**TITLE:** Celebrity Cartoons Day 1

**GRADE:** 5

**MATERIALS:** PPT and worksheet

**TIME:** 35 minutes

**VISUAL ART CONTENT STANDARDS/OBJECTIVES ADDRESSED IN THIS UNIT:**

**5th VA: Cr1.1.5a: Combine ideas to generate an innovative idea for art-making.**

**5th VA: Cr2.1.5a: Experiment and develop skills in multiple art-making techniques and approaches through practice.**

**5th VA: Cr2.2.5a: Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.**

**5th VA: Cn11.1.5a: Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.**

**5th VA: Cr3.1.5a: Create artist statements using art vocabulary to describe personal choices in art-making.**

**5th VA: Re7.1.5a: Compare one’s own interpretation of a work of art with the interpretation of others.**

**5th VA: Re7.2.5a: Identify and analyze cultural associations suggested by visual imagery.**

**5th VA: Re8.1.5a: Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.**

**5th VA: Cn11.1.5a: Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.**

**OBJECTIVES:**

-Students will view images of celebrities and examples of celebrity cartoons

-Students will identify their chosen celebrity’s ideal environment and a setting where their celebrity would not belong.

-Students will sketch their celebrity in an unexpected environment.

**VOCABULARY:**

Caricature

Political cartoon

**PROCEDURE:**

**Introduction (Anticipatory Set/Pre-assessment):**

At the beginning of the year we made lists of famous people who we thought were cool, athletic, sophisticated, funny, tough, and flirtatious. Today we’re going to revisit these celebrities and incorporate them into our artwork.

**Art History/Concepts:**

Show PPT and facilitate discussion questions.

**Demonstration/Modeling Behavior:**

Students will complete the celebrity cartoon project worksheet and sketch their ideas on the back.

**Check for Understanding/Guided Practice:**

Provide example of John Cena and review concept.

**Independent Practice:**

Students work independently while teacher monitors progress.

**Student Engagement/ Self Monitoring:**

Ask yourself: Am I focused? What type of character traits do I associate with my chosen celebrity? Where would I expect to see them? What is the opposite of this setting?

**Assessment/Closure/Clean up:**

Review objectives and table helpers clean up.

Daily participation grade is based on effort and citizenship.