



# Gettin' Realism

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## Summary

1. Big Idea and/or Question(s): **How would the world look visually if we took metaphors literally? This activity will give insight to creating imaginative subject matter and will demonstrate the humor that can be found in it. How can we understand language(s) through visualization?**
2. Medium(s): **Color Pencils and Paper**
3. Grade Levels: **3rd-5th grade**
4. Time Breakdown: **Approx. 30 min lesson: 10 min video, 5 min discussion, 10 min activity, 5 min wrap**

## Materials

1. List of Materials needed for Activity portion of the lesson. These materials are easily available at most stores.
  - **Pencils and eraser**
  - **Colored Pencil**
  - **Paper**

## Video

- a. **Introduction:** I mentioned my name and where I currently live. I briefly talked about my background and how long I have been an artist. Much of it started with my dad being a commercial artist and an art student. Towards the end, I mention my mediums of choice.
- b. **Present a Big Idea and/or ask an Essential Question:** For the big idea, I talk about how the revitalization of the Cheyenne language has had a great impact on my current work.

My piece in *24 Works on Paper* is a part of a new body of work that I like to call “Gettin Realsim”. I explain the blend of styles and subject matter. In this section, I ask the question, “What does your language’s worldview look like?”

- c. **Show an Artwork that Relates to the Idea/Question:** In this section, I give an example of how I have explored the Cheyenne language translation of the “coyote” in an artwork titled, “The Seasoned One”. I also mention an influential artist named Roy Boney who is well versed in tying together his Cherokee language and the arts. At the end of this section, I talk about about another piece titled, “The Store Run”. This piece goes a little bit more in depth about how I use literal translations to create my visuals.
- d. **Assign an Activity to Investigate the Idea/Question:**  
For the demo, I talk about my choices for my visuals. I give some background information of past expeirences and use of humor.
- e. **Wrap-Up:** In conclusion, I give a few examples of how to choose metaphors that we hear in English, such as, when pigs fly or its raining cats and dogs. I encourage students who are knowledgeable in other languages to think of metaphors in those languages. I reiterate the questions I asked earlier and encourage them to have with a topic.



**Left to right:** Michael Elizondo, Jr., *Freaky Tails*, 12" x 9", Prismacolor pencil on Bristol paper; Roy Boney Jr., *DꝤ OꝤꝤꝤꝤ Water is Life*, 16" x 20", pencil and ink on board, 2020.