <ul style="list-style-type: none"> Classify book covers according to different criteria using a Venn diagram. Match book covers with their synopsis. Create a distant landscape by adding layers to create depth. Identify stereotypes in each landscape. Draw the horizon knowing the feeling we want to create. <p>BE AWARE OF:</p> <ul style="list-style-type: none"> Different interpretations of literary landscapes. | <ul style="list-style-type: none"> Identifying Classifying Matching Interpreting information Hypothesising |
| | CULTURE |
| | <ul style="list-style-type: none"> The value of artistic expression (illustration) as a way of communication using a range of books from around the world. |

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| COMMUNICATION | |
| Language of learning | |
| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Book cover, illustration, scenes, space, perspective, distant, horizon, stick figure, rugged mountain, sea, island, pirate's ship, palm tree, haunted house, castle and gateway. • Foreground, middle ground, background, left, right, corner, top, bottom and straight line. • Further away / closer, near /far, below/above, high/low. <p><u>Communication structures:</u></p> <ul style="list-style-type: none"> • This book is called , it's set in a mystery/ fairytale /adventure island landscape • I think he/she is starting/continuing/finishing/at the start of/in the middle of/at the end of his/her journey. • In the top left/right corner draw a sun/ stick figure. • From the top/bottom left/right corner to the top/bottom left/right corner below the sun/ above the stick figure draw a straight horizon. | |
| Language for learning | Language through learning |
| <ul style="list-style-type: none"> • Stating facts about literary landscapes. • Describing a simple landscape. • Giving opinions. | Vocabulary of materials: card, markers, glue, tracing paper, scissors... |

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| ASSESSMENT CRITERIA |
| Can the students...? |
| <ul style="list-style-type: none"> • Differentiate between different literary landscapes by observing the illustrations. • Create a literary landscape using perspective. • Follow instructions to draw the horizon. • Give opinions about the message we receive from images. |

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| PROJECT: | Once upon a time... book illustration |
| LESSON 2: | Drawing characters |
| SESSION: | 5 to 10 |

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| AIMS |
| <ul style="list-style-type: none"> To activate previous knowledge of popular tales and characters. To develop creativity and imagination by doing different kinds of art work. To experiment with image. To (collect inspiration) to encourage learners to feel inspired To understand how to place characters in different backgrounds as a part of the scene. To relate characters with backgrounds. |
| CONTRIBUTION TO COMPETENCES |
| <p>Artistic and cultural:</p> <ul style="list-style-type: none"> Can make use of different aesthetic resources of production and performance to carry out individual social artistic activities. <p>Learning to learn:</p> <ul style="list-style-type: none"> Can handle effectively an array of resources to transform information into personal knowledge. |

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| LEARNING OUTCOMES What learners will be able to do at the end of the lesson | COGNITION |
| <p>KNOW:</p> <ul style="list-style-type: none"> How to draw characters for different landscapes. How to establish relationships between backgrounds, their components and characters. How to keep a sketchbook for inspiration. How to create unusual characters, experimenting with characters and actions. <p>BE ABLE TO:</p> <ul style="list-style-type: none"> Classify characters according to different landscapes. Create a sketchbook (Observe and record inspirations) Identify typical features in each character related to a different background. Develop characters (Front/Side drawings) Read and write character files. Draw anthropomorphic characters. <p>BE AWARE OF:</p> <ul style="list-style-type: none"> How important the combination of characters and background is in an illustration as a way to communicate. | <ul style="list-style-type: none"> Identifying Classifying Matching Interpreting information Summarising Reasoning |
| | CULTURE |
| | <ul style="list-style-type: none"> The value of the artistic work of oneself and the others. Appreciate the world that surrounds us as an inspiration to develop creativity and imagination. |

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| COMMUNICATION | |
| Language of learning | |
| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Mystery: vampire, monster, ghost, witch, detective. • Adventure: pirate, captain, mermaid. • Fairytale: fairy, princess, prince, unicorn, dragon, wizard. • Illustration, character, features, foreground, middle ground, front, back background, sketchbook, sketch, inspiration. <p><u>Communication structures:</u></p> <ul style="list-style-type: none"> • This character is in a mystery/adventure island/ fairytale landscape. • Who's got a....? / I've got a • I can see... / I like... / Try to improve (the)... • I want to / Why don't you... / Let's... | |
| Language for learning | Language through learning |
| <ul style="list-style-type: none"> • Stating facts about characters. • (Reporting back) Describing a sketchbook. • Asking questions. • Reporting facts and opinions. • Giving suggestions to others. • Expressing needs. | <ul style="list-style-type: none"> • Adjectives related to mystery characters and landscapes: Spooky, horrifying, evil, scary, frightening, creepy, sinister, mysterious, terrifying, dark, haunted, wicked... • Vocabulary, Adventure Island: Tropical Island, treasure, skull, anchor, galleon, hook, chest, compass, cutlass... • Vocabulary, Fairytale: kingdom, knight, hero, queen, king, tower, spell, carriage, palace, magic potion, wizard, giant... |

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| ASSESSMENT CRITERIA |
| Can the students...? |
| <ul style="list-style-type: none"> • Place different characters in settings according to different literary landscapes. • Create a character. • Show inspiration to develop ideas. • Describe how to keep a sketchbook. • Mix characters and actions to be more creative. • Fill in a response partner activity. |

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| PROJECT: | Once upon a time... book illustration |
| LESSON 3: | The Flower |
| SESSION: | 11 to 15 |

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| AIMS | |
| <ul style="list-style-type: none"> • To read an illustration as a way to develop our understanding of a text. • To develop creativity and imagination. • To listen and understand a story through text and art. • To infer feelings and emotions of a character. • To experiment with words and illustration. • To encourage pupils to think about the importance of plants. | |
| CONTRIBUTION TO COMPETENCES | |
| <ul style="list-style-type: none"> • Artistic and cultural: <ul style="list-style-type: none"> ○ Can understand, perceive and value, critically, different cultural and artistic forms of expression. • Knowledge of and interaction with the natural world: <ul style="list-style-type: none"> ○ Can interpret and use the body of knowledge about facts and processes to predict consequences and take reflective action, in order to preserve and improve living conditions for one's own, for the others and for the rest of the living things. | |
| LEARNING OUTCOMES What learners will be able to do at the end of the lesson | COGNITION |
| KNOW: <ul style="list-style-type: none"> • Parts and elements in a book. • How to read an illustration. • Strategies to understand a story by interpreting information from illustrations. • How to use acrylic or wax crayon techniques. BE ABLE TO: <ul style="list-style-type: none"> • Identify the parts of a book. • Analyse the art cover. • Predict the plot of a book by looking at the art cover. • Compare their predictions with the real plot. • Identify key vocabulary in an illustration. • Infer feelings and thoughts of a character. • Understand a story through the art. • Draw a flower (lily). • Create a shape poem. | <ul style="list-style-type: none"> • Identifying • Analysing • Predicting • Contrasting • Interpreting information • Inferring • Applying imagination |

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| <p>BE AWARE THAT:</p> <ul style="list-style-type: none"> • Illustrations help readers to understand the text. By looking at the illustrations we can go deeper into the story and infer more information. • Some stories want to teach readers an important lesson. | <p>CULTURE</p> <p>The importance of flowers and nature in our environment.</p> |
| <p>COMMUNICATION</p> | |
| <p>Language of learning</p> | |
| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Front cover, back cover, spine, title, art cover, author/writer, publisher, illustrator, summary, review, plot. • Store, dim, cellar, smuggle, wander, junk shop, dusty, seed, tipped out, wrinkled, heap, mug, bury, disappointed, green shoot, stare, overjoyed, set off, edge, slope. • Flower, petal, stems, acrylic paint, wax crayons. • Option 1: wardrobe, cushion, armchair, shelf, crystal ball, trunk, lamp, owl, jewellery box, mirror, drawer, furniture, vase , bookshelf, headphones, skates, spinning top, duckling, umbrella, fireplace, kite and rhino. / Option 2: plate, crystal ball, crown, vase, lollipop, shoe, key, teapot, cup, old clock, scale and vase. • Think bubble, pattern, diamond, curved line, diagonal line, zigzags, spiral lines, dots, straight lines, wavy lines and swirls. <p><u>Communication structures:</u></p> <ul style="list-style-type: none"> • Looking at the cover, I think this book is about... or maybe about... • The boy looks ... (frightened, scared, happy, sad, strange, mysterious, worried...) • The boy is in a... (bookshop, library, school library) • There is a/ are... • Is there a / Are there some... (+preposition of place) the ... ? • What's that? / Is that a ... ? • Let's put think bubble 1,2,3... • Yes/No it is the right/wrong answer. • I will be writing/doing the dictation inside the think bubble. | |
| <p>Language for learning</p> | <p>Language through learning</p> |
| <ul style="list-style-type: none"> • Giving opinions. • Stating facts. • Asking questions. • Suggesting. • Making decisions. | <ul style="list-style-type: none"> • Predictable/ unpredictable plot. • Materials: brush, palette, blending, mixing... |

ASSESSMENT CRITERIA

Can the students...?

- Identify the main parts of a book.
- List or say what elements are on a book cover.
- Read an illustration with understanding of the story.
- Infer feelings and thoughts of a character.
- Draw and colour using acrylics or wax crayons.