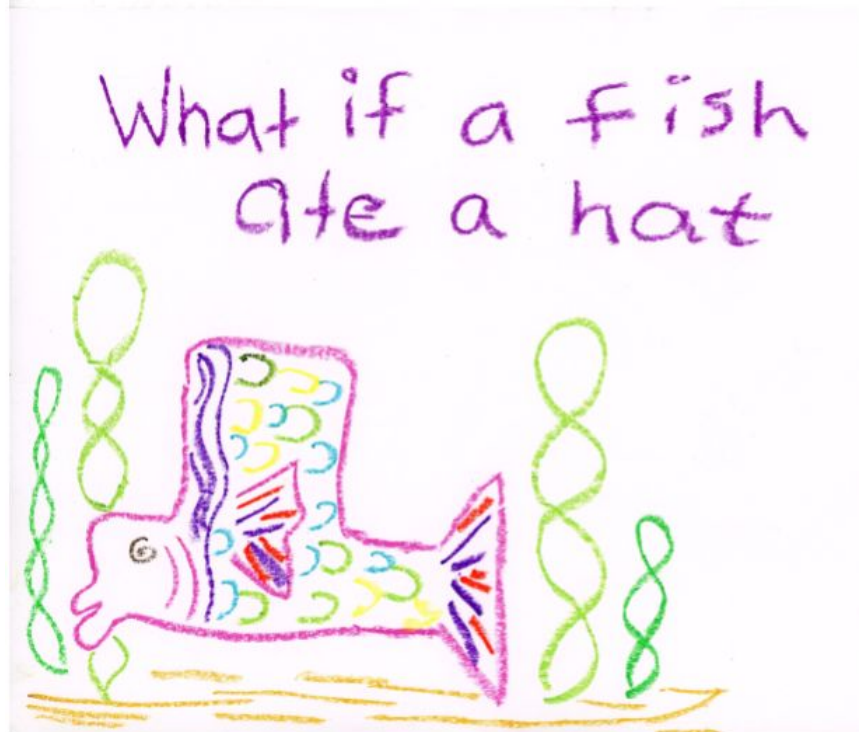


### What If...



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), Social Emotional Learning (SEL), Self-awareness

**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.
- Social Emotional Competency: Self-awareness - Ability to recognize one's own feelings and describe and understand their own emotions

(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 that story. Afterwards, we will imagine how that story would make us feel if it happened in real life.*
- *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?*
- *If this happened in real life, how would it make you feel? Would it make you happy or scared? Would you feel like you wanted to laugh or would it irritate you? Write down the emotion that comes up for you when you think about this actually happening. (For students unable to write, ask them to think about how it would make them feel and prompt them to discuss it at the end.)*

*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?*

- o *Would the animal wear goggles?*
- o *Would the animal wear floaties around his arms to help him swim?*
- o *Would the animal be talking to his swim coach?*
- o *If this happened in real life, how would it make you feel? Write down the emotion that comes up for you when you think about this actually happening. (They can also discuss this later rather than write it down.)*

*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:

- o *What would they eat?*
- o *Would they wear a party hat?*
- o *Would there be decorations? Presents?*
- o *If this happened in real life, how would it make you feel? Write down the emotion that comes up for you when you think about this actually happening. (They can also discuss this later rather than write it down.)*

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, ask them how each scenario would make them feel if it were to happen in real life. Have students go around the room and answer the questions popcorn style.

### **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 describing how it would make them feel if that scenario happened in real life.

## **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.

## Social Emotional Learning

### Self-awareness

- The ability to recognize one's own feelings, interests, and strengths, in addition to maintaining an accurate level of self-efficacy. Students who are self-aware are capable of describing and understanding their own emotions.

## 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 characterized 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

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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**

