

WIZARDS' DUEL LESSON PLAN

LESSON TIME: 3-5 hours per Prompt.

SUBJECT: Visual Art, Animation, Commercial Art.

PATHWAYS: Arts Media and Entertainment (AME).

INDUSTRIES: Character Design.

GRADE LEVELS: 7th-12th, Post-Secondary.

21ST CENTURY SKILLS:

Learning and Innovation "The 4 C's"	Digital Literacy	Career and Life
Critical Thinking & Problem Solving	Information Literacy	Flexibility & Adaptation
Creativity & Innovation	Media Literacy	Initiative & Self-Direction
Communication	ICT Literacy	Social & Cross-Cultural Interaction
Collaboration		Productivity & Accountability
		Leadership & Responsibility

OBJECTIVE: Students will be able to compare, identify, and highlight features that are specific to a character and animal. They then from analyzing these features create mashups that connect a character to an animal.

MATERIALS: Any drawing format. Student choice of pen & paper, digital or other medium.

HOOK: Play *Sword in the Stone*, show images of animals, or play music from *Fantasia's "Sorcerer's Apprentice."*

WHAT YOU WILL LEARN: Students will be creating multiple mashups of an existing character they choose. Beginning by turning them into a wizard like Merlin, they will then begin mashing-up their wizard version of their character with different animals. Remind students to focus on maintaining the defining characteristics of their chosen character through all of these mashups while adding the new characteristics that each mashup calls for.

DISCUSSION: Ask leading questions to the students about what they think about when they hear “wizard.” How do they define it and what characteristics do they believe defines a wizard? Have a similar discussion when moving onto each animal that is part of the other Prompts. Also ask them similar questions about what they’ve seen people do to help combat the effects of COVID-19 on the final Prompt. Include science facts about animals and viruses as well to help grow the students’ understanding of the subjects they will be studying to draw.

LESSON SEQUENCE:

1. Show or have students watch the Wizards Duel (MASH UP project) video on YouTube to help go over what a mashup is. Have them write notes about what they learned.
2. Show or have students watch the Wizards’ Duel clip from *The Sword in the Stone* to get inspiration for the project. Have them write notes on what they observed in the clip.
3. Students will read through all prompts and choose an existing character that will work through the whole project. Have them write down this character.
4. Have students research about their character. Who are they? Where are they from? Who created them?
5. Go over and have students complete Prompt 1
6. Go over and have students complete Prompt 2
7. Go over and have students complete Prompt 3
8. Go over and have students complete Prompt 4
9. Go over and have students complete Prompt 5
10. Go over and have students complete Prompt 6

ASSESSMENT CHECKLIST:

- 1. Students will show that they watched the Wizards Duel (MASH UP project) video by turning in their notes. Alternatively, you may create a questionnaire or fill-in-the-blank sheet for students to complete.
- 2. Students show that they watched the Wizards' Duel clip from *The Sword in the Stone* by turning in their notes.
- 3. Students will show you the character research they have done to prove that they have chosen a character for the project.
- 4. Prompt 1 is complete.
 - 1. Students can identify the characteristics of a Wizard.
 - 2. Students successfully merged their character with the characteristics of a wizard.
- 5. Prompt 2 is complete.
 - 1. Students can identify the characteristics of a crocodile, turtle, rabbit, or fox.
 - 2. Students chose a crocodile, turtle, rabbit, or fox as their mashup animal.
 - 3. Students successfully merged their character with the characteristics of the animal they chose.
- 6. Prompt 3 is complete.
 - 1. Students can identify the characteristics of a caterpillar, hen, walrus, or elephant.
 - 2. Students chose a caterpillar, hen, walrus, or elephant as their mashup animal.
 - 3. Students successfully merged their character with the characteristics of the animal they chose.
- 7. Prompt 4 is complete.
 - 1. Students can identify the characteristics of a mouse, tiger, rattlesnake, or crab.
 - 2. Students chose a mouse, tiger, rattlesnake, or crab as their mashup animal.
 - 3. Students successfully merged their character with the characteristics of the animal they chose.
- 8. Prompt 5 is complete.
 - 1. Students can identify the characteristics of a rhinoceros, goat, dragon, or squirrel.
 - 2. Students chose a rhinoceros, goat, dragon, or squirrel as their mashup animal.
 - 3. Students successfully merged their character with the characteristics of the animal they chose.
- 9. Prompt 6 is complete.
 - 1. Students have researched the efforts to combat to COVID-19.
 - 2. Students have chosen how their character would help combat COVID-19.
 - 3. Students have chosen which mashup they will use.
 - 4. Students successfully created a mashup of their character performing the action they have chosen.

TEACHER NOTES AND TIPS:

Definition of Mash-up:

<https://www.merriam-webster.com/dictionary/mash-up>

Pixar's Character Design Tips:

<https://tryingtobeanimator.wordpress.com/2017/05/01/pixars-character-design-tips/>

General Overview of Shape Theory in Character Design:

<https://medium.com/media-reflections-past-present-future/the-shape-of-character-design-78c66eb97518>

Other Helpful Resources:

Disney's Nine Old Men: https://disney.fandom.com/wiki/Disney%27s_Nine_Old_Men

Merlin: <https://disney.fandom.com/wiki/Merlin>

Madam Mim: https://disney.fandom.com/wiki/Madam_Mim

PROMPT 1

LESSON TIME: 3-5 hours.

OBJECTIVE: Students will be able to compare, identify, and highlight features that are specific to a character and wizard. They then from analyzing these features create a mashup that connects a character to a wizard.

MATERIALS: Any drawing format. Student choice of pen & paper, digital or other medium.

HOOK: Play *Sword in the Stone*, show images of wizards, or play music from *Fantasia's "Sorcerer's Apprentice."*

WHAT YOU WILL LEARN: Students will be designing one of their favorite established characters as a witch or wizard! Remember, to have students maintain features from their established character, like eyes, hair and clothing color when they design their established character into a witch or wizard.

DISCUSSION: Ask leading questions to the students about what they think about when they hear "wizard." How do they define it and what characteristics do they believe defines a wizard?

LESSON SEQUENCE:

1. Have students research elements and accessories that help identify a character as a wizard. They will take notes to prove that they have done this.
2. Students will mashup the character they have chosen with the wizard elements they researched to turn it into a wizard using the drawing medium they have decided on. Be sure to remind them to maintain the defining features of their original character.

ASSESSMENT CHECKLIST:

- 1. Students will turn in the notes they have taken on their wizard research showing that they can identify the characteristics of a wizard.
- 2. Students will turn in their mashup drawing of their chosen character with wizard elements showing that they have successfully merged their character with a wizard.

PROMPT 2

LESSON TIME: 3-5 hours.

OBJECTIVE: Students will be able to compare, identify, and highlight features that are specific to a character and an animal. They then from analyzing these features create a mashup that connects a character to an animal.

MATERIALS: Any drawing format. Student choice of pen & paper, digital or other medium.

HOOK: Play nature videos, show images of the animals they will be drawing, or play nature sounds like bird songs.

WHAT YOU WILL LEARN: For this step of the project, students will transform (redesign) their witch or wizard into either a crocodile, turtle, rabbit, or fox! Remember, to have students maintain features from their initial design, like eyes, hair and clothing color, when they change their witch or wizard into an animal.

DISCUSSION: Ask leading questions to the students about what they think about when they hear "crocodile", "turtle", "rabbit", or "fox." How do they define them and what characteristics do they believe defines each animal?

LESSON SEQUENCE:

1. Have students research elements and features that they associate with a crocodile, turtle, rabbit, and fox.
2. Students will choose an animal and write it down as proof.
3. Students will mashup the character they have chosen with the animal elements they researched to turn it into an animal using the drawing medium they have decided on. Be sure to remind them to maintain the defining features of their original character.

ASSESSMENT CHECKLIST:

- 1. Students will turn in the notes they have taken on their animal research showing that they can identify the characteristics of a crocodile, turtle, rabbit, or fox.
- 2. Students chose a a crocodile, turtle, rabbit, or fox as their mashup animal.
- 3. Students will turn in their mashup drawing of their chosen character as an animal showing that they have successfully merged their character with the chosen animal.

PROMPT 3

LESSON TIME: 3-5 hours.

OBJECTIVE: Students will be able to compare, identify, and highlight features that are specific to a character and an animal. They then from analyzing these features create a mashup that connects a character to an animal.

MATERIALS: Any drawing format. Student choice of pen & paper, digital or other medium.

HOOK: Play nature videos, show images of the animals they will be drawing, or play nature sounds like bird songs.

WHAT YOU WILL LEARN: For this step of the project, students will transform (redesign) their witch or wizard into either a caterpillar, hen, walrus, or elephant! Remember, to have students maintain features from their initial design, like eyes, hair and clothing color, when they change their witch or wizard into an animal.

DISCUSSION: Ask leading questions to the students about what they think about when they hear "caterpillar," "hen," "walrus," or "elephant." How do they define them and what characteristics do they believe defines each animal?

LESSON SEQUENCE:

1. Have students research elements and features that they associate with a caterpillar, hen, walrus, or elephant.
2. Students will choose an animal and write it down as proof.
3. Students will mashup the character they have chosen with the animal elements they researched to turn it into an animal using the drawing medium they have decided on. Be sure to remind them to maintain the defining features of their original character.

ASSESSMENT CHECKLIST:

- 1. Students will turn in the notes they have taken on their animal research showing that they can identify the characteristics of a caterpillar, hen, walrus, or elephant.
- 2. Students chose a a caterpillar, hen, walrus, or elephant as their mashup animal.
- 3. Students will turn in their mashup drawing of their chosen character as an animal showing that they have successfully merged their character with the chosen animal.

PROMPT 4

LESSON TIME: 3-5 hours.

OBJECTIVE: Students will be able to compare, identify, and highlight features that are specific to a character and an animal. They then from analyzing these features create a mashup that connects a character to an animal.

MATERIALS: Any drawing format. Student choice of pen & paper, digital or other medium.

HOOK: Play nature videos, show images of the animals they will be drawing, or play nature sounds like bird songs.

WHAT YOU WILL LEARN: For this step of the project, students will transform (redesign) their witch or wizard into either a mouse, tiger, rattlesnake, or crab! Remember, to have students maintain features from their initial design, like eyes, hair and clothing color, when they change their witch or wizard into an animal.

DISCUSSION: Ask leading questions to the students about what they think about when they hear "mouse," "tiger," "rattlesnake," or "crab." How do they define them and what characteristics do they believe defines each animal?

LESSON SEQUENCE:

1. Have students research elements and features that they associate with a mouse, tiger, rattlesnake, or crab.
2. Students will choose an animal and write it down as proof.
3. Students will mashup the character they have chosen with the animal elements they researched to turn it into an animal using the drawing medium they have decided on. Be sure to remind them to maintain the defining features of their original character.

ASSESSMENT CHECKLIST:

- 1. Students will turn in the notes they have taken on their animal research showing that they can identify the characteristics of a mouse, tiger, rattlesnake, or crab.
- 2. Students chose a a mouse, tiger, rattlesnake, or crab as their mashup animal.
- 3. Students will turn in their mashup drawing of their chosen character as an animal showing that they have successfully merged their character with the chosen animal.

PROMPT 5

LESSON TIME: 3-5 hours.

OBJECTIVE: Students will be able to compare, identify, and highlight features that are specific to a character and an animal. They then from analyzing these features create a mashup that connects a character to an animal.

MATERIALS: Any drawing format. Student choice of pen & paper, digital or other medium.

HOOK: Play nature videos, show images of the animals they will be drawing, or play nature sounds like bird songs.

WHAT YOU WILL LEARN: For this step of the project, students will transform (redesign) their witch or wizard into either a rhinoceros, goat, dragon, or squirrel! Remember, to have students maintain features from their initial design, like eyes, hair and clothing color, when they change their witch or wizard into an animal.

DISCUSSION: Ask leading questions to the students about what they think about when they hear "rhinoceros," "goat," "dragon," or "squirrel." How do they define them and what characteristics do they believe defines each animal?

LESSON SEQUENCE:

1. Have students research elements and features that they associate with a rhinoceros, goat, dragon, or squirrel.
2. Students will choose an animal and write it down as proof.
3. Students will mashup the character they have chosen with the animal elements they researched to turn it into an animal using the drawing medium they have decided on. Be sure to remind them to maintain the defining features of their original character.

ASSESSMENT CHECKLIST:

- 1. Students will turn in the notes they have taken on their animal research showing that they can identify the characteristics of a rhinoceros, goat, dragon, or squirrel.
- 2. Students chose a a rhinoceros, goat, dragon, or squirrel as their mashup animal.
- 3. Students will turn in their mashup drawing of their chosen character as an animal showing that they have successfully merged their character with the chosen animal.

PROMPT 6

LESSON TIME: 3-5 hours.

OBJECTIVE: Taking a mashup the students have already created, they will analyze how their character acts and interacts with the world. Using this information they will create an image that shows how their character would help to combat the COVID-19 virus.

MATERIALS: Any drawing format. Student choice of pen & paper, digital or other medium.

HOOK: Show news or statistics related to the COVID-19 virus. Try to keep it positive showing how people are helping each other through it.

WHAT YOU WILL LEARN: For their final drawing, students will draw a story sketch on how their witch or wizard can help battle COVID-19 in our world. Does their character help by making PPE equipment, practice physical distancing, or sending words of encouragement to essential workers? They can draw your character in their original form or in any transformation. Remember, to maintain features from your initial design, like eyes, hair and clothing color, when they draw their character. They may add a background, but it is not required.

DISCUSSION: Ask students how they are helping to combat the COVID-19 virus. How are other people also helping to combat it? How would their character react and try to help people?

LESSON SEQUENCE:

1. Have students research what ways people are helping to combat the virus. They will take notes on what they find.
2. Students will choose a way their character would help and write it down as proof as well as the mashup they have chosen.
3. Students will draw any mashup from the previous prompts doing the action they chose.

ASSESSMENT CHECKLIST:

- 1. Students will turn in the notes they have taken on their COVID-19 research showing that they understand how to help combat COVID-19.
- 2. Students will turn in a paper with the action and mashup they have chosen.
- 3. Students will turn in their mashup drawing of their character performing the action showing that they understand how to help combat COVID-19, successfully merge the characteristics of their character, and how their character would react..