

LESSON PLAN: IN THE COMPANY OF MONSTERS

THE ICARUS MAN BY ELEANOR CROOK

Learning outcomes:

- To examine the relationship between humans and nature
- To consider how humans and animals might interlink in myth and reality
- To create a piece of creative writing using empathy

Age group:

Y8 and Y9 (Upper KS3)

Time needed:

50 minutes

Resources:

- Image of The Icarus Man (whiteboard or photocopy in colour)
- Smartboard – PowerPoint
- Scaffolded Worksheet (optional)
- Lined A4 paper in English Language books
- Pens

Wider ties to the curriculum:

- Opportunities for paired discussion and wider class discussion help develop spoken language skills; articulating thoughts on human nature and the link with animals
- Helping develop students to write accurately, fluently, effectively and at length for the purpose of structured formal expository and narrative essays, including summarising and organising material
- Providing space to plan, draft, edit and proof-read through their work, considering how their writing reflects the audiences and purposes for which it was intended
- Cross-curricular links to Art (analysis of the sculpture by Eleanor Crook) and Classics (the story of Icarus)



Eustache Jerk Dupree, the Icarus Man of Ponchatoula by Eleanor Crook

Lesson Section and Timings	Section Outline	Student Tasks
Introduction 15 minutes	<p>Look at the image of The Icarus Man sculpture. Ask students to discuss: What can they see in the image? How does this piece of art make them feel?</p> <p>Collate ideas on the whiteboard, getting feedback from the class to create a mind-map.</p>	<p>Think-pair-share</p> <p>Draw collective mind-map in their books as the class shares their thoughts</p>
Developing thought 5 minutes	<p>With the class, pull out the animalistic features of the sculpture. Ask the class to discuss the features; do they see the sculpture as more man, or more animal? How do these interlink? What can this tell us about human nature?</p>	<p>Discussion and add to the mind-map</p>
Developing thought 10 minutes	<p>Read through the story of Icarus as a class.</p> <p>Look at the image of <i>The Icarus Man</i> again.</p> <p>What elements of the story can we see in the artwork? Why might the artist have decided to use the story of Icarus to make a statement on human nature? What might the artist be trying to say about human nature by including animal features in her work?</p> <p>Ask the students to answer the questions on the slide independently in their books.</p>	<p>Group Reading and discussion</p> <p>Independent writing</p>
Extended writing task 15 minutes	<p>Discuss with students about the existence of medical and scientific museums that display specimens. Draw parallels between specimens and the artistic look of the sculpture.</p>	<p>Extended independent writing task</p>
Plenary 5 minutes	<p>To wrap up, ask students to share with another member of the class - not their partner – their thoughts on these statements about the sculpture:</p> <p>Is he a monster? Or is he a man? What do you think his life was like; would he have been happy? If you met him, what might you think of him?</p>	<p>Paired discussion</p>



To access more resources, including a PowerPoint presentation and worksheet for this lesson plan, and to see a digital version of the *In the Company of Monsters* exhibition which inspired it, scan the QR code.