

Planning Fantasy Cities

Date

Name Derek Cook

Grade Level First Grade

I. Big Idea Planning Fantasy Cities

A. Concept Statement/Key Concept Students will develop and execute their own fantasy city.

B. Essential Questions What is essential in a city? What do most cities have for people to do? Parks? Restaurants? Homes? How does each of these artists depict a town or city differently?

II. Objectives / Expected Learner Outcomes

After students look at artwork by Cezanne, le Corbusier, Piero della Fransesco, and Jacob Lawrence and paint their own cityscapes, students will be able to define the role of an urban planner in the art field.

III. Focused Standards of Education

1.5 The student will create art from real and imaginary sources of inspiration.

1.8 The student will arrange shapes in space within the picture plane.

1.10 The student will demonstrate the use of size relationships in works of art.

IV. Lesson Cycle

Warm Up Activity: Have the words “Urban Planning” on the board, and ask students what they think the phrase means.

Focus: Students will become urban planners and design their own city.

Instructional Input: Explain that the word “urban” means “having to do with a city or town.” Knowing that, ask students again what the phrase on the board means. What does it mean to plan a city or town? We will design one! Here are some artists who have painted cities they have seen, and some artists who have designed their own cities. (Show images of Jacob Lawrence, Paul Cezanne, Le Corbusier, and Piero della Francesca) We will now combine all of these artists’ ideas to paint a city that we have designed using tempera paint.

Transition Plan: Have students go to their areas with a large sheet of paper to paint on and paints.

Guided Practice: Remind students they are urban planners. What do they want to include in their city? Should their be restaurants, homes, bowling alleys, etc? Who can remind me what the word “urban” means?

Transition Plan: Have students being painting.

Independent Practice: Students will paint a cityscape on paper using tempera paint using their imagination as the inspiration for developing these fantasy cities.

Transition Plan: Students will take brushes and paint cups back to the sink and place their paintings on the drying rack.

Closure: Students, what artist role did we assume today? City/Urban/Town planners. What did we do as an urban planner? Design/make/plan cities with paint.

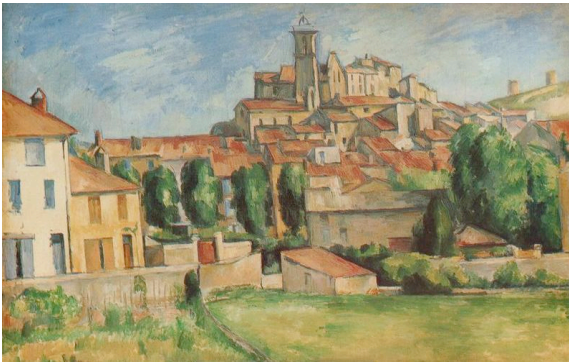
V. Materials/Resources/Relevant Vocabulary

Paper, tempera paints, definition of “urban planning”

VIII. Teacher Reflection



Jacob Lawrence, *This is Harlem*, 1943



Paul Cezanne, *Gardanne*, 1885-1886



Piero della Francesca, *the Ideal City*, 1470