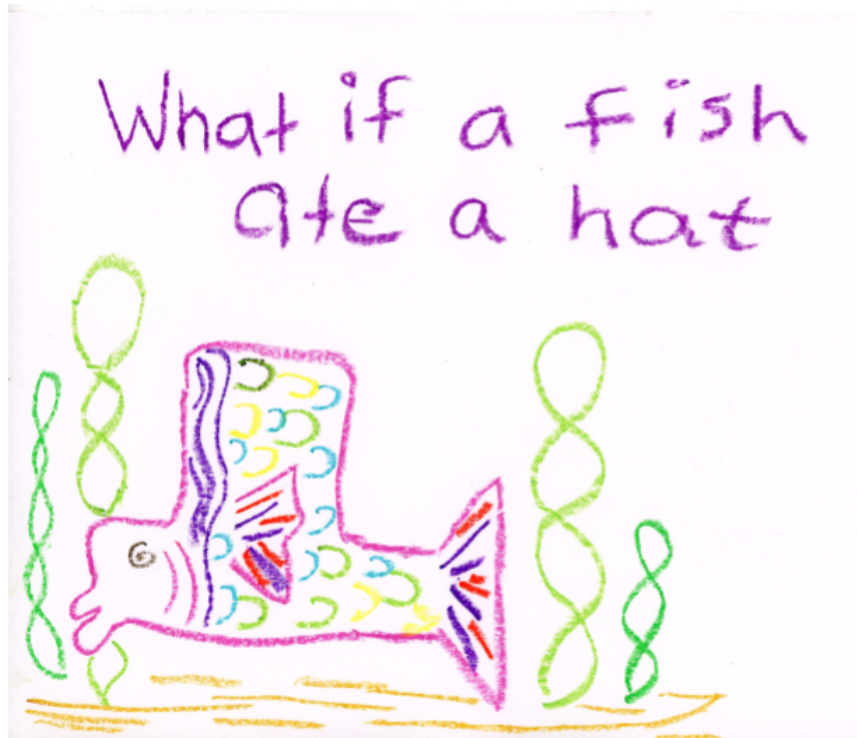


## What If...



Lesson developed by artist, Tala Madani

### Objective

Students will draw pictures of their favorite animals and use their imaginations to come up with a fictional narrative about the animal, starting with the prompt, "What if..."

**Age** Kindergarten and up

**Time** 45 mins or could span two sessions

**Focus** Literacy, Storytelling, Imagination, Visual Arts (Color, Line, Shape, Form)

### Material

- Crayons
- White paper

### Core Standards

- Common Core: Writing - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- Visual Arts: Create art that represents natural and constructed environments.

(See below for a full list of standards.)

### Opening (5 mins)

Distribute crayons and three pieces of paper to each student. Give an overview of the lesson objective.

- *Today, we will be drawing our favorite animals.*
- *We will use our imaginations to come up with a story of our animals doing something unusual. Then we will draw an image of the story.*
- *Our stories will begin with the phrase, "What if".*

**(Show picture examples from the resource page as needed.)**

Questions:

- *For example, let's say you drew a fish swimming in the ocean and I said, "what if the fish was playing basketball?" I know it would be pretty silly, but how would you change the drawing to tell the story?*
- *Great, so we might draw a fish dunking a basketball into a hoop under water. Or playing catch with another fish or tying his shoelaces. The possibilities are endless!*
- *Ok, so what if you drew a picture of a dog at a park and I said, "what if the dog was riding a bike?" How would you change the drawing?*
- *Great, so one idea is to draw a bicycle underneath the dog and another idea is to give him a helmet or bike shorts. Those are all great options to tell the story. Ok, let's get started!*

**Instruction and Guided Practice (35 mins)**

Support students in drawing three different pictures of the same animal doing different activities. Students will choose their favorite animal to draw.

**Step 1:** *Everyone choose the animal you'd like to draw. This can be your favorite animal. Do you have it? Ok, let's begin!*

**Step 2:** *Take one piece of paper and a crayon. Before you begin, listen carefully, "what if your animal was skateboarding? Begin drawing your animal – on a skateboard.*

Questions:

- Would your animal skate on a skate ramp?
- Would your animal wear a helmet? Knee and elbow pads?

*When you are finished, put your drawing aside and grab a new piece of paper.*

**Step 3:** *For your next picture, listen carefully, "what if your animal was jumping off of a diving board into a pool?" Begin drawing your animal – jumping into a pool.*

Questions:

- *Would the animal dive or cannonball? Would there be a big splash?*
- *Would the animal wear goggles?*
- *Would the animal wear floaties around his arms to help him swim?*
- *Would the animal be talking to his swim coach?*

*When you are finished, put your drawing aside and grab a new piece of paper.*

**Step 4:** *Finally, for your third picture, "what if your animal had a birthday party? Begin drawing your animal – at their own birthday party.*

Questions:

- *What would they eat?*
- *Would they wear a party hat?*
- *Would there be decorations? Presents?*

Circulate the room and help students as needed. Make sure to track time so that students are able to complete all three pictures. This lesson could also span 2 sessions if desired.

**Closing (5 mins)**

Once students are finished with the three pictures, they should spread the pictures out on their desk.

Ask students to walk around the room and observe other students' work and notice the span of creativity. If there is time, ask 1-3 students to share their work with the class.

**Extension:**

2nd-5th Grade: Once students are finished with drawing their pictures, ask each student to write a sentence explaining their drawings by writing the phrase, "what if" and then finishing the sentence. For example, students would write, "what if a (insert animal) was (doing the action)?" They could then add another sentence or two to enhance the narrative. I.e. *"What if the dog was skateboarding on a ramp? It would be so cool if he could do tricks. If he was doing tricks, then he'd definitely need a helmet!"*

**Philosophy**

Art is an essential tool for early childhood development. Studies have shown that art education helps to increase comprehension of STEM and literacy concepts as well as offering students an outlet to process trauma, develop self-discipline and self-management, and interpersonal relationship skills. Active engagement in the arts can yield positive benefits in social and emotional growth. The art lessons developed by Crayon Collection are meant to support this growth.

**Standards**

**Common Core**

**Reading**

Key Details

- With prompting and support, retell familiar stories, including key details.

**Writing**

Text Types and Purposes

- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**Speaking and Listening**

Presentation of Knowledge and Ideas

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**Visual Arts**

**Creating**

2. Organize and develop artistic ideas and work.

- Create art that represents natural and constructed environments.

### **Connecting**

10. Synthesize and relate knowledge and personal experiences to make art.
- Create **art** that tells a story about a life experience.

## **Head Start Early Learning Outcomes Framework: Ages Birth to Five**

### **Preschooler Approaches to Learning**

Goals for Sub-Domain: Creativity

- Goal P-ATL 12. Child expresses creativity in thinking and communication.
  - Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.
  - Approaches tasks, activities, and play in ways that show creative problem solving.
  - Uses multiple means of communication to creatively express thoughts, feelings, or ideas.

### **About the Artist**

Born in Tehran, Iran, in 1981, Tala Madani is one of the most engaging painters of her generation. Madani's work is characterised by loose expressive brushwork rendered in a bold, distinctive palette. After receiving her MFA from Yale University School of Art in 2006, Madani made her solo debut in 2007. Recent solo exhibitions include: Tala Madani, La Panacée, Montpellier (2017); Shitty Disco, Pilar Corrias Gallery, London (2016). Tala Madani lives and works in Los Angeles. Madani was awarded the Catherine Doctorow Prize for Contemporary Painting (2013), the De Volkskrant Art Award (2012), shortlisted for the Future Generation Art Prize, Pinchuk Art Centre (2012), the Van den Berch van Heemstede Stichting Fellowship (2008), and the Kees Verwey Fellowship (2007). residence at the British School of Rome (2010), and The Rijksakademie van beeldende kunsten, Amsterdam (2007).

## Additional Resources

