

## ARTS IMPACT LESSON PLAN

### Visual Arts and Reading Infused Lesson

#### *Art Warrior*

Author: Emmalee Matlock and Beth Reitmeyer

Grade Level: 3

#### Enduring Understanding

Materials, symbolism, and texture in art and literature can inspire us to overcome challenges.

#### Lesson Description (Use for family communication and displaying student art)

Students identify symbolism from reading a book and looking at art through textual analysis and visual analysis. Students will plan their warrior by identifying one challenge to overcome and sketching their warrior from two angles (front and side views). They will create an art warrior sculpture from clay, fabric, and beads. Students will write an artist statement, including the name of their warrior and the challenge(s) the warrior will help each student overcome. Students will present their art warrior sculptures at Warner's African-American showcase in February 2020.

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### Learning Targets and Assessment Criteria

**Target:** I can make identify symbolism within a book and art.

**Criteria:** Students identify one symbol and its meaning in a class discussion.

**Target:** I can complete a sketch and planning sheet.

**Criteria:** Creates a sketch of the side and front of their art warrior sculpture and completes a planning chart identifying a challenge they want to overcome.

**Target:** I can mold the body of my art warrior from clay.

**Criteria:** Creates one clay figuring from clay.

**Target:** I can create assemblage sculpture with my clay figure and mixed media.

**Criteria:** Students will add at least three different materials and/or objects to their clay figurine.

**Target:** I can create an artist statement.

**Criteria:** Students will write one artist statement including their challenge.

**Target:** I can present my artist warrior sculpture at the African-American showcase.

**Criteria:** Students will exhibit their sculptures and artist statements at an exhibition during Warner's African-American showcase.

## Vocabulary

### Arts Infused:

Growth  
Texture  
Challenges  
Inspire / inspiration  
symbolism

### Reading:

Poem  
rhyme

### Arts:

Sculpture  
Sculpture in the round  
Additive sculpture  
Clay  
Fiber

## Materials

### Museum Artworks or Performance

*Sculpture by Joyce Scott*

Yoruba beaded crown

Nkondi figures from the Kongo

*\*Images attached at end of plan*

### Materials

Black Clay  
Clay tools  
Fabric  
Seed beads  
Tacky glue  
Beads, pony beads  
wire

### Reading Selections

*Little Tree* by Loren Long

## Learning Standards

### Tennessee Visual Arts Standards

#### Create

3.VA.Cr1.A Elaborate on an imaginative idea.  
3.VA.Cr2.A Create artwork to meet personal developmentally appropriate craftsmanship.  
3.VA.Cr2.B Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.  
3.VA.Cr3.A Add details to an artwork to enhance emerging meaning.

#### Present

3.VA.P3.A Identify and explain how and where different cultures record and illustrate stories and history of life through art.

#### Respond

3.VA.R2.A Interpret art by analyzing how use of media, mood, and subject matter shape meaning while using appropriate art vocabulary.  
3.VA.R3.A Evaluate an artwork based on given criteria.

#### Connect

3.VA.Cn1.A Develop art based on observations of surroundings.

*VA and ELA Standards continued at end*

## Learning Standards

### Tennessee ELA Standards

**3.RL.KID.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

**3.RL.KID.3** Describe characters in a story and explain how their actions contribute to the sequence of events.

**3.RL.IKI.7** Explain how illustrations in a text contribute to what is conveyed by the words.

**3.SL.CC.1** Prepare for collaborative discussions on 3<sup>rd</sup> grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

**3.SL.CC.2** Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.

**3.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

**3.W.TTP.3** Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.



*Dervish* by Joyce Scott

<http://jsteinkamp.com/quicktime/html/dervish.html>



Untitled 1948 Mobile by Joyce Scott



Yoruba beaded crown



Nkondi figure from the Kongo



Nkondi figure from the Kongo

## ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

## Pre-Teach

Introduce African-American history month. Introduce symbolic objects, such as talismans, voodoo dolls (maybe), and stuffed animals.

## Lesson Steps Outline

 Criteria-based: Students identify one symbol and its meaning in a class discussion.

1. Read aloud *Little Tree* by Loren Long. As the book is read, ask “What’s going on in this book?” and “What do the leaves mean? What do they symbolize?” and “What are some other symbols?” “Why do you think that it is challenging for the tree to lose its leaves? Why is the tree scared?” and “What happened when the tree overcame its challenges and lost its leaves?” As you read and discuss, ask students to continue to identify challenges. Guide students through supporting their responses with reasoning, visual cues, and text evidence. (Session 1)

Explain to the students that authors and artists use symbolism to show challenges that are overcome and to inspire us to overcome our challenges.

2. Show students sculptures by Joyce Scott. Lead a VTS discussion; ask “What is going on with this sculpture?” “What makes you say so?” “What kinds of art materials do you see?” “What do you think the materials mean?” “What makes you say so?”  
(session 1)

 Criteria-based: Creates a sketch of the side and front of their art warrior sculpture and completes a planning chart identifying a challenge they want to overcome.

3. Explain to students that they will create their own art warrior, and they will make the base body out of clay. Also explain that artists sketch and plan for paintings, drawings (2D work) and sculptures (3D work). Sculptors need to

create sketches for more than one side since they are making a sculpture in the round. Students will sketch their art warrior sculpture from the front and from the side. Students will also identify one challenge they want to overcome and how their art warrior can help inspire you. Ask "How can your challenge inspire or influence the form of your art warrior? What facial expressions will your warrior have? How will you form its body to show it is active and ready to help?" (Session 1)

Criteria-based: Creates one clay figurine from clay.

4. Demonstrate clay techniques and how to create the form of a body and figurine from clay, using their fingers. Show students how to use the clay tools. Also show them how to reference their sketch to create their form. Explain this process for making sculpture is called molding. (Session 2)

Students will make their clay figurine. (Session 2)

Criteria-based: Students will add at least three different materials and/or objects to their clay figurine.

5. Show students the beaded crowns and nkondi warrior figures. Lead a VTS discussion; ask "What is going on with this sculpture?" "What makes you say so?" "What kinds of art materials do you see?" "What do you think the materials mean?" "What forms do you see?" "What do you think the birds mean?" "Why are the people on the crowns?" "What makes you say so?" (session 3)
6. Students will work in their sketchbooks, revisiting the challenge they want to overcome. They will then brainstorm names for their art warrior sculpture; the name should reflect the challenge. Discuss examples of names that reflect challenges, including names of chiefs, kings, and rulers and why they were given a different name when they came to power.
7. Students will select at least three different materials. What kinds of materials reflect the personality of your art warrior? Why/How? What kinds of materials show your challenge to overcome? What kinds of materials show the special power or skill your art warrior has?" They will use these materials to embellish their warrior. (Session 3)
8. After students have identified materials, students will tape samples of at least three in their sketchbooks. By the material, they will write the power, characteristic, or why they selected each material.

**9.** Guide students through adding the materials to their clay figurine. Show them how to glue, wire, or tie the materials to the clay figurine. Explain they are making an additive sculpture by adding materials; this is also called an assemblage sculpture. (Session 3-4)

Criteria-based: Students will write one artist statement including their challenge.

**10.** Guide students through writing an artist statement about their art warrior sculpture. Students will include the name of their warrior and the challenge the warrior will help them overcome. (session 3)

Criteria-based: Students will exhibit their sculptures and artist statements at an exhibition during Warner's African-American showcase.

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**11.** Discuss how artists exhibit artwork. Students will plan how they will exhibit their art warriors during Warner's African-American showcase in February 2020. Where will we install them in the school? How? Where will each one be placed in relation to the other art warrior sculptures? (Session 4)

**ARTS IMPACT LESSON PLAN Visual Arts and Reading Infused Lesson**

Grade: 4 *Stop-Motion Perspectives*

**CLASS ASSESSMENT WORKSHEET**

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*What was effective in the lesson? Why?*

*What do I want to consider for the next time I teach this lesson?*

*What were the strongest connections between arts discipline and subject area?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## ARTS IMPACT LESSON PLAN

### Visual Arts and Reading Infused Lesson

#### *Drawn Together*

Author: Marquitta Nesmith and Beth Reitmeyer

Grade Level: 3

#### Enduring Understanding

Unity and variety in texts, art, and cultural backgrounds can create rich collaborative works.

#### Lesson Description (Use for family communication and displaying student art)

Students make observations and inferences from reading a book and looking at art and illustrations through textual analysis and visual analysis. Students create a storyboard with six frames; the storyboards describes their school year. Students collaborate to create collaborative sketches of their school year. They will create shaving cream and gelli prints to incorporate into their final collaborative narrative artwork.

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### Learning Targets and Assessment Criteria

**Target:** I can make an observation and inference from reading a book.

**Criteria:** Identifies and writes one observation and one inference on an illustration.

**Target:** I can create a narrative using a storyboard.

**Criteria:** Creates a storyboard with six frames.

**Target:** I can create a collaborative sketch.

**Criteria:** Creates a collaborative sketch in a group of 4 or more. Each student will contribute on drawing for the beginning frames (variety); students will work in pairs to create one middle frame per pair; students will work in one large group to show one final collaborative drawing (unity).

**Target:** I can make gelli prints and shaving cream prints.

**Criteria:** Creates three gelli prints and two shaving cream prints.

**Target:** I can create a collaborative narrative drawing.

**Criteria:** Create a collaborate narrative drawing/collage.

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## Vocabulary

### Arts Infused:

Unity  
Variety  
Stories  
Histories  
Perspective

### Reading:

Narrative  
Setting  
Character

### Arts:

Texture  
Symbolism  
Contrast  
Form  
Pattern  
Unity  
Line  
Shape  
Printmaking  
Ink  
Brayer

## Materials

### Museum Artworks or Performance

*Jammin' at the Savoy*, Romare Bearden

*\*Images attached at end of plan*

### Materials

Color sticks  
Shaving cream  
Printing ink  
Brayers  
Gelli plates  
Watercolor paper  
Copier / office paper  
Calligraphy markers  
Liquid watercolor  
Acrylic paint  
Brushes  
Glue tops

### Reading Selections

*Drawn Together* by Minh Le and Dan Santat

## Learning Standards

### Tennessee Visual Arts Standards

#### Create

3.VA.Cr1.A Elaborate on an imaginative idea.  
3.VA.Cr2.A Create artwork to meet personal developmentally appropriate craftsmanship.  
3.VA.Cr2.B Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.  
3.VA.Cr2.C Individually or collaboratively construct visual representations of objects or places from everyday life.  
3.VA.Cr3.A Add details to an artwork to enhance emerging meaning.

#### Present

3.VA.P3.A Identify and explain how and where different cultures record and illustrate stories and history of life through art.

#### Respond

3.VA.R2.A Interpret art by analyzing how use of media, mood, and subject matter shape meaning while using appropriate art vocabulary.  
3.VA.R3.A Evaluate an artwork based on given criteria.

#### Connect

3.VA.Cn1.A Develop art based on observations of surroundings.

*VA and ELA Standards continued at end*

## Learning Standards

### Tennessee ELA Standards

**3.RL.KID.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

**3.RL.KID.3** Describe characters in a story and explain how their actions contribute to the sequence of events.

**3.RL.IKI.7** Explain how illustrations in a text contribute to what is conveyed by the words.

**3.SL.CC.1** Prepare for collaborative discussions on 3<sup>rd</sup> grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

**3.SL.CC.2** Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.

**3.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

**3.W.TTP.3** Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.



*Jammin' at the Savoy* by Romare Bearden



*Drawn Together* spread by

## ICON KEY:

📄 = Indicates note or reminder for teacher

☑ = Embedded assessment points in the lesson

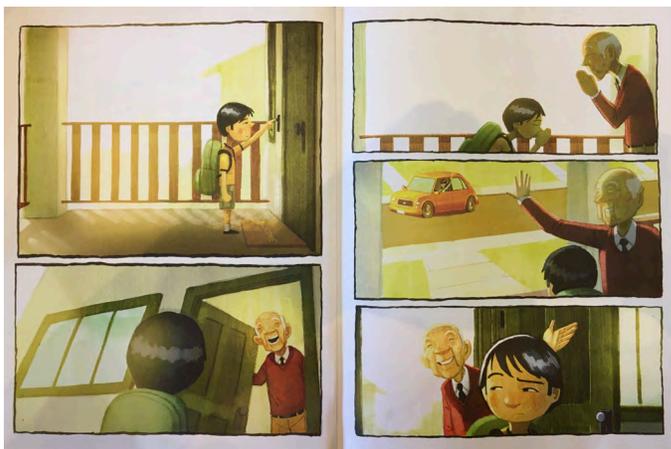
## Pre-Teach

Introduce unity and variety through textual analysis of *Drawn Together*. Explain how authors and illustrators use unity and variety to show perspectives and the relationship between people. Unity and variety also show us how we are the same and how we are different as people. Artists use unity and variety to communicate the same things.

## Lesson Steps Outline

☑ **Criteria-based:** Identifies and writes one observation and one inference on an illustration.

1. Begin with a book walk, showing the students the illustrations through the first two pages of *Drawn Together*. Give students a copy of one of the two pages. In groups, ask students to write observation and inferences on the empty sections of the illustrations. Each student will write one observation and one inference on the copy of the illustration. If needed define *illustrations, observations, inferences*. Ask "What's going on in these illustrations?"



Explain to the students that we will be working as individual artists and in collaboration, as a group making one art work. They have already collaborated with the inferences from the first two pages.

2. Read aloud and show *Drawn Together*. Stop periodically to ask "What's going on in this story?" Encourage them to make observations and inferences. Guide students through supporting their responses with reasoning, visual cues, and text evidence. (Session 1)
3. VTS discussion of the book. Complete a class chart listing similarities/unity versus differences/variety. (Session 1)
4. Show students *Jammin' at the Savoy* by Romare Bearden. Lead a VTS discussion; ask "What is going on in this picture?" "What makes you say so?" "How does the image show unity?" "How does the art show variety?" "How is music a good example of unity, variety, and collaboration?" (session 1)

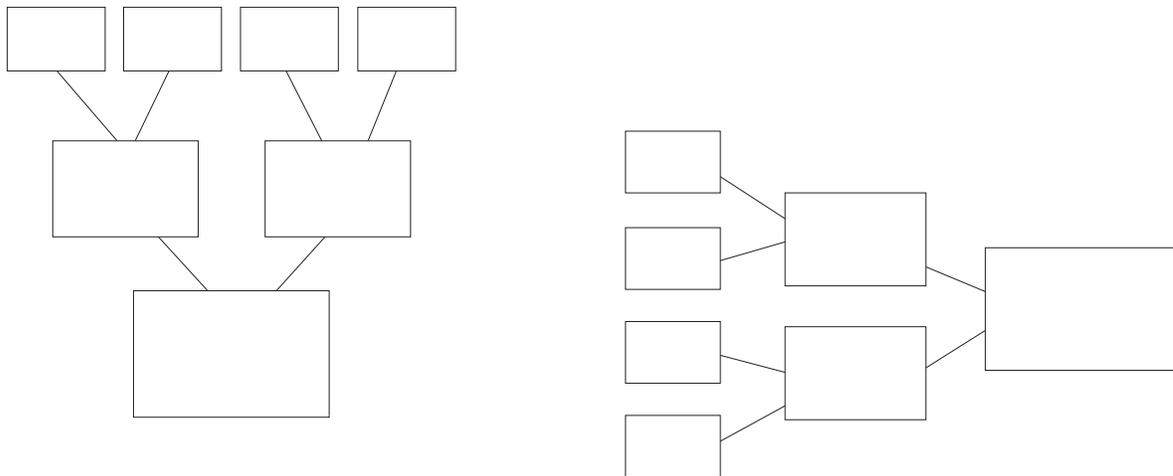
Criteria-based: Students create a storyboard with six frames.

4. Discuss narrative. Talk about beginning, middle, and end of an action or story. Explain that our story will begin with a similarity, a unity: the first of school. Your first frame will be that an experience from that day. Who are the characters in your story? Ask "Where are we going? What are the possibilities?" Ask "What is happening now?" Students will brainstorm ideas for their artwork by using a storyboard. (session 2)

Title \_\_\_\_\_ Name \_\_\_\_\_


☑ **Criteria-based:** Creates a collaborative sketch in a group of 4 or more. Each student will contribute on drawing for the beginning frames (variety); students will work in pairs to create one middle frame per pair; students will work in one large group to show one final collaborative drawing (unity).

5. Guide students through creating their collaborative narrative sketch. Each student will contribute the first frame of their storyboard via a copy of it. Then students will work in pairs to create a middle frame of their narrative. Finally students will work as one group to create one large end frame. (Session 2)



If time, refer back to *Drawn Together*.

☑ **Criteria-based:** Creates three gelli prints and two shaving cream prints.

6. Explain to students that we will be collaging cut up prints into your final collaborative art project. Look at your sketch and determine what you might need to collage into your final work.
7. Demonstrate shaving cream printing. Each student will make at least two shaving cream prints. (session 2)
8. Demonstrate gelli printing. Students will make at least three gelli painting. (Session 3)

☑ Criteria-based: Create a collaborate narrative drawing/collage.

Using pencils, students draw key lines onto their final works.

**9.** Demonstrate collage. Students add color to their art using marker, paint, collage. (Session 3 and 4)

**10.** Demonstrate calligraphy writing techniques with calligraphy markers. Students can write in text and speech bubbles into their works.

**11.** Present student artworks by displaying artwork in the flow chart narrative structure, as a group and as a class.

**ARTS IMPACT LESSON PLAN Visual Arts and Reading Infused Lesson**

Grade: 4 *Stop-Motion Perspectives*

**CLASS ASSESSMENT WORKSHEET**

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*What was effective in the lesson? Why?*

*What do I want to consider for the next time I teach this lesson?*

*What were the strongest connections between arts discipline and subject area?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## ARTS IMPACT LESSON PLAN

### Arts Discipline and Reading Infused Lesson

#### *Weaving Friendship*

Authors: Katherine Webb and Beth Reitmeyer      Grade Level: 2

#### Enduring Understanding

Materials, colors, and symbols can represent people and their friendships.

#### Lesson Description (Use for family communication and displaying student art)

*Students learn about how writers and artists use words, symbols and materials to describe identity and personal relationships (friendships). Students will share words and materials, describing what they mean and how they represent people and relationships. Students will learn weaving techniques. Students then will make a woven wall hanging using yarns, fabrics, and found materials to create personal meaning. Last, students will title and describe their weaving and share it within their digital portfolio.*

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#### Learning Targets and Assessment Criteria

**Target:** Connect and discuss how colors and symbols represent meaning in a text and in works of art.

**Criteria:** Uses descriptive words (nouns, adjectives) within a class chart to assign meaning to colors and symbols from the text, *The Weaver*, and from works of art.

**Target:** Work in small groups to select weaving materials for wall hangings.

**Criteria:** Students will select one weaving material for each student on their team. Teams will be groups of approximately five students. The students will verbally explain why they selected the material for each person on their team.

**Target:** Create a wall hanging using weaving techniques.

**Criteria:** Students will use weaving techniques to weave fiber materials. They will create their warp on a cardboard loom. Then they will create the weft using their selected materials. They will add at least two embellishments, including tassels, beads, fringe, and/or selected found materials. The wall hanging will be at least 5" x 6" and hang on a dowel.

**Target:** Assign meaning to materials and title artwork.

**Criteria:** Students will create a chart showing the selected materials used within their weaving. A sample of the material will be taped on left with its corresponding meaning written beside it on the right. Students will use the chart to title the work.

**Target:** Create an online portfolio entry in Artsonia.

**Criteria:** Students will photograph their work using the iPad. Students will upload at least one photograph, type in the title, and (if time) type an artist statement to their Artsonia digital portfolio.

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## Vocabulary

### Arts Infused:

symbolism  
friendship  
rhythm

### Reading:

character  
adjectives

### Arts:

loom  
weaving  
weaver  
fiber  
fiber artist  
wall hanging  
warp  
weft  
fringe  
weaving comb  
needle/tapestry needle  
dowel  
shuttle

## Materials

### Museum Artworks or Performance

Nick Cave, *Blanket Statement*,  
Frist Art Museum and *Until*,  
MASS MoCA.  
Guatemalian / Mayan fabric

### Materials

yarn  
fabric  
fiber material / mixed media  
thread  
beads  
loom (premade cardboard)  
gallon ziplock plastic bags (2 per  
students)  
masking tape  
iPads  
tapestry needles  
forks  
dowels  
optional: rulers to use as shed sticks

### Reading Selections

*The Weaver* by Thacher Hurd,  
Illustrated by Elisa Kleven

## Learning Standards

### TN Arts Learning Standards

#### Create

2.VA.Cr1.A Brainstorm collaboratively multiple approaches to an art or design problem.  
2.VA.Cr1.B Make art or design with a variety of materials and tools, exploring personal interests, questions, and curiosities.  
2.VA.Cr2.A Experiment with various materials and tools to explore personal interests in a work of art or design, using developmentally appropriate craftsmanship.  
2.VA.Cr2.B Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.  
2.VA.Cr2.C Repurpose objects to create something new.  
2.VA.Cr3.A Discuss and reflect with peers about choices made in creating artwork.

#### Present

2.VA.P3.A Analyze how art exhibited in traditional and emerging presentation spaces contributes to communities.

#### Respond

2.VA.R1.B Perceive and describe aesthetic characteristics of one's natural world and constructed environments.  
2.VA.R2.A Interpret art by identifying the suggested mood and describing relevant subject matter while using appropriate art vocabulary.  
2.VA.R3.A Use art vocabulary to express preferences about artwork.

#### Connect

2.VA.Cn1.A Create art about events in home, school, or community life.

## Learning Standards

### TN ELA Learning Standards

**2.FL.VA.7b** Demonstrate understanding of word relationships and nuances in word meanings. i. Identify real-life connections between words and their use. ii. Distinguish shades of meaning among closely related words.

**2.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**1.RL.CS.4** Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.

**2.RL.IKI.7** Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**2.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.

**2.W.PDW.6** With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.

**2.W.RBPK.8** Recall information from experiences or gather information from provided sources to answer a question.

Images:



Nick Cave, *Until*, mixed media and beads, 2016–2017, MASS MoCA, North Adams, MA.



Nick Cave, *Until*, mixed media and beads, 2016–2017, MASS MoCA, North Adams, MA.

Arts Impact Arts Infusion 2018–2019

**Katherine Webb and Beth Reitmeyer; Rosebank Elementary; *Weaving Friendship***



Nick Cave, *Blanket Statement*, mixed media and beads, 2017–2018, The Frist Art Museum, Nashville.



Nick Cave, *Blanket Statement*, mixed media and beads, 2017–2018, The Frist Art Museum, Nashville.



Nick Cave, *Blanket Statement*, mixed media and beads, 2017–2018, The Frist Art Museum, Nashville.



Guatamalan / Mayan fabric



Guatamalan / Mayan fabric



Guatamalan / Mayan fabric: the fabric is woven with a back strap loom, and the fabric is worn to for specific occasions and to communicate things about the person.



Guatamalan / Mayan fabric: symbols and their meanings

### ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

### Pre-Teach

Introduce weaving and discuss key vocabulary, including: loom, shuttle, weaving, weaver, fiber, cloth, and additional basic weaving techniques. Students will use this knowledge to connect to everyday life and/or previous background knowledge.

### Lesson Steps Outline

**1.** Read aloud *The Weaver*. Ask students, “What is going on in this book?” and “What colors are within the text?” and “What do the colors mean?” “What symbols are in the text?” Guide students in discussion about color, symbols, and meaning using supporting details.

 Criteria-based: Connect and discuss how colors and symbols represent meaning in a text and in works of art.

**2.** Guide students through the discussion of colors and symbols within *The Weaver*. Guide students through a VTS discussion of Nick Cave’s *Until* and *Blanket Statement*. Using a chart, write the color or symbol on the left and meaning on the right.

 Criteria-based: Work in small groups to select weaving materials for wall hangings.

**3.** Students will be assigned to small groups of approximately five students. Within the groups, students will explore weaving materials. Students will select at least one material for each of the other students in the group and describe why they selected the materials for each person. Students will also select four materials for themselves and be able to verbally discuss why they selected the materials.

Criteria-based: Create a wall hanging using weaving techniques.

**4.** Using a cardboard loom, students will create their warp using yarn. Next, students will use their selected materials as the weft. They will use tapestry

needles to weave the materials back and forth, under and over creating rhythm. They will use 4–8 materials. They will use a fork as a weaving comb to tighten the weft threads. Students will create and/or add embellishments; including beads, tassels, fringe, and other materials, as they weave or once the weaving is completed. Students will add a dowel and yarn or ribbon to hang the weaving.

Criteria-based: Assign meaning to materials and title artwork

**4.** Students will be provided with a printed chart with two columns. On the left, there will be a column for students to tape samples of their materials. On the right, students will write one word or a phrase to describe what each material means. Students will do this for 4–8 materials. Students will use the chart to brainstorm possible titles and then title their work.

Criteria-based: Create an online portfolio entry in Artsonia

**5.** Students will photograph their work using the camera app within the iPad. Students will upload at least one photograph, type in the title, and (if time) type an artist statement to their Artsonia digital portfolio. Students will share their online portfolios with their families.

## LESSON STEPS

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1. [redacted]

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- *Insert prompt*

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2. [redacted]

- *Insert prompt*

- *Insert prompt*

[redacted]

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3. [redacted]

- *Insert prompt*

- *Insert prompt*

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4. [redacted]

- *Insert prompt*

- *Insert prompt*

Criteria-based teacher checklist: [redacted]

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**ARTS IMPACT LESSON PLAN Discipline and Subject Infused Lesson**

Grade: *Lesson Title*

**CLASS ASSESSMENT WORKSHEET**

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Concept				
Criteria	<i>Criteria from p. 1 here</i>			
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*What were the strongest connections between arts discipline and subject area?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## ARTS IMPACT LESSON PLAN

### Visual Arts and Reading Infused Lesson

#### *Gift Vessels*

Author: Melanie Spence

Grade Level: 3

#### Enduring Understanding

Lines and symbols in text and visual art can show characteristics of an artist and loved one, representing their relationship.

#### Lesson Description (Use for family communication and displaying student art)

Students identify lines, colors, symbols and textures in stories and art. Students interpret line and symbols through textual analysis and visual analysis. Students plan and create a vessel using clay. Students apply a variety of art making techniques to construct their clay vessels. They will incorporate symbolism to represent themselves and a loved one; line(s) will be used to show the relationship between the two people. The vessel will be given by the artist to their loved one, as a gift.

### Learning Targets and Assessment Criteria

**Target:** I can recognize the use of symbols within texts and art to represent people and their relationships.

**Criteria:** Identifies symbols and lines within a chart: symbol; who/what?; why/what makes you say so?

**Target:** I can create/use symbols to represent people.

**Criteria:** Uses shapes to create at least two symbols (one for the artist, one for the loved one).

**Target:** I can create a clay vessel.

**Criteria:** Uses at least two clay building techniques to form vessel.

**Target:** I can incorporate lines and symbols into a clay vessel using clay techniques.

**Criteria:** Visually communicate lines and symbols on a clay vessel using at least one line and two symbols created with clay tools.

**Target:** I can abstract color using paint.

**Criteria:** Communicates attributes / characteristics of people using at least three colors: one for the background representing the overall relationship; one representing the artist; one representing the loved one.

**Target:** Writes title and artist statement to explain who the vessel represents.

**Criteria:** Writes a title which includes the names and relationship of the two people and an artist statement explaining the symbolism within the vessel.

## Vocabulary

### Arts Infused:

Symbolism  
Perspective  
Point of view  
Symbol

### Reading:

Narrative  
Symbolism  
Setting  
Character

### Arts:

Texture  
Symbolism  
Contrast  
Form  
Pattern  
Unity  
Line  
Shape  
Clay  
vessel

## Materials

### Museum Artworks or Performance

*"To Our Sisters" basket*, 1994,  
Yvonne Walker Keshick

*Lidded container*, 1924, Elizabeth  
Hickox

(Both works are part of the *Heart  
of Our People* exhibit at the Frist)

*Untitled*, 2008, OSGEMEOS

*\*Images attached at end of plan*

### Materials

Clay  
Texture tools  
Stamps  
Paint  
Brushes  
Water containers

### Reading Selections

*Draw the Line* by Kathryn Otoshi

## Learning Standards

### Tennessee Visual Arts Standards

#### Create

3.VA.Cr1.B Apply knowledge of selected resources, tools, and technologies to investigate personal ideas through art-making.  
3.VA.Cr2.A Create artwork to meet personal developmentally appropriate craftsmanship.  
3.VA.Cr2.B Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.  
3.VA.Cr2.C Individually or collaboratively construct visual representations of objects or places from everyday life.  
3.VA.Cr3.A Add details to an artwork to enhance emerging meaning.

#### Present

3.VA.P3.A Identify and explain how and where different cultures record and illustrate stories and history of life through art.

*VA and ELA Standards continued at end*

### ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

### Pre-Teach

Introduce concept of lines and symbolism through textual analysis of *Draw the Line*. Explain how authors and illustrators use symbols and lines to show perspectives or to symbolize people, their personalities and characteristics, and the relationship between people. Artists use symbolism to communicate the same things.

### Lesson Steps Outline

1. Read aloud *Draw the Line*. Stop periodically to ask “What’s going on in this story?” Guide students through supporting their responses with reasoning and text evidence. (Session 1)

 Criteria-based: Observe student verbal interpretation of overall text and possible symbolism of the string throughout the narrative. Students identify symbols and use of line within a text and art.

2. VTS discussion of the book. Complete a chart (can be class chart or individual student charts). (Session 1)

 Criteria-based: Identifies perspective and symbolism within art. List as evidence. See above.

3. Review visual analysis of *To Our Sisters and Lidded container* (from Frist Center field trip). Use same line of questioning as textual analysis. Adapt Visual Thinking Strategies to guide students toward identifying and analyzing symbolism in the pieces: “What’s going on with this vessel?” “What makes you say so?” “What can you find?” “Why do you the artist created this basket?” “Why this? Why not a painting or sculpture” “What kind of lines do you see?” Provide students with context of the baby, girl, mother and woman on the *To Our Sisters* basket (remembering from the field trip). Emphasize symbolism, patterns and lines. (Session 1)

*\*\*If time permits, show the OSGEMEOS painting and ask the same VTS questioning as above.*

Criteria-based: Identifies and creates symbols to represent people and their relationship.

4. Guide students through planning their clay vessel using plan sheet. Explain to students that often objects such as baskets and bowls are made and given as gifts as an expression of friendship or love. Encourage them to consider giving their vessel to their loved one. (Session 1)

Criteria-based: Creates clay vessel.

**5.** Guide students through building their clay vessels by demonstrating different clay hand-building techniques. Remind students to reference their written plan in order to ensure that personal meaning is included in the work. Offer Demonstrate the use of stamps for creating symbols in their clay. Remind students to incorporate line and symbols into their work that If time, students will turn and talk, giving feedback to a partner or in small groups about the people and their symbols, colors, and types of lines. (Session 2)

Criteria-based: Abstract color using paint.

**6.** Demonstrate using and applying acrylic paint to clay vessels. Remind students to reference their written plan in order to ensure that personal meaning is included in the work. (Session 3)

Criteria-based: Write a title and artist statement.

**7.** Students will write a title for their vessel, including the names of the people. The title may use descriptive words to describe the people and/or their relationship. Students will write an artist statement explaining their symbols, colors, and line choices. If time, students will share with the class about their vessel and its meaning. (Session 3)

**ARTS IMPACT LESSON PLAN Visual Arts and Reading Infused Lesson**

Grade: 4 *Stop-Motion Perspectives*

**CLASS ASSESSMENT WORKSHEET**

Disciplines				Total
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Total				
Percentage				

*What was effective in the lesson? Why?*

*What do I want to consider for the next time I teach this lesson?*

*What were the strongest connections between arts discipline and subject area?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_



*"To Our Sisters" basket, 1994, Yvonne Walker Keshick*



*Lidded container, 1924, Elizabeth Hickox*

## Learning Standards

### Tennessee Visual Arts Standards *Continued*

#### Respond

3. 3.VA.R1.A Categorize images based on expressive properties.

3.VA.R2.A Interpret art by analyzing how use of media, mood, and subject matter shape meaning while using appropriate art vocabulary.

#### Connect

3.VA.Cn2.A Recognize that responses to art can change depending on knowledge of the time and place in which it was made.

### Tennessee ELA Standards

**SEE NEXT PAGE**

## **Tennessee ELA Standards**

**3.RL.KID.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

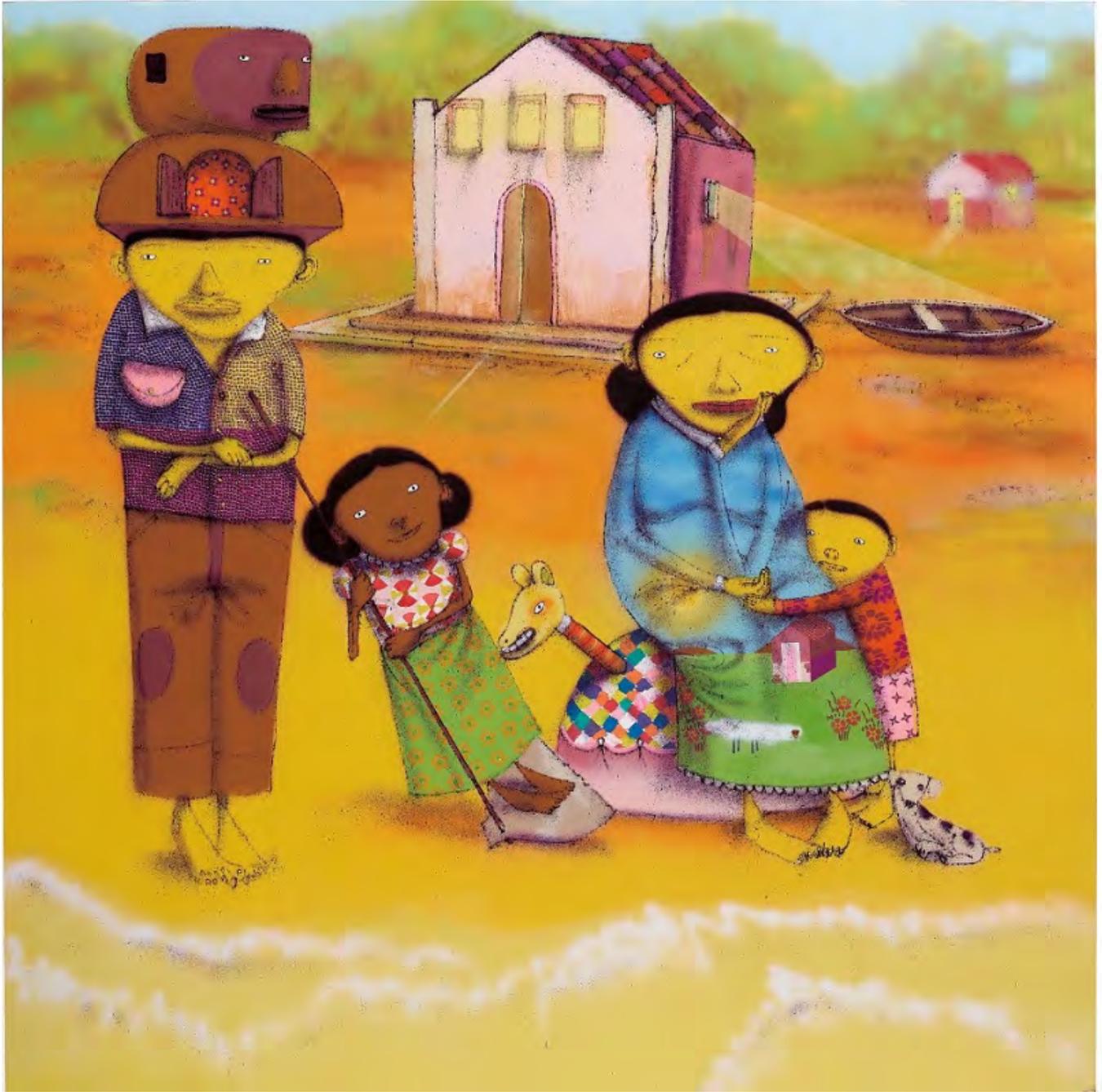
**3.RL.KID.3** Describe characters in a story and explain how their actions contribute to the sequence of events.

**3.RL.IKI.7** Explain how illustrations in a text contribute to what is conveyed by the words.

**3.SL.CC.1** Prepare for collaborative discussions on 3<sup>rd</sup> grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

**3.SL.CC.2** Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.

**3.SL.PKI.5** Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details.



Untitled, 2008, by OSGEMEOS. Acrylic, spray paint and sequins on wood, 78.5" x 78.7."

## ARTS IMPACT LESSON PLAN

### Visual Art and Language Arts Infused Lesson

#### *Terrific Texture*

Authors: Team Beth Grade Level: Third

#### Enduring Understanding

Repetition of textures and words/phrases can create unity and rhythm in both visual art and literature.

#### Lesson Description (Use for family communication and displaying student art)

Students will learn how artists and authors use repetition to create unity and rhythm within their work. Specifically, they will look at phrasing within text, and texture within visual art. Students will use texturally descriptive adjectives to describe 2 animals, and then create various textures using the monoprinting process to then combine into 2 collaged animals. Eventually, color copies will be made of the students' work and then put together into a finished book for younger students to read.

### Learning Targets and Assessment Criteria

**Target:** Identify repetition and texture in literature and art.

**Criteria:** Discuss repetition/texture (large group) from both "Brown Bear What Do You See" and "Polar Bear Polar Bear, What do You Hear?" by Eric Carle and selected images by Jane Ormes

**Target:** Write a question/answer using textural adjectives and repetitive phrasing.

**Criteria:** Fill out a sentence stem worksheet using textural adjectives (individual).

**Target:** Plan for a work of art using sketches.

**Criteria:** Create a sketch of the animal and subsequent animal based upon sentence stem.

**Target:** Create a variety of textures using the monoprinting process.

**Criteria:** Create 6 Gelli prints to be used in collage style creation of animal/object.

**Target:** Create 2 collage-style animals

**Criteria:** Use sketches and sentence stem to create to animals using the textured papers created with Gelli Plates.

#### Vocabulary

##### Arts Infused:

Unity  
Repetition  
Rhythm

##### Reading:

Question  
Answer  
Sentence  
Adjective  
Phrase

##### Arts:

Texture  
Repetition  
Unity

#### Materials

##### Museum Artworks or Performance

Various images by Jane Ormes

\*see images next page

##### Materials

Copier paper  
Pencils  
Gelli Plates  
Acrylic Paint  
Soft rubber brayers  
Block Printing paper  
Scissors

Glue

Arts Impact Arts Infusion School Year 1

Construction Paper (for background)

##### Reading Selections

#### Learning Standards

##### Tennessee Visual Arts Standards

##### Create

3.VA.Cr1.B Apply knowledge of selected resources, tools, and technologies to investigate personal ideas through art-making.

3.VA.Cr2.A Create artwork to meet personal criteria, using a variety of artistic processes and materials and developmentally appropriate craftsmanship.

3.VA.Cr2.B Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

##### Respond

3.VA.R1.B Speculate about processes an artist uses to create a work of art. 3.VA.R2.A Interpret art by analyzing how use of media, mood, and subject matter shape meaning while using appropriate art



Selected works by Jane Ormes

## Learning Standards

### Tennessee ELA Standards

**3.FL.SC.6** Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

**3.FL.VA.7b** Demonstrate understanding of word relationships and nuances in word meanings.

**3.RL.CS.6** Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.

**3.RL.IKI.7** Explain how illustrations in a text contribute to what is conveyed by the words.

**3.RL.IKI.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

**3.SL.PKI.5** Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details.

**3.W.TTP.3** Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

**3.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### ICON KEY:

 = Indicates note or reminder for teacher

= Embedded assessment points in the lesson

### Pre-Teach

Introduce Unity and Repetition after reading “Brown Bear” by Eric Carle. Discuss how authors use repetitive phrasing to create unity and rhythm in text. Review concept of visual texture. Discuss how artists/illustrators can create unity and rhythm through repetitive textures and shapes after reading the story and looking at work by Jane Ormes.

### Lesson Steps Outline

Leave this section blank.

The editor will complete this section from the body of your lesson.

Criteria-based: *Identify repetition and texture in literature and art.*

1. Read “Brown Bear” as a group. Create anchor chart with list of repetitive phrases. Discuss how repetition creates unity and rhythm within a story. View artworks by Jane Ormes. Explain/review concept of visual texture. Have students identify repeating shapes and textures within the artwork. (session 1)

Criteria-based: *Write a question/answer using textural adjectives and repetitive phrasing.*

1. Brainstorm as a class using T-chart to come up with ideas for animals based on location (i.e. farm, jungle, grassland, forest, etc.)
2. Students will individually select 1 animal about which to fill out a bubble map with descriptive adjectives, then circle the ones that describe texture.
3. Students will partner with another student to agree upon a “connecting” animal that they will both work with.
4. Teacher will demo filling out the sentence stem worksheet using the prompts, selected animals, and textural adjectives.

Name: \_\_\_\_\_ Partner \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, what do you see/hear?  
(adjective 1) (animal 1) (adjective 1) (animal 1)

I see/hear a \_\_\_\_\_ looking at/talking to me!  
(adjective 2) (animal 2)

(Session 1)

Criteria-based: *Plan for a work of art using sketches.*

1. Students will work with a variety of visual references (i.e. printed images, library books) to create sketches of their chosen animals using pencil/paper.
2. Students will fill out a texture sample grid of possible textures to be created for their chosen animal using colored pencils.  
(Session 2)

Criteria-based: *Create a variety of textures using the monoprinting process.*

1. Review types of texture possibilities for chosen animals based on sketches/sentence stems created in earlier session (i.e. fluffy, feathered, spiky, rough, etc.)
2. Students will use their ideas as a guide for creating 6 textured papers using the monoprinting process with gelli plates, acrylic paints, and various textural items.  
(Session 3)

Criteria-based: *Create 2 collage-style animals*

1. Teacher will demo/review collage process and how to simplify animals into basic shapes for cutting.
2. Students will create their 2 animals based on ideas and textural papers generated in previous sessions.  
(Session 4)

# 1. LESSON STEPS

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1. [Redacted]

- *Insert prompt*

- *Insert prompt*

[Redacted]

---

2. [Redacted]

- *Insert prompt*

- *Insert prompt*

[Redacted]

---

3. [Redacted]

- *Insert prompt*

- *Insert prompt*

[Redacted]

---

4. [Redacted]

- *Insert prompt*

- *Insert prompt*

Criteria-based teacher checklist: [Redacted]

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**ARTS IMPACT LESSON PLAN Discipline and Subject Infused Lesson**

Grade: *Lesson Title*

**CLASS ASSESSMENT WORKSHEET**

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*What was effective in the lesson? Why?*

*What do I want to consider for the next time I teach this lesson?*

*What were the strongest connections between arts discipline and subject area?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## ARTS IMPACT FAMILY LETTER

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ARTS AND **SUBJECT** INFUSED LESSON: *Lesson Title*

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Dear Family:

Today your child participated in a **Discipline and Subject** Infused lesson. We talked about **\_\_\_\_\_**.

- We discovered **\_\_\_\_\_**.
- We created **\_\_\_\_\_**.

At home, you could **\_\_\_\_\_**.

### Enduring Understanding



## ARTS IMPACT LESSON PLAN

### Visual Art and Literacy Infused Lesson

#### *Legacy Quilt*

Authors: Tina Amelunke & Beth Reitmeyer

Grade Level: 4<sup>th</sup>

#### Enduring Understanding

Symbols in art and text can show the heritage and traditions of individuals and groups.

#### Lesson Description (Use for family communication and displaying student art)

Students read two stories about quilts and how they are used as part of family traditions and heritage. Students learn about symbols and plan a symbol to represent themselves. Students draw and sew on fabric to create a quilt block that represents themselves. Last the blocks are sewn together to create a class legacy quilt.

#### Learning Targets and Assessment Criteria

**Target:** I can identify traditions and heritage as shown in books and quilts.

**Criteria:** Students will identify traditions and heritage in the texts and in their own lives, as shared with the group.

**Target:** I can plan my quilt square by designing a symbol to represent myself.

**Criteria:** Students will complete their symbol plan/organizer sheet, and use it to select one symbol.

**Target:** I can use basic stitching to sew my symbol on fabric.

**Criteria:** Students will draw their symbol on muslin, and then sew that to larger fabric to create a quilt block.

**Target:** I can collaborate to create a whole class quilt.

**Criteria:** Students will complete their own quilt blocks, which will later be sewn together into a class legacy quilt.

#### Vocabulary

##### Arts Infused:

Heritage  
symbol  
quilt  
collaborative  
repetition

##### Literacy:

Autobiography

##### Arts

Fabric  
sewing  
tactile art  
symbol  
shapes  
colors  
pattern  
stitches

#### Materials

##### Museum Artworks or Performance

*The Quilting Bee* by Faith Ringgold,  
*Tar Beach* series by Faith Ringgold,  
*The Weight of Love* by Libs Elliott

##### Materials

White muslin 12" x 12" squares  
easy threading needles  
thread  
quilt squares (pre-cut), assorted  
shapes  
Metallic Sharpies  
sheet (backing)  
fabric scissors  
thimbles

#### Learning Standards

##### Tennessee Visual Arts Standards

##### Create

4.VA.Cn1.A Create art that communicates the cultural traditions of one's community

##### Respond

4.VA.R1.A Determine the main idea of an image, and explain how it is supported by key details.

4.VA.R3.A Apply one set of criteria to evaluate more than one work of art

##### Create

4.VA.Cr1.B Collaboratively set goals, and create artwork that is meaningful and has purpose to the makers

4.VA.Cr2.B Utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

## Learning Standards

### ***Use the following for ELA infusion:***

#### **Common Core State Standards (CCSS) in ELA**

[4.FL.F.5 Read with sufficient accuracy and fluency to support comprehension](#)

[4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text](#)

[4.RL.IKI.7 Make connections between the print version of a story or drama and a visual or oral presentation of the inferences from the text.](#)

#### **Students Who Are College and Career Ready Students in Reading, Writing, Speaking, Listening, and Language**

Demonstrate independence.

Build strong content knowledge.

Comprehend as well as critique.

Come to understand other perspectives and cultures.

### ***Use the following for math infusion:***

#### **Common Core State Standards (CCSS) in Math**

\_\_\_\_\_

#### **CCSS Mathematical Practices**

\_\_\_\_\_

#### **Crosscutting Concepts**

\_\_\_\_\_



*The Quilting Bee* by Faith Ringgold



*Tar Beach* series by Faith Ringgold



*The Weight of Love* by Libs Elliott

## ICON KEY:

 = Indicates note or reminder for teacher

= Embedded assessment points in the lesson

## Pre-Teach

## Lesson Steps Outline

**Criteria-based:** Students will identify traditions and heritage in the texts and in their own lives, as shared with the group.

### 1. Class 1:

1. Review quilts (students did a paper quilt project in the fall).
2. Look at quilt Powerpoint, which includes visuals noted. Lead a VTS discussion on quilts.
3. We will discuss the stories told in Ringgold's quilts and the designs created in Elliott's quilts.
4. We will discuss how quilts are passed down through generations of a family, and students will look at and touch the quilts I bring in to share.
5. We will read *The Keeping Quilt*.

### 2. Class 2:

1. We will read *The Quilt Story* to review the traditions surrounding quilts.
2. We will look at examples of symbols.

**Criteria-based:** Students will complete their symbol planning sheet and use it to select one symbol.

3. Students will fill in a symbols planner sheet, identifying shapes, symbols, forms, and colors that represent them and who they are.

4. Students will write one sentence for each symbol, describing what each symbol tells about who they are.
5. Students will choose at least one symbol to use on their quilt square.

**Criteria-based:** Students will draw their symbol on muslin, and then sew that to larger fabric to create a quilt block.

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### **3. Class 3:**

1. Demonstrate how to transfer a symbol idea onto fabric using a pencil, then Sharpies.
2. Demonstrate how to draw a larger shape around the symbol, then cut out on that shape (circle, oval, etc).
3. Demonstrate at least two basic stitches students can use to attach their symbol piece to a patterned fabric block.

**Criteria-based:** Students will complete their own quilt blocks, which will later be sewn together into a class legacy quilt.

### **4. Class 4:**

1. Review the two basic stitches students will use.
2. Students will finish sewing their symbols to their fabric block.
3. Organize all the squares together to get a preview of the final whole class quilt. Shuffle and try different orders and patterns. Students may vote on the final organization of their quilt squares within their class' legacy quilt.
4. Students will write an artist statement about their quilt block.
5. The legacy quilts will be displayed within the halls of the school

**ARTS IMPACT LESSON PLAN Discipline and Subject Infused Lesson**

Grade: *Lesson Title*

**CLASS ASSESSMENT WORKSHEET**

Disciplines				Total
Concept				
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*What was effective in the lesson? Why?*

*What do I want to consider for the next time I teach this lesson?*

*What were the strongest connections between arts discipline and subject area?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## ARTS IMPACT FAMILY LETTER

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### ARTS AND SUBJECT INFUSED LESSON: *Lesson Title*

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Dear Family:

Today your child participated in a **Discipline and Subject** Infused lesson. We talked about [REDACTED].

- We discovered [REDACTED].
- We created [REDACTED].

At home, you could [REDACTED].

### Enduring Understanding

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## ARTS IMPACT LESSON PLAN

### Visual Arts and Reading Infused Lesson

#### *Super Fantasy Character*

Author: Clint Stephens and Beth Reitmeyer

Grade Level: 4

#### Enduring Understanding

Symbols, color, setting, and actions in art, text, and film can communicate a character's identity.

#### Lesson Description (Use for family communication and displaying student art)

Students identify attributes of characters from reading a book and looking at art through textual analysis and visual analysis. They will design their own fantasy character and create the character using pipe cleaners. Students will design a backdrop setting for their character. Students will collaborate in small groups to create a stop motion video of their characters interacting within the settings. Students will exhibit their characters and backdrops at school; they will present the videos via YouTube.

---

### Learning Targets and Assessment Criteria

**Target:** I can identify the characteristics and attributes of a character within a book and art.

**Criteria:** Students identify will identify attributes, symbols, colors, abilities, and accessories of characters within a class chart or discussion.

**Target:** I can complete a character design list and sketch of my character.

**Criteria:** Brainstorms a list of characteristics, powers, colors, clothing, and actions of the character, identifying why (explanation of choices) within a character design list; designs/sketches the character.

**Target:** I can make a pipe cleaner character.

**Criteria:** Creates a superhero / pipe cleaner character using at least 15 pipe cleaners.

**Target:** I can design a setting for my character.

**Criteria:** Students will design a setting for their character by creating one drawing and write / speak a one sentence explanation.

**Target:** I can create a backdrop / setting for my character.

**Criteria:** Students will make one background for their character.

**Target:** I can collaborate with classmates to storyboard and create a stop motion video.

**Criteria:** Students will work in groups of at least two to create one stop motion video.

**Target:** I can create an exhibition of backdrops with characters and post videos on youtube.

**Criteria:** Students will collaborate to create an exhibition of their backdrop and characters.

---

## Vocabulary

### Arts Infused:

Symbol  
Action  
Motion  
Character  
Attributes  
Narrative  
symbolism

### Reading:

Back story

### Arts:

Sculpture  
Additive sculpture  
Scale  
Proportion  
Form  
Stop motion  
Video  
Collage  
Draw

## Materials

### Museum Artworks or Performance

*The Incredibles* written and directed by Brad Bird; produced by Pixar:

<https://www.youtube.com/watch?v=M68ndaZSKa8>

<https://www.youtube.com/watch?v=Z-1j7EJnqM>

Comic books, books about popular characters, superheroes

Optional:

*\*Images attached at end of plan*

### Materials

Copy paper  
Pipe cleaners  
scissors  
colored paper  
felt  
Tacky glue  
Magnetic paint  
Cardboard / cardstock for backdrops  
Sharpies  
markers

### Reading Selections

*Harry Potter and the Sorcerer's Stone*  
by J. K. Rowling

*Harry Potter and the Goblet of Fire*  
by J. K. Rowling

## Learning Standards

### Tennessee Visual Arts Standards

#### Create

4.VA.Cr1.A Brainstorm original approaches to an art or design problem.  
4.VA.Cr1.B Collaboratively set goals, and create artwork that is meaningful and has purpose to the makers.  
4.VA.Cr2.A Explore and invent art-making techniques and approaches using developmentally appropriate craftsmanship.

#### Present

4.VA.P1.A Analyze how traditional and emerging technologies have impacted the preservation and presentation of artwork.  
4.VA.P2.A Analyze strategies for exhibiting and preserving a variety of art forms in both traditional and emerging presentation spaces.  
4.VA.P3.A Compare and contrast purposes of a variety of presentation spaces and the types of experiences they provide.

#### Respond

4.VA.R1.A Determine the main idea of an image, and explain how it is supported by key details.  
4.VA.R1.B Compare responses to a work of art before and after experimenting with similar processes.

#### Connect

*VA and ELA Standards continued at end*

## Learning Standards

### Tennessee ELA Standards

**4.FL.VA.7c** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

**4.RL.KID.1** Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.

**4.RL.KID.3** Describe in depth a character, setting or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.

**4.SL.CC.1** Prepare for collaborative discussions on 4<sup>th</sup> grade level topics and texts: engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

**4.W.TTP.3** Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

**a.** Orient the reader by establishing a situation, using a narrator, and/or introducing characters.

**b.** Organize an event sequence that unfolds naturally and logically. **c.** Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**4.W.PDW.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.

### ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

### Pre-Teach

Introduce fantasy heroes and superheroes. Who are some of your favorite fantasy characters? Why?

### Lesson Steps Outline

 **Criteria-based:** Students identify attributes, symbols, colors, abilities, and accessories of characters within a class chart or discussion.

1. Read the two Harry Potter passages. As the passages are read, ask “What’s going on?” and “Who are the characters?” and “How are the characters described?” As you read and discuss, write key character descriptions on the class chart. Ask “What are some symbols for each character?” (Session 1)

Explain to the students that authors and artists use details, symbols, describing words (adjectives), and actions to create their characters.

2. Show students the two clips from *The Incredibles* by Brad Bird. Lead a VTS discussion; ask “What is going on in this video?” “What makes you say so?” “How does Edna design costumes for each Incredible?” “What details does she choose? What colors? Symbols?” “How do the actions, the powers, and characteristics of each Incredible impact the design of the costumes?” Add observations to class chart.

<https://www.youtube.com/watch?v=M68ndaZSKa8>

<https://www.youtube.com/watch?v=Z-Ij7EIJnqM>

☑ Criteria-based: Brainstorms a list of characteristics, powers, colors, clothing, and actions of the character, identifying why (explanation of choices) within a character design list; designs/sketches the character.

3. Explain that like Edna from *The Incredibles*, artists plan and consider many factors as they design costumes and characters. Show students the character design list. Explain they need to consider and make decisions on each item from the list. They also need to write an explanation for each choice. Students complete the chart. (Session 1)

Sample chart; finished chart will have 15 items:

### Character Design

Characteristic	Choice	Explanation: why?
hero / villain		
male/ female / other		
power / special talent		
gear / tools		
symbol?		
costume		
colors		

4. Students will sketch out their character, considering the characteristics and explanations from the character design list. (Session 1-2)

☑ Criteria-based: Creates a superhero / pipe cleaner character using at least 15 pipe cleaners.

5. Guide students through creating their pipe cleaner character. Remind students that they need to carefully follow the directions at each step. They will be using 15 different pipe cleaners. Show the students the pipe cleaners; students will select the character’s skin tone, costume colors, and accessory/gear colors. (Session 1-2)
6. Students will make their character a second time. Explain that artists need practice; we want two versions of the same character so that we can select the best one for creating an animation. (Session 2)

☑ Criteria-based: Students will design a setting for their character by creating one drawing and write / speak a one sentence explanation.

**7.** Explain that characters don't live in an empty void but in a setting. The characters don't live in any old place, but in the place that is right for them. Show examples of comic book characters and fantasy characters in a variety of places. Ask "What is going on in this picture?" "What makes you say so?" "How does the setting impact the character and what they do?" "Does the place symbolize your character?" (Session 3)

**8.** Students brainstorm a setting for their characters. Ask "Where does your character live and work and have adventures?" "Why that specific setting?" Students will design / sketch each of their characters' settings. They will write or verbally explain using one sentence why the setting is important to their character. (Session 3)

☑ Criteria-based: Students will make one background for their character.

**9.** Demonstrate to students how they will make their background by folding a large piece of heavy paper or cardstock. Show students how to assemble the base of their backdrop. Show them how to cut out shapes and forms from colored paper; students may also draw on their backdrop. (Session 3)

**10.** Students make their backdrops. (Session 3–4)

☑ Criteria-based: Students will work in groups of at least two to create one stop motion video.

**11.** Demonstrate how to use a storyboard to plan out a video. Tell students their characters will interact within the two or more settings. Ask "What will the characters do in those settings? How will they interact with one another? How do the settings and actions symbolize each character? How will your movie start? Where will it end? What is its title?" Students will work in groups to plan out their video using a storyboard sheet. (Session 4)

**12.** Demonstrate the Stop Motion app on the iPads. Practice by taking photos of each frame of the storyboard and animating it. (Session 4–5)

☑ Criteria-based: Students will collaborate to create an exhibition of their backdrop and characters.

**13.** Explain to the students that they are going to exhibit the backdrops and characters within the school. As a class, they will work together to

determine which backdrop and character will go in what specific spot. Ask "What backdrops and characters should be shown next to each other? Do we organize by symbols? By themes? By colors?" (Session 5)

**14.** Post videos to class YouTube channel.

**ARTS IMPACT LESSON PLAN Visual Arts and Reading Infused Lesson**

Grade: 4 *Stop-Motion Perspectives*

**CLASS ASSESSMENT WORKSHEET**

Disciplines				Total
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Percentage				

*What was effective in the lesson? Why?*

*What do I want to consider for the next time I teach this lesson?*

*What were the strongest connections between arts discipline and subject area?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## ARTS IMPACT LESSON PLAN

### Visual Arts and Reading Infused Lesson

#### *Maxwell's Magic Pencils*

Author: Charlie Campbell and Beth Reitmeyer

Grade Level: 4

#### Enduring Understanding

Representation and symbolism in art and texts can express wants and needs.

#### Lesson Description (Use for family communication and displaying student art)

Students identify wants and needs from reading a book and looking at art through textual analysis and visual analysis. They will identify the wants and needs of themselves, a friend, their school, and their community. Students will create prints: gelli prints and stamp (relief) prints. Students will use their prints and colored pencils to create four artworks of wants and needs. Students will write corresponding wants and needs on postit notes. Students will collaborate as a class to create a mural of Maxwell's wants and needs: the creation of their magical pencils.

### Learning Targets and Assessment Criteria

**Target:** I can identify the needs and wants of others within a book and art.

**Criteria:** Students identify who has a need or want and what the wants and needs are within a class chart.

**Target:** I can complete a needs and wants planning sheet.

**Criteria:** Identifies wants and needs for four people or groups; they will sketch the item or a symbol for the item.

**Target:** I can make gelli prints.

**Criteria:** Creates two gelli prints their wants/needs items and 4 exploratory gelli prints.

**Target:** I can make multimedia wants and needs art.

**Criteria:** Students will four 6" x 6" images of the wants and needs of 4 people or people groups.

**Target:** I can create a collaborative mural of wants and needs of and for my school.

**Criteria:** Students will collaborate to organize and create a mural of their wants and needs works.

## Vocabulary

### Arts Infused:

Wants  
needs  
symbolism  
pencil  
representation

### Reading:

autobiography

### Arts:

Drawing  
Gelli prints  
Printmaking  
Glue  
Collage  
Multimedia  
Shape  
Stamps  
Ink  
Brayer  
Metallic  
Neon  
Postits  
Relief printmaking  
Monoprint  
Multiple/edition

## Materials

### Museum Artworks or Performance

*To Do: Wonderspaces*

by Illegal Art

<https://illegalart.org/-/todowonderspaces/>

Optional:

*Are You Really My Friend*

by Tanja Hollander

<http://areyoureallymyfriend.com/postitnotes.html>

<https://massmoca.org/event/tanja-hollander/>

*\*Images attached at end of plan*

### Materials

Tempera paint  
Gelli plates  
brayers  
drawing paper 50lb  
drawing paper 90lb  
metallic colored pencils  
neon colored pencils  
rubber stamps  
stamp pads  
craft foam  
white glue  
hot glue  
wood scraps  
scissors  
postit notes  
Tyvek sheet (wall sized)

### Reading Selections

*Malala's Magic Pencil* by Malala

Yousafzai

<https://www.youtube.com/watch?v=jIDXbTq2O68>

## Learning Standards

### Tennessee Visual Arts Standards

#### Create

4.VA.Cr1.A Brainstorm original approaches to an art or design problem.  
4.VA.Cr1.B Collaboratively set goals, and create artwork that is meaningful and has purpose to the makers.  
4.VA.Cr2.A Explore and invent art-making techniques and approaches using developmentally appropriate craftsmanship.

#### Present

4.VA.P2.A Analyze strategies for exhibiting and preserving a variety of art forms in both traditional and emerging presentation spaces.

#### Respond

4.VA.R1.A Determine the main idea of an image, and explain how it is supported by key details.  
4.VA.R2.A Interpret art by analyzing how context, relevant subject matter, and use of media shape meaning while using appropriate art vocabulary.  
4.VA.R3.A Apply one set of criteria to evaluate more than one work of art.

#### Connect

4.VA.Cn1.A Create art that communicates the cultural traditions of one's community.  
4.VA.Cn2.A Through observation, infer information about time, place, and culture in which a work of art was created.

*VA and ELA Standards continued at end*

## Learning Standards

### Tennessee ELA Standards

**4.RL.KID.1** Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.

**4.RL.KID.2** Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.

**4.RL.KID.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.

**4.SL.CC.1** Prepare for collaborative discussions on 4<sup>th</sup> grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

**4.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**4.W.RBPK.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

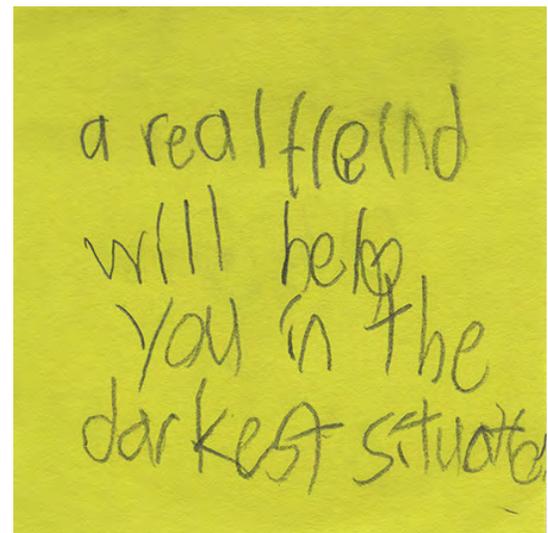
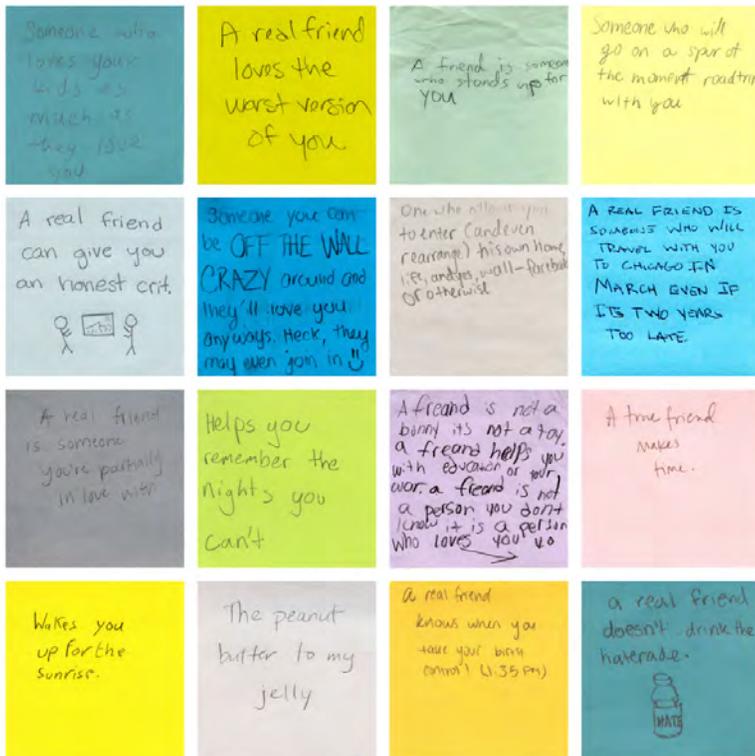
To Do: Wonderspaces by Illegal Art  
<https://illegalart.org/-/todowonderspaces/>



Optional:

*Are You Really My Friend?: Post-it Notes* by Tanja Hollander

<http://areyoureallymyfriend.com/postitnotes.html>



### ICON KEY:

 = Indicates note or reminder for teacher

= Embedded assessment points in the lesson

## Pre-Teach

## Lesson Steps Outline

**Criteria-based:** Students identify who has a need or want and what the wants and needs are within a class chart.

1. Read aloud *Malala's Magic Pencil* by Malala Yousafzai. As sections of the book are read, "What's going on in this book?" and "What is the magic pencil?" "Who is drawing with the magic pencil?" and "Why do people use the magic pencil?" As you read and discuss, fill out the three column class chart. Guide students through supporting their responses with reasoning, visual cues, and text evidence. (Session 1)

Class chart format:

Wants and Needs		
WHO?	WHAT?	WHY?

Explain to the students that authors and artists use words and drawings to express needs and wants.

2. Show students *To Do* by Illegal Art. Lead a VTS discussion; ask “What is going on in this art?” “What makes you say so?” “What is written on the postit notes?” “Why do people make lists of things to do?” “What would you write on a list?” “What do all these lists mean together as one work of art?” (session 1)
3. If time, show *Are You Really My Friend* by Tanja Hollander. Lead a VTS discussion; ask “What is going on in this art?” “What is written on these postit notes?” “What do all these postits mean together?” (session 1)

**Criteria-based:** Identifies wants and needs for four people or groups; they will sketch the item or a symbol for the item.

4. Introduce the wants and needs planning sheet. Tell the students they will be making art based upon wants and needs, but as artists, they need to brainstorm and plan. Students will use pencils and colored pencils to identify and draw the wants and/or needs of: 1) themselves; 2) one friend; 3) the school; 4) the community or the world. They can draw the objects or symbols. (Session 1)

If time, discuss Greta Thunberg and her activism work within the environmental movement.



**Criteria-based:** Creates two gelli prints their wants/needs items and 4 exploratory gelli prints.

5. Introduce gelli plates. Explain they will need to make at least two prints representing objects or symbols from their planning sheets; they will also make at least four prints in which they explore and try out things with the

process. Demonstrate the gelli print process. Students then make their prints. (Session 2)

- 6.** Show students how to make craft foam stamp. Students will refer to the planning sheet and identify one simple shape/symbol that represents a want or need. They will cut the shape from foam. The shape will be glued to a piece of wood scraps. The students will then practice making marks with their stamps. They can share stamps with other students. (Session 3)
- 7.** Optional: students will also have the opportunity to use rubber stamps to create marks, shapes, and symbols of wants and needs. (Session 3)

**Criteria-based:** Students will four 6" x 6" images of the wants and needs of 4 people or people groups.

- 8.** Students will refer to their planning sheet and create four 6" x 6" multimedia artworks. Within each artwork, students need to incorporate at least one part of a gelli print and the magic colored pencils (neon or metallic). They can also include their stamps and/or stamp within the work. (Session 3–4)
- 9.** Students will write the need or want for each of their images on a postit note. (Session 3–4)

**Criteria-based:** Students will collaborate to organize and create a mural of their wants and needs works.

- 10.** Students will work together to organize their artwork and postits into four sections: me, friend, school, community. They may decide to organize the postits and artwork into patterns. The murals will be installed in the hallways at school. (Session 4–5)

**ARTS IMPACT LESSON PLAN Visual Arts and Reading Infused Lesson**

Grade: 4 *Stop-Motion Perspectives*

**CLASS ASSESSMENT WORKSHEET**

Disciplines				Total
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*What was effective in the lesson? Why?*

*What do I want to consider for the next time I teach this lesson?*

*What were the strongest connections between arts discipline and subject area?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## ARTS IMPACT LESSON PLAN

### Visual Arts and Reading Infused Lesson

#### *Wire Tree Sculptures*

Author: Maria Petersson and Beth Reitmeyer

Grade Level: 2

#### Enduring Understanding

The use of pattern, repetition, and balance in art and texts can represent meaning and personal growth.

Repetition and difference (unity and variety) of materials and words can suggest personal growth.

#### Lesson Description (Use for family communication and displaying student art)

Students identify repetition, difference, and meaning from reading a book and looking at art through textual analysis and visual analysis. They will create a tree sculpture from wire, tiles, and beads. Students will name their trees. Students will also discuss how their artwork reflects how they are growing. Students will learn how botanists and gardeners name new plants; they will name their trees. Students will collaborate with each other and the librarian to install their trees as part of an art forest.

### Learning Targets and Assessment Criteria

**Target:** I can make identify repetition and difference within a book and art.

**Criteria:** Students identify repetition, difference, and meaning with a class chart.

**Target:** I can complete a sketch and planning sheet.

**Criteria:** Creates a sketch of their tree and completes planning chart identifying the meaning of their selected materials.

**Target:** I can make a tree sculpture.

**Criteria:** Creates a wire tree sculpture using 3 different kinds of wire, 3 different kinds of tile, and three different kinds of beads.

**Target:** I can name my tree sculpture.

**Criteria:** Students will investigate how scientists name plants and will name their plant.

**Target:** I can create an exhibition of a forest.

**Criteria:** Students will collaborate to create a forest of 2<sup>nd</sup> grade trees in the library.

## Vocabulary

### Arts Infused:

Growth  
Repetition  
Pattern  
Difference  
Unity  
Variety  
symbolism

### Reading:

Poem  
rhyme

### Arts:

Sculpture  
Additive sculpture  
Wire  
Glue  
Texture  
assemblage

## Materials

### Museum Artworks or Performance

*Dervish* by Jennifer Steinkamp  
<http://jsteinkamp.com/quicktime/html/dervish.html>

Untitled 1948 Mobile by Alexander Calder

*The Amoeba* by Alexander Calder

Optional:

*Madame Curie* by Jennifer Steinkamp  
[http://jsteinkamp.com/quicktime/html/madame\\_curie.html](http://jsteinkamp.com/quicktime/html/madame_curie.html)

Amelie Guthrie

*\*Images attached at end of plan*

### Materials

Wire  
Pipe cleaners  
Foam board squares  
Beads  
Tiles (glass, ceramic, etc.)  
Tacky glue  
Clear tape  
Copy paper  
Gallon ziplock plastic bags  
Fake moss  
Optional: Balloon led lights with holes

### Reading Selections

'Poetry Tree" by Shel Silverstein

*A Weed Is a Flower: The Life of George Washington Carver* by Alike  
<https://www.youtube.com/watch?v=-Wn-ImNCqns>

## Learning Standards

### Tennessee Visual Arts Standards

#### Create

2.VA.Cr1.B Make art or design with a variety of materials and tools, exploring personal interests, questions, and curiosities.  
2.VA.Cr2.A Experiment with various materials and tools to explore personal interests in a work of art or design, using developmentally appropriate craftsmanship.

2.VA.Cr3.A Discuss and reflect with peers about choices made in creating artwork.

#### Present

2.VA.P3.A Analyze how art exhibited in traditional and emerging presentation spaces contributes to communities.

#### Respond

2.VA.R1.B Perceive and describe aesthetic characteristics of one's natural world and constructed environments.  
2.VA.R2.A Interpret art by identifying the suggested mood and describing relevant subject matter while using appropriate art vocabulary.  
2.VA.R3.A Use art vocabulary to express preferences about artwork.

#### Connect

*VA and ELA Standards continued at end*

## Learning Standards

### Tennessee ELA Standards

**2.RL.KID.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**2.RL.KID.3** Describe how characters in a story respond to major events and challenges.

**2.RL.CS.4** Describe how words and phrases supply meaning in a story, poem, or song.

**2.RL.IKI.7** Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**2.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2<sup>nd</sup> grade topics and texts

**2.SL.CC.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**2.W.RW.10** With guidance and support from adults, engage routinely in writing activities to promote writing fluency.

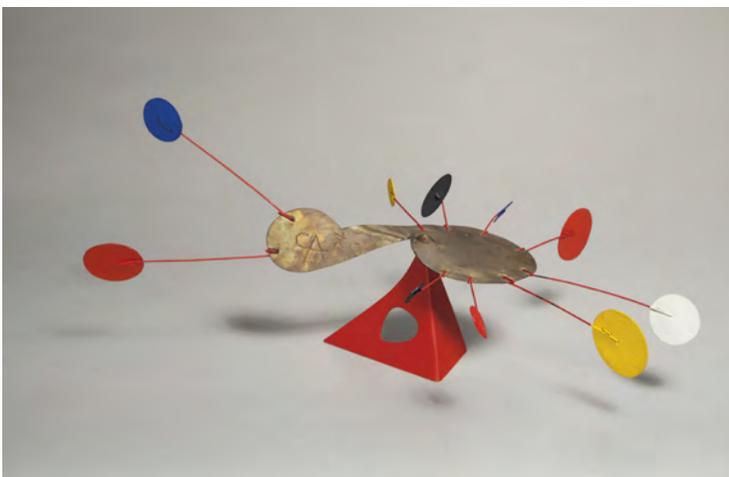


*Dervish* by Jennifer Steinkamp

<http://jsteinkamp.com/quicktime/html/dervish.html>



Untitled 1948 Mobile by Alexander Calder



*The Amoeba* by Alexander Calder

Optional:



*Madame Curie* by Jennifer Steinkamp

[http://jsteinkamp.com/quicktime/html/madame\\_curie.html](http://jsteinkamp.com/quicktime/html/madame_curie.html)

## ICON KEY:

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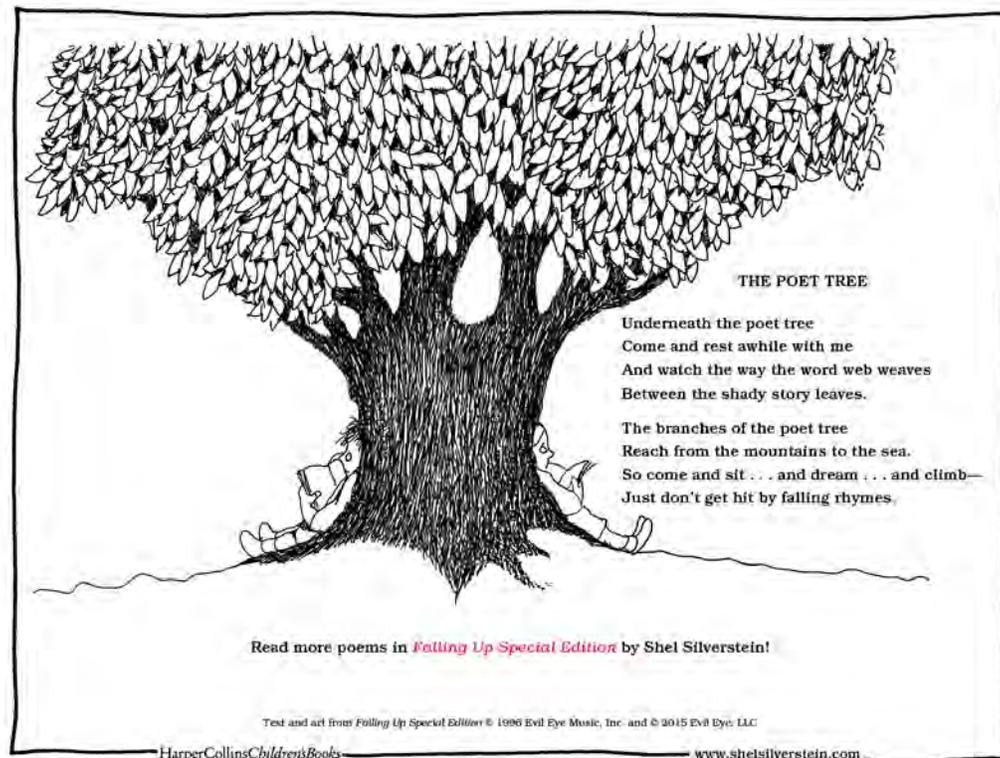
## Pre-Teach

Introduce repetition and difference (aka unity and variety) through textual analysis of "Poetry Tree" by Shel Silverstein. Explain how authors and illustrators use repetition and difference to show meaning.

## Lesson Steps Outline

 **Criteria-based:** Students identify repetition, difference, and meaning with a class chart.

1. Read aloud "Poetry Tree" by Shel Silverstein. As the poem is read, ask "What's going on in this poem?" and "What is repeating?" and "What is different?" As you read and discuss, fill out the class chart. Guide students through supporting their responses with reasoning, visual cues, and text evidence. (Session 1)



Class chart format:

repeated	difference	meaning / inference

Explain to the students that poets (authors) and artists use repetition and difference to create meaning and to show growth.

2. Show students *Dervish* by Jennifer Steinkamp. Lead a VTS discussion; ask "What is going on in this video?" "What makes you say so?" "What kinds of plants do you see?" "How does the art show repetition?" "How does the art show difference?" "What do you notice about how the trees are changing?" "What does this mean?" Add observations to class chart.  
(session 1)
3. Show students *The Amoeba* and *Untitled 1948 Mobile* by Alexander Calder. Lead a VTS discussion; ask "What is going on in these pictures?" "What makes you say so?" "How are these sculptures the same?" "How are they difference?" If time, add observations to class chart.  
(session 1)

**Criteria-based:** Creates a sketch of their tree and completes planning chart identifying the meaning of their selected materials.

4. Demonstrate how to use wire and pipe cleaners to create the base form of the tree sculpture. Also show where wire, beads, and tiles are located. Each table may have a selection for students to pick from. (Session 1-2)
5. Students will sketch out their tree. They will also select their materials and add them to a plastic bag with their name in sharpie: at least three kinds of wire or pipe cleaners, at least three kinds of beads, and at least three kinds of tile. (Session 1-2)
6. Students will add one example of their materials to a materials meaning chart. They will identify what each material means to them. (Session 1-2)

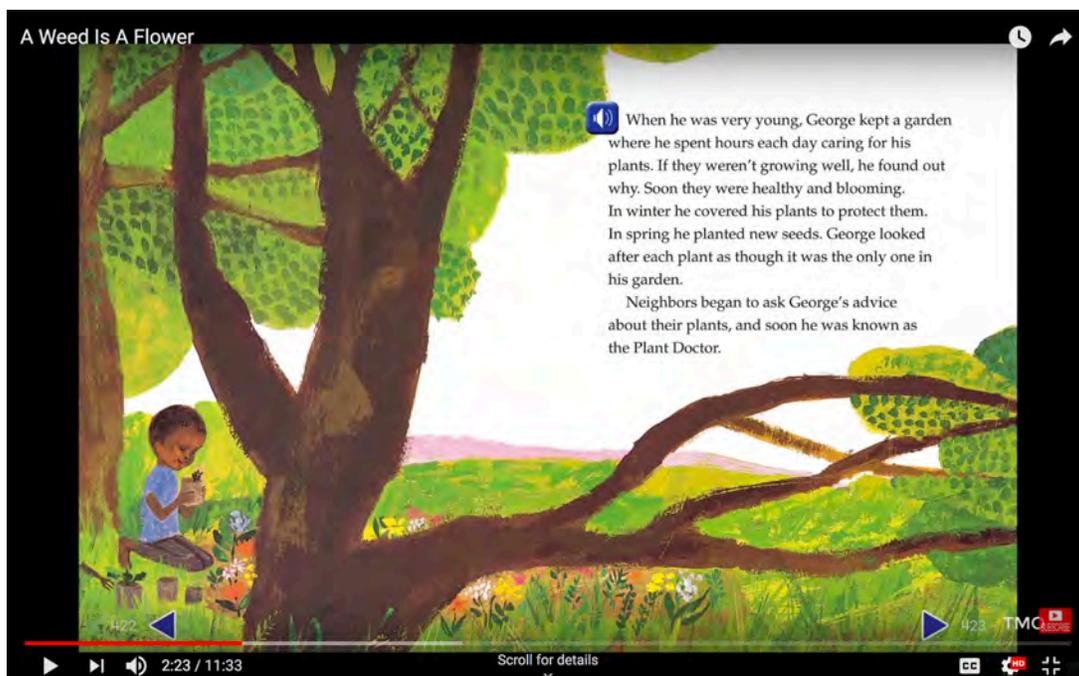
7. After students have identified materials, ask, "How are you growing?" and "How do your materials and their meanings show you are growing?" Students will write one thing on their "repeated" meaning chart and one thing on their "difference" meaning chart.

☑ Criteria-based: Creates a wire tree sculpture using 3 different kinds of wire, 3 different kinds of tile, and three different kinds of beads.

8. Guide students through creating their wire tree form. Show them how to add it to their foam core base. Students make their wire tree. (Session 2)
9. Guide students through gluing their tiles to their foam core. Remind them to repeat some of their tiles, to make a pattern. (Session 2)
10. Guide students through adding beads to their tree. Show them how to twist the wire so that the beads don't fall off. Optional: add small balloon lights to tree branches.
11. Show students how to assemble their tree sculpture. Tell the students that they are using an additive sculpture process called assemblage.

☑ Criteria-based: Students will investigate how scientists name plants and will name their plant.

12. Read part of *A Weed Is a Flower: The Life of George Washington Carver*. Lead a VTS discussion about the book and text. Ask "How is George caring for his plants?" "How can we show we care about our tree sculptures?"



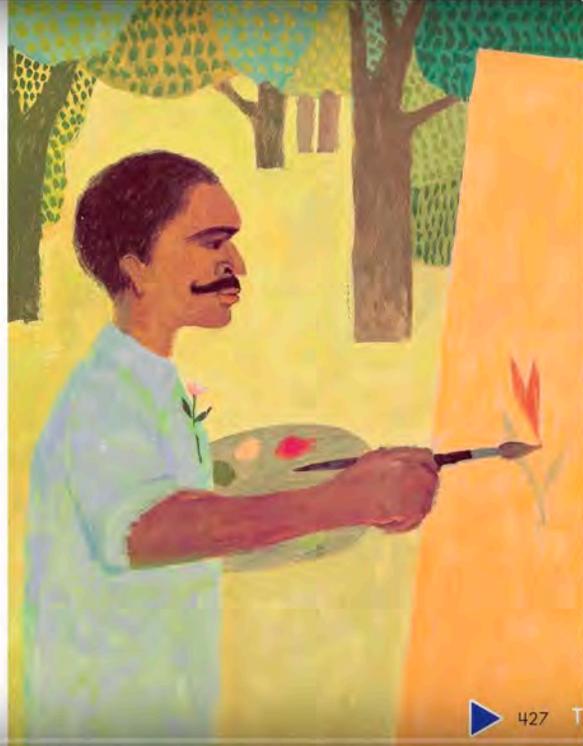
## A Weed Is A Flower

George worked hard for many years, always trying to save enough money for college. Other boys, who had parents to help them, were able to enter college much sooner than George. He was thirty before he had saved enough. Still, it was not that simple. Not all colleges would admit blacks, even if they had the money to pay.

George was not discouraged. He moved to Iowa and found a college which was glad to have a black student.

At college, George continued to work. He opened a laundry where he washed his schoolmates' clothes.

And, he continued to learn. His teachers and friends soon realized that this earnest young man was bursting with talents. He played the piano, he sang beautifully, and he was an outstanding painter. In fact, for a time he thought of becoming an artist.



426

427

TMC

4:15 / 11:33

Scroll for details

HD

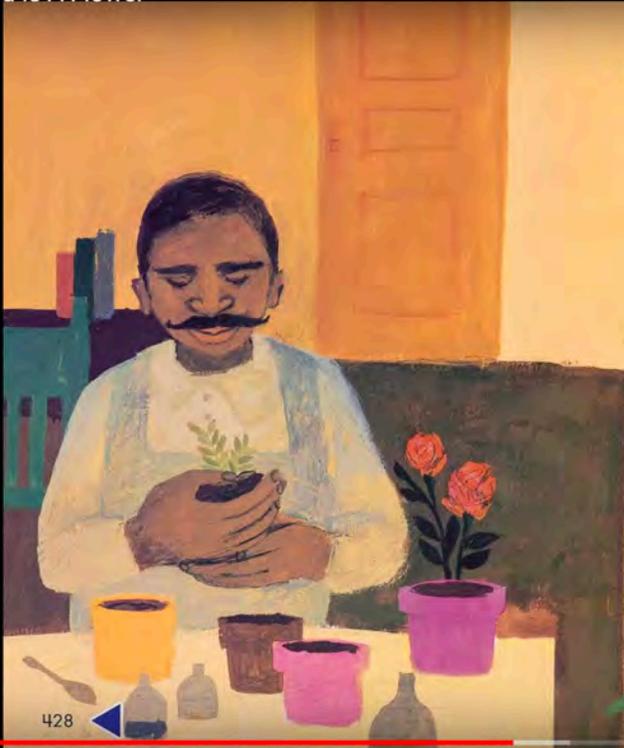
## A Weed Is A Flower

But the more George thought of what he wanted to do, the more he wanted to help his people. And he remembered that his neighbors used to call him the Plant Doctor.

He had never forgotten his love for plants. In all the years he had wandered, he always had something growing in his room.

So, George Washington Carver chose to study agriculture. He learned about plants, flowers, and soil. He learned the names of the weeds. Even they were important to him. He often said: a weed is a flower growing in the wrong place.

He still asked questions. If no person or book could answer them, he found the answers himself. He experimented with his own plants, and found secrets no one else knew.



428

429

TMC

5:09 / 11:33

Scroll for details

HD

If time, show Jennifer Steinkamp's *Marie Curie*. Ask, "What is similar/repeats?" "What is different?" "What kinds of plants are in her garden?"

**13.** Discuss how scientists and botanists name plants. Also talk about how artists give titles to their artwork. We like to name things. What will you name your tree? Does your tree sculpture's name show that you are growing as a person and/or an artist? Use your imagination to brainstorm names for your new tree species. (session 3)

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**Criteria-based:** Students will collaborate to create a forest of 2<sup>nd</sup> grade trees in the library.

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**14.** Discuss how botanists and gardeners plant gardens, organizing their plants. Artists, like gardeners, arrange their art. We will be presenting our art as a forest in the library. We will work with the librarian to organize and plant our art garden, our forest of trees. (Session 3)

**ARTS IMPACT LESSON PLAN Visual Arts and Reading Infused Lesson**

Grade: 4 *Stop-Motion Perspectives*

**CLASS ASSESSMENT WORKSHEET**

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Percentage				

*What was effective in the lesson? Why?*

*What do I want to consider for the next time I teach this lesson?*

*What were the strongest connections between arts discipline and subject area?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## ARTS IMPACT LESSON PLAN

### Visual Arts and Reading Infused Lesson

#### *Memory Weaving*

Authors: Jianna Mirabelli and Beth Reitmeyer      Grade Level: K

#### Enduring Understanding

Color and repetition can suggest specific meanings from memories within art and text.

#### Lesson Description (Use for family communication and displaying student art)

Students learn about how writers and artists use words, color, repetition, symbols, and materials to convey memories. Students will discover and assign meaning to color. Students will learn weaving techniques. Using yarns, fabrics, and found materials, students will make a woven wall hanging to create personal meaning about a memory.

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### Learning Targets and Assessment Criteria

**Target:** Connect and discuss how pattern and color symbolize memories in a text and in works of art.

**Criteria:** Uses descriptive words (nouns, adjectives) within a class chart to assign meaning to patterns and color from the text, *Tar Beach*, and from works of art.

**Target:** Work with a partner to select weaving materials for wall hangings.

**Criteria:** Students will choose at least four different materials to symbolize their memory.

**Target:** Assign meaning to materials.

**Criteria:** Students will create a chart showing the selected materials used within their weaving. A sample of the material will be taped on left with a corresponding drawing written beside it on the right.

**Target:** Create a wall hanging using weaving techniques.

**Criteria:** Students will use weaving techniques to weave fiber materials. They will create their warp on a cardboard loom. Then they will create the weft using their selected materials. The wall hanging will be at least 10" x 10."

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Vocabulary	Materials	Learning Standards
<p><u>Arts Infused:</u> memory symbolism repetition</p> <p><u>Reading/ELA:</u> story setting events adjectives</p> <p><u>Arts:</u> loom weaving weaver fiber wall hanging warp weft pattern</p>	<p><b>Museum Artworks or Performance</b> Kente cloth Guatemalian / Mayan fabric</p> <p><b>Materials</b> yarn fabric fiber material / mixed media loom (premade cardboard) gallon zipping plastic bags (2 per student) masking tape clear tape</p> <p><b>Reading Selections</b> <i>Tar Beach</i> by Faith Ringgold</p>	<p><b>TN Arts Learning Standards</b></p> <p><b>Create</b> K.VA.Cr1.A Explore and experiment imaginatively with ideas and materials.  K.VA.Cr1.B Collaborate in creative art-making in response to an artistic problem.  K.VA.Cr2.C Create art that represents natural and constructed environments. K.VA.Cr3.A Explain the process of making art while creating.</p> <p><b>Respond</b> K.VA.R1.A Describe what an image represents.  K.VA.R2.A Interpret art by identifying subject matter and describing relevant details while using appropriate art vocabulary.</p> <p><b>Connect</b> K.VA.Cn1.A Create art that tells a story about a life experience.</p>

## Learning Standards

### TN ELA Learning Standards

**K.FFL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

**K.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**K.RL.KID.1** With prompting and support, ask and answer questions about key details in a text.

**K.RL.KID.3** With prompting and support, orally identify characters, setting, and major events in a story.

**K.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

**K.SL.CC.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**K.SL.PKI.4** Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.

**K.SL.PKI.6** With guidance and support, express thoughts, feelings, and ideas through speaking.

**K.W.TTP.3** With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.

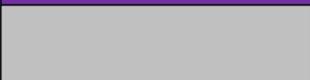
**K.W.RBPK.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Images:

NOTE: VTS discussion will be led with at least one of these images; one image from Faith Ringgold’s book may also be discussed for VTS).



Kente cloth (image for VTS discussion)

	<b>Blue</b>	peace, togetherness; love and harmony
	<b>Black</b>	maturity, spiritual energy, mourning, funeral and passing rites
	<b>Gold</b>	high worth, richness, fertility, royalty, prosperity, monetary wealth
	<b>Green</b>	land, crops, vegetation, harvest, growth, spiritual growth and renewal
	<b>Yellow</b>	high worth, richness, fertility, royalty, prosperity, monetary wealth
	<b>Grey</b>	healing rituals; cleansing rituals; symbolizes ash
	<b>Pink</b>	feminine; mildness and feminine qualities
	<b>White</b>	pureness, cleansing rites and festivals
	<b>Maroon</b>	mother earth and healing
	<b>Red</b>	death; funerals; mourning
	<b>Purple</b>	feminine; worn by girls and women
	<b>Silver</b>	peace and joy; referencing to the moon

Kente cloth and the traditional meanings of the colors



Artist weaving Kente cloth.



Artist weaving Kente cloth.



Guatamalan / Mayan fabric



Guatamalan / Mayan fabric

Arts Impact Arts Infusion 2018–2019

**Jianna Mirabelli and Beth Reitmeyer; Inglewood Elementary; *Memory Weaving***



Guatamalan / Mayan fabric: the fabric is woven with a back strap loom, and the fabric is worn to for specific occasions and to communicate things about the person.



Guatamalan / Mayan fabric: symbols and their meanings



Guatamalan / Mayan fabric: worry dolls as symbols: you tell them your worry, put them under your pillow, and in the morning the worry will be gone.

### ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

### Pre-Teach

Introduce the concept of color and pattern within fabric shows us meaning.

Guide students through a VTS discussion of Kente cloth and Guatemalan / Mayan fabric. Ask the students “What do you see?” “What do you think it means?” “What makes you think so?” Using a chart, show color swatches on the left, traditional Kente cloth meanings in the center column, and in the right column the students share what the colors mean to them.

### Lesson Steps Outline

**1.** Read aloud *Tar Beach*. Ask students, “What is going on in this book?” and “What colors are within the text?” and “What do you think the colors mean?” “What do the patterns mean?” “What is repeated throughout the story?” “Why does she repeat these things?”

 Criteria-based: Connect and discuss how pattern and color symbolize memories in a text and in works of art.

**2.** Guide students in discussion about color, repetition, pattern, and meaning using supporting details from *Tar Beach*. Write these onto the chart that is similar to the chart for Kente cloth and Guatemalan fabric.

 Criteria-based: Work with a partner to select weaving materials for wall hangings.

**3.** Students will be assigned to groups of two students. Within the pairs of students, they will explore weaving materials. Students will select at least four materials for their weaving. The materials will include yarn, fabric, and other found fiber materials.

**Criteria-based: Assign meaning to materials.**

**4.** Students will create a chart showing the selected materials used within their weaving. At the top of the chart, there will be the text “My memory is . . .” with a blank space for them to write or draw their memory. Within the chart, a sample of the material will be taped on left with a corresponding drawing written beside it on the right. The students will also write a word. If the students need assistance writing or spelling words, the teacher can write in highlighter, and the students can write over it in pencil. The chart is at the end of the lesson.

**Criteria-based: Create a wall hanging using weaving techniques.**

**4.** Students will use weaving techniques to weave fiber materials. They will be provided with a 13” x 13” cardboard loom with the warp prepared for them. There will be a demonstration of weaving the weft: over, under, over, under for the first row; then under, over, under, over for the second row. For weaving, the rows alternate this technique. They will also be shown what to do when their yarn or material runs out, and how to begin with a new material. After the demonstration, the students will create their weaving using their selected materials. The wall hanging will be at least 10” x 10.”

**5.** Students will be presented with several options for hanging their weavings on the wall. Students, through trial and error, will investigate options. As a class, they will select the way to hang their weavings on the wall. These will be displayed in the hallway at school using the selected method of hanging.

# My memory is . . .

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1.

2.

3.

4.

## LESSON STEPS

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1. [redacted]

- *Insert prompt*

- *Insert prompt*

[redacted]

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2. [redacted]

- *Insert prompt*

- *Insert prompt*

[redacted]

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3. [redacted]

- *Insert prompt*

- *Insert prompt*

[redacted]

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4. [redacted]

- *Insert prompt*

- *Insert prompt*

Criteria-based teacher checklist: [redacted]

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**ARTS IMPACT LESSON PLAN Discipline and Subject Infused Lesson**

Grade: *Lesson Title*

**CLASS ASSESSMENT WORKSHEET**

Disciplines				Total
Concept				
Criteria	<i>Criteria from p. 1 here</i>			
Student Name				
1.				
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11.				
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21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
Total				
Percentage				

*What was effective in the lesson? Why?*

*What do I want to consider for the next time I teach this lesson?*

*What were the strongest connections between arts discipline and subject area?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## ARTS IMPACT LESSON PLAN

### Visual Arts and Reading/ELA Infused Lesson

#### *Frogs and Toads*

Authors: Sheila Crenshaw and Beth Reitmeyer      Grade Level: K

#### Enduring Understanding

A variety of words, movements, shapes, forms, and color can describe the characteristics of animals.

#### Lesson Description (Use for family communication and displaying student art)

*Students learn about how writers and artists respond to and transform animals within the places where they live. Students will share words, forms, body movements, and sounds to describe frogs and toads they have experienced, as well as what they see in books and art. Students will learn about geometric forms and describe what they mean. Students brainstorm ideas about animals they have experienced and create a clay sculpture using tools and clay. Students then will paint their sculptures to add additional personal meaning. Last, students will name their sculpture and share it with classmates using descriptive words.*

#### Learning Targets and Assessment Criteria

**Target:** Use forms and words to describe what an animal is like (frog).

**Criteria:** Uses descriptive words (nouns, adjectives), forms, body movements, and sounds to express characteristics of animals suggested in texts and images.

**Target:** Identify and make geometric forms.

**Criteria:** Students will identify the geometric forms via a matching worksheet. Geometric forms include: sphere, cylinder, ovoid, triangular, slab, organic forms.

**Target:** Create three-dimensional (3D) frog or toad sculpture using clay.

**Criteria:** Students will use at least two additive and subtractive clay techniques to make their sculptures, including: coil, slab, knead, pinch, joint and weld, score and attach, modeling, incising, use of tools, using pattern and texture.

**Target:** Uses descriptive words to name and describe their sculptures.

**Criteria:** Students will name their frog or toad sculpture and use at least two descriptive words or phrases to describe their animal.

## Vocabulary

### Arts Infused:

form  
movement  
sound  
characteristics of an animal  
care for animals  
life cycle

### Reading/ELA:

Character  
Adjective

### Arts:

form  
shape  
two-dimensional (2D)  
three-dimensional (3D)  
geometric  
organic  
texture  
additive  
subtractive  
modeling  
coiling  
slab  
pinch  
joint and weld  
clay

## Materials

### Museum Artworks or Performance

Oaxacan wood carvings of frogs/toads  
*Phyllidula—The Shape of Frogs to Come* by Bill Reid, 1985

### Materials

Air dry clay  
Oil dried clay  
Clay tools, sculpting tool sets  
Paint (tempera or acrylic)  
Paint brushes  
Paint palettes  
Aprons or smocks  
Mats

### Reading Selections

*What's the Difference Between a Frog and a Toad?* By Mary Firestone, illustrated by Bandelin-Dacey

*It's Mine!* A fable by Leo Lionni  
<https://www.youtube.com/watch?v=Ny25RTHX4vo>

*Frog: Watch Me Grow* by DK  
Publishing

*From Tadpole to Frog* by Kathleen Weidner Zoehfeld

## Learning Standards

### TN Arts Learning Standards

#### Create

K.VA.Cr1.A Explore and experiment imaginatively with ideas and materials.

K.VA.Cr1.B Collaborate in creative art-making in response to an artistic problem.

K.VA.Cr2.A Through experimentation, build skills in various media and art making approaches, using developmentally appropriate materials and equipment.

K.VA.Cr2.B Use art materials, tools, and equipment safely.

K.VA.Cr2.C Create art that represents natural and constructed environments.

K.VA.Cr3.A Explain the process of making art while creating.

#### Present

K.VA.P1.A Select art objects for personal portfolio and display, explaining why they were chosen.

#### Respond

K.VA.R1.A Describe what an image represents.

K.VA.R2.A Interpret art by identifying subject matter and describing relevant details while using appropriate art vocabulary.

#### Connect

K.VA.Cn2.A Identify a purpose of an artwork.

### TN ELA Learning Standards

K.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings.

K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.

K.RL.CS.5 Recognize common types of text.

K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.

K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.

K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.

## Learning Standards

### TN Math Learning Standards

K.G.A.1 Describe objects in the environment using names of shapes.

K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

K.G.A.3 Identify shapes as two-dimensional or three-dimensional.

K.G.B.5 Model shapes in the world by building and drawing shapes.

K.G.B.6 Compose larger shapes using simple shapes and identify smaller shapes within a larger shape.

### TN Science Learning Standards

**K.LS1.1** Use information from observations to identify differences between plants and animals (locomotion, obtainment of food, and take in air/gasses).

**K.LS1.3** Explain how humans use their five senses in making scientific findings

**K.LS3.1** Make observations to describe that young plants and animals resemble their parents.

**K.ESS3.3** Communicate solutions that will reduce the impact from humans on land, water, air, and other living things in the local environment.

Images:



Oaxacan wood carving of a frog by Eleazar Morales



Frog carving by Eduardo Fabian



Bill Reid, *Phyllidula—The Shape of Frogs to Come*, 1985, wood sculpture

### ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

### Pre-Teach

1. Review the rules and objectives for the day's lesson, which will focus on a how to do a nature walk. Students will go on a nature walk around the school building. At Ida B. Wells, there is a community garden on the school grounds. We will have frog and/or toad eggs in a pond or pool within the garden. Students will walk and observe the garden. The students will be asked, "What do you see?" "What makes you say that?" and "What else can we find?" As needed, they will be prompted to look for the frog and toad eggs and/or frog(s) or toad(s) within the garden. If weather permits, we will stay outside for the discussion. They will also share their personal experiences with frogs and toads, including if they have seen them in their neighborhoods and the other places where they may have experienced frogs and toads. Where have you seen them? How do you describe a frog or toad to someone who has never seen one?
2. Students will draw what they see, using descriptive words to talk about their drawings. Students will be asked, "What are shapes?" "What shapes did you see?" "What is nature?" "What is the difference between nature and our own homes?" Explain that wild animals live in nature (their habitat), and we live in different kinds of homes.
3. Read *From Tadpole to Frog*. As we read, the class will complete a chart comparing and contrasting a frog versus a toad. Ask: What do you see? How are frogs and toads similar? How are they different? What makes you say so?
4. Show students a brief video or read a book about the lifecycle of a frog and of a toad. Ask: What do you see? How are frogs and toads similar? How are they different? What makes you say so?

### Lesson Steps Outline

5. Within the classroom at Ida B. Wells, students will get to watch a live frog and/or toad within a terrarium within the art classroom. Explain that a

terrarium is a human created habitat for the animal, designed for that animal. Ask “What are the pros and cons of an animal’s natural habitat versus one created by people for the animal?” They may also be able to see frog and toad eggs within the classroom for them to observe over time.

6. Read aloud *It’s Mine!* Ask students, “What is going on in this book?” and “What words and images are within the text that describe what the frogs and toad are like?” and “What from the book makes you describe the frogs as \_\_\_\_\_ and the toad as \_\_\_\_\_?” While reading, students will draw/sketch a frog and a toad. As needed, students will be referred back to the terrarium.

Criteria-based: Use forms, words, and movement to describe what an animal is like (frog).

7. Guide students in discussion about how the author uses words and illustrations to tell us what the animals are like. Ask students to share one descriptive word (adjective or noun) to describe the animals. Students will also use body movements to show what the frogs and the toad are like, describing how they move and grow.

Criteria-based: Students will identify and make geometric forms.

8. Students will review two-dimensional (2D) shapes: circle, triangle, square, rectangle, pentagon, etc. Students will use these shapes to sketch out a frog.
9. Students will be introduced to three-dimensional (3D) forms geometric forms: sphere, cylinder, ovoid, triangular, slab, organic forms. They will learn that shapes are 2D, having only a height and width; forms are 3D having a height, width, and depth. They will be shown physical examples of the forms. Students will discuss what the shapes and forms mean to them. Then they will complete a matching worksheet, drawing a line from the name of the forms to a rendering of the forms.

Criteria-based: Students create three-dimensional (3D) frog or toad sculpture using clay.

10. Guide students through a VTS discussion of Oaxacan wooden sculptures of frogs and Bill Reid’s *Phyllidula—The Shapes of Frogs to Come*. Ask, “What do you see?” “What’s going on in this picture?” “What makes you say that?” and “What else can we find?” Explain that artists can get inspiration from nature. They also get inspiration from math, geometry, and science.

11. Introduce clay. Show the students the tools and how to use the tools. Then show students clay building techniques: modeling, pinching, coiling, slab building, joint and weld, scoring, adding texture. Tell the students that these are additive techniques. Also show them how to remove clay from a sculpture; tell them this is a subtractive technique.
12. Students will refer to their sketch of their frog or toad made from shapes. Instruct them to use this sketch as they build their sculpture out of clay, building the geometric shapes drawn to geometric forms made from clay.
13. After frogs or toad forms are complete, they will need time to dry. After the forms are dried, students will paint the frogs. They will be shown how to use acrylic paint and how to make different kinds of marks with their brushes. They will discuss if the marks add to what their frog's or toad's personality is like. Mention that frogs and toads are different colors, and discuss why they are different colors.
14. Students will paint their frogs.

Criteria-based: Students will use descriptive words to name and describe their sculptures.

15. Students will name their frog or toad sculpture and use at least two descriptive words or phrases to describe their animal. Students will brainstorm names, picking one to give to their frog or toad. The name of their sculpture will function as its title. Students will write the sculpture's name and two descriptive words describing their animal's characteristics on a piece of paper that will be shown by their sculpture.

## LESSON STEPS

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1.

• *Insert prompt*

• *Insert prompt*

2.

• *Insert prompt*

• *Insert prompt*

3.

• *Insert prompt*

• *Insert prompt*

4.

• *Insert prompt*

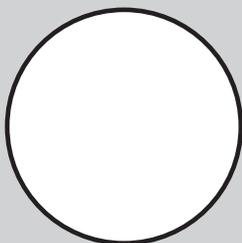
• *Insert prompt*

Criteria-based teacher checklist:

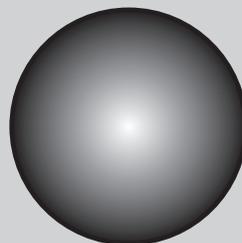
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2D shapes

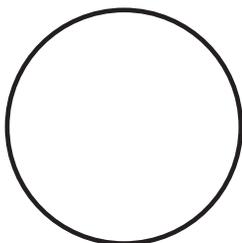
3D forms



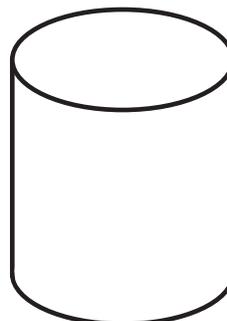
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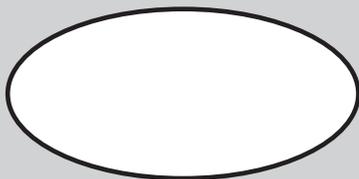
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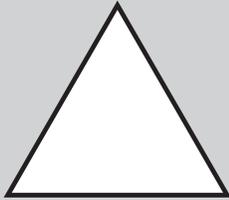


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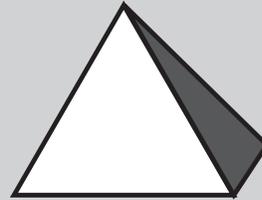
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2D shapes

3D forms



\_\_\_\_\_



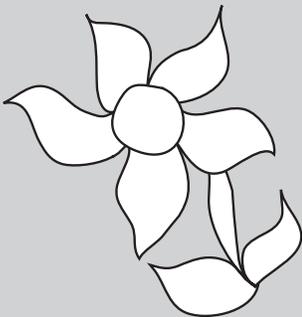
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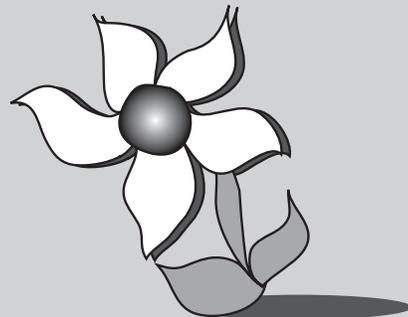
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# Name My Art

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Name My Art

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Name My Art

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ARTS IMPACT LESSON PLAN

### Visual Arts and Language Arts Infused Lesson

#### **Lesson Title** My Shoes/Myself

Authors: Julie Fritz    Grade Level: Third

#### **Enduring Understanding**

Style of clothing/the way we accessorize can visually represent one's identity and attributes.

#### **Lesson Description** (Use for family communication and displaying student art)

Students use texts and visual art examples to identify how clothing can represent attributes and characteristics of individuals. Students will explore their identity by creating a mixed media piece of art around the topic of shoes or other accessories, after mapping out their own personality, family, and personality, with descriptive words to accompany the significant things in their daily life. This lesson is in response to the exhibit "Hearts of our People", specifically, the garments, shoes, and hat that are included.

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### Learning Targets and Assessment Criteria

**Target:** Recognizes that descriptive words (Adjectives) can imply bigger meanings both in a text, and in a work of art.

**Criteria:** Uses descriptive words to express visual components personality, or personal storytelling.

**Target:** Create a mixed media work that focuses on one accessory of personal interest.

**Criteria:** Uses 5 symbols, which can be represented in pattern, color, material, or picture.

**Target:** Explains the significance of the elements found within the work.

**Criteria:** Creates a response to the work, using at least 4 sentences, and descriptive language that explains the symbolism/meaning within the piece.

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## Vocabulary

### Arts Infused:

Embellish  
Adorn  
Enhance  
Attributes  
Identity

### Language Arts:

Adjectives  
Character

### Arts:

Collage  
Mixed Media  
Paint  
Contrast  
Aesthetic  
Functional/Decorative  
Craft  
Texture  
Gluing  
Drawing

## Materials

### **Museum Artworks or Performance**

*Cinderella* by William Wegman

*At the Milliner's* by Edgar Degas,  
(*Discussions for Learning D 1 (1-13)*)

Shoes or clothing from the Frist's  
*Native Women* exhibition, such as:

*Adaptation II* by Jamie Okuma (shoes  
from the Frist's PR)

*It's in our DNA, It's Who We Are* by  
Anita Fields

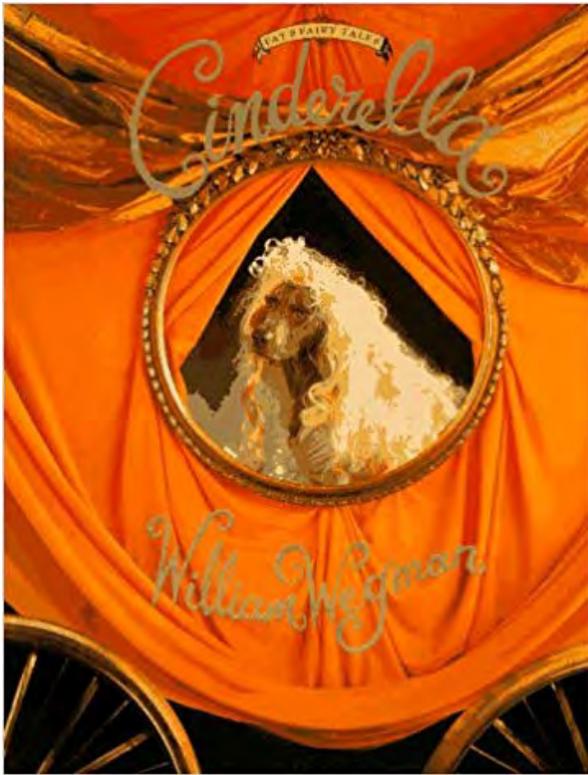
### **Books:**

*Those Shoes* by Maribeth Boelts

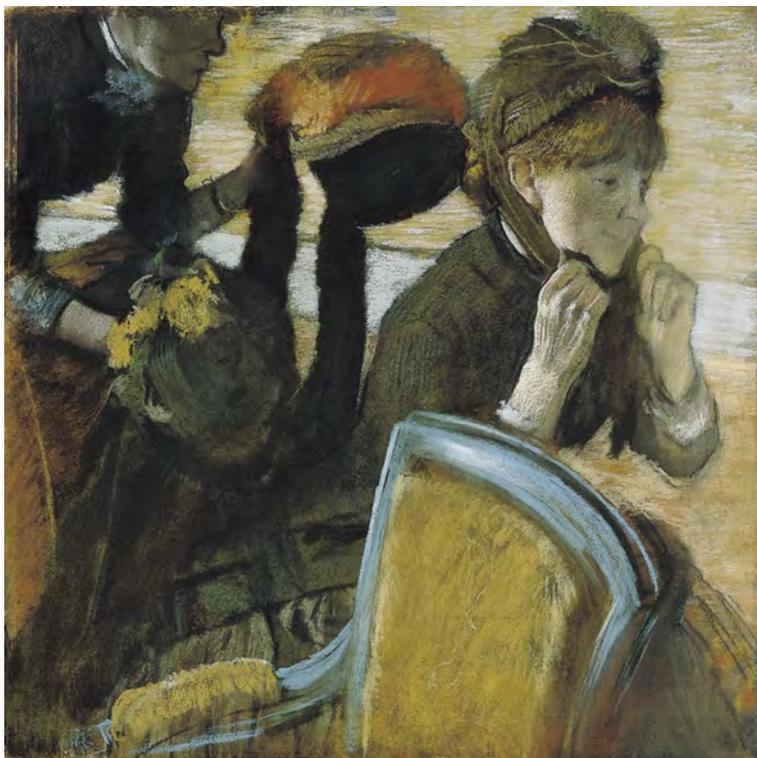
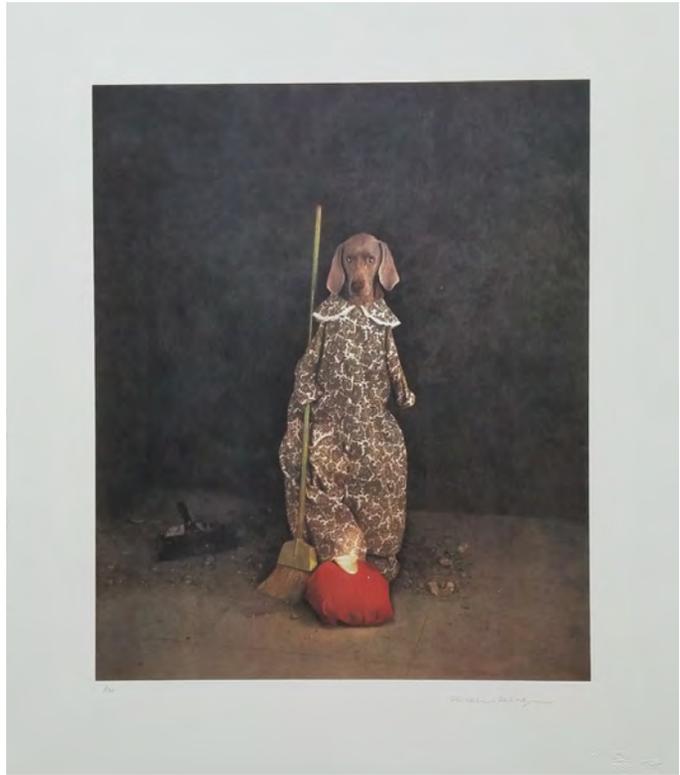
*The Quickest Kid in Clarksville* by Pat  
Zietlow Miller

### **Materials**

Canvas Boards  
Acrylic Paints/Brushes  
Acrylic Polymer Medium  
Cardstock  
Scissors  
Pencils  
Markers  
Colored Pencils  
Pencils  
Paint Pens  
Sharpies  
Collage Materials/Scrap Papers  
Glue? Hot Glue



*Cinderella* by William Wegman



*At the Milliner's* by Edgar Degas, Museum of Modern Art



*At the Milliner's* by Edgar Degas, Museo Nacional Thyssen



*The Millinery Shop*, by Edgar Degas, The Art Institute of Chicago



*Adaptation II* by Jamie Okuma



*It's in our DNA, It's Who We Are* by Anita Fields

## Learning Standards

### Tennessee Visual Arts Standards

#### Connect

3.VA.Cn1.A Develop art based on observations of surroundings.

3.VA.Cn2.A Recognize that responses to art can change depending on knowledge of the time and place in which it was made.

#### Respond

3.VA.R1.B Speculate about processes an artist uses to create a work of art.

3.VA.R2.A Interpret art by analyzing how use of media, mood, and subject matter shape meaning while using appropriate art vocabulary.

#### Present

3.VA.P2.A Identify traditional and emerging presentation spaces, and prepare works of art for presentation including an artist's statement.

3.VA.P3.A Identify and explain how and where different cultures record and illustrate stories and history of life through art.

#### Create

3.VA.Cr1.A Elaborate on an imaginative idea.

3.VA.Cr1.B Apply knowledge of selected resources, tools, and technologies to investigate personal ideas through art-making.

3.VA.Cr2.A Create artwork to meet personal criteria, using a variety of artistic processes and materials and developmentally appropriate craftsmanship.

3.VA.Cr2.B Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

3.VA.Cr3.A Add details to an artwork to enhance emerging meaning.

## Learning Standards

### Tennessee Standards (CCSS) in ELA

**3.RL.KID.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

**3.RL.KID.3** Describe characters in a story and explain how their actions contribute to the sequence of events.

**3.RL.IKI.7** Explain how illustrations in a text contribute to what is conveyed by the words.

**3.RL.IKI.7** Explain how illustrations in a text contribute to what is conveyed by the words.

**3.SL.CC.1** Prepare for collaborative discussions on 3<sup>rd</sup> grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

**3.SL.CC.2** Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.

### ICON KEY:

 = Indicates note or reminder for teacher

= Embedded assessment points in the lesson

## Pre-Teach

### Lesson Steps Outline

Leave this section blank.

The editor will complete this section from the body of your lesson.

**1.** Read "Quickest Kid in Clarksville". Have students find text evidence about shoes/personality. Make chart as students identify the places where descriptive words occur. Show Adaption II, and It's in our DNA. Have students generate a list of adjectives that relate to the works. In their idea books, students will list accessories they generally wear (shoes, bows, hats, etc) as well as personality traits they have. They will plan out which accessory they would like to make a work about, and what types of colors, symbols, shapes, colors might relate to the adjectives they used to describe themselves (plan sheet/sketchbook).

Criteria-based: 

**2.** Students will choose a group of colors that they love, and will cover their canvas board. Set aside. Students will choose one accessory as their focus. They can draw their own, or trace a template on cardstock and cut out the shape. They will add decorative elements that relate to their personality. Symbols, color, texture elements, pattern, etc. This will be attached to the canvas board with gel medium.

Criteria-based: 

**3.** Read excerpts from "Those Shoes" and Weigman's "Cinderella". Have students circle or write adjectives that relate to their personality (re-focus). Show "It's in our DNA" again. Students will use Paint pens to write at least 3 adjectives about themselves on their canvas. They will practice lettering, size, etc in their idea books first. Students will continue to work on their accessory if needed, and can begin to add decorative elements to their canvas.

Criteria-based: 

**4.** Upon completion of artwork, students will complete a self-reflection. Students will all put their work together and will have a group reflection/discussion. Teacher will assess each work based on concepts outlined through the unit.

Criteria-based: 

## LESSON STEPS

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1. [redacted]

- *Insert prompt*

- *Insert prompt*

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2. [redacted]

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3. [redacted]

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4. [redacted]

- *Insert prompt*

- *Insert prompt*

Criteria-based teacher checklist: [redacted]

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**ARTS IMPACT LESSON PLAN Discipline and Subject Infused Lesson**

Grade: *Lesson Title*

**CLASS ASSESSMENT WORKSHEET**

Disciplines				Total
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Total				
Percentage				

*What was effective in the lesson? Why?*

*What do I want to consider for the next time I teach this lesson?*

*What were the strongest connections between arts discipline and subject area?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## ARTS IMPACT FAMILY LETTER

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ARTS AND **SUBJECT** INFUSED LESSON: *Lesson Title*

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Dear Family:

Today your child participated in a **Discipline and Subject** Infused lesson. We talked about [REDACTED].

- We discovered [REDACTED].
- We created [REDACTED].

At home, you could [REDACTED].

### Enduring Understanding



## ARTS IMPACT LESSON PLAN

### Visual Arts and Reading Infused Lesson

#### "Walking in My Shoes"

**Enduring Understanding** Embellishment and symbolism can be used to represent and/or express one's identity.



**Lesson Description** (Use for family communication and displaying student art)

Students identify evidence of symbolism and cultural identity through stories and Native American art. Students interpret themes of identity through the repetition of colors, patterns, shapes and symbols. Students will alter and embellish a real shoe into a sculpture that represents their personal identity. Students will apply a variety of techniques with paint, rhinestones, sequins, feathers and beads to embellish their shoe. Students justify their use of line, color, shape and symbols in a written artist statement.

### Learning Targets and Assessment Criteria

**Target:** Analyze various works of Native American art in a gallery setting using Visual Thinking Strategies.

**Criteria:** Verbally identify evidence of symbolism and repetition in three-dimensional art.

**Target:** Identify evidence of symbolism and cultural identity in both art and literature.

**Criteria:** Verbally discuss, explain and analyze evidence of symbolism and its purpose in art and text.

**Target:** Repurpose found shoes into a three-dimensional work of art.

**Criteria:** Paint a shoe and embellish with mixed media supplies to represent one's personal identity through color and symbolism.

#### Vocabulary

Arts Infused:  
Symbolism  
Identity

Subject:  
Tradition/Culture

Arts:  
Sculpture  
Form  
3-D  
Repurpose  
Embellish  
Additive  
Texture  
Line  
Color  
Shape  
Repetition  
Pattern

#### Materials

**Museum Artworks or Performance**  
Frist Art Museum: Hearts of Our People: Native Women Artists

*Adaptation II*, Jamie Okuma 2012  
*It's in our DNA, It's Who We Are*, Anita Field  
*Fawfaw Coat*, Otoe Artists

**Materials**  
Old shoes, acrylic paint, sequins, beads, feathers, rhinestones, hot glue, pipe cleaners, wires, fabric swatches

**Book**  
*The Star People: A Lakota Story* by S. D. Nelson

#### Learning Standards

**Tennessee Visual Arts Standards**  
**Create**

**4.VA.Cr2.A** Explore and invent art-making techniques and approaches using developmentally appropriate craftsmanship.

**4.VA.Cr2.B** Utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

**Present**

**4.VA.P3.A** Compare and contrast purposes of a variety of presentation spaces and the types of experiences they provide.

**Respond**

**4.VA.R2.A** Interpret art by analyzing how context, relevant subject matter, and use of media shape meaning while using appropriate art vocabulary.

*VA and ELA Standards continued at end*

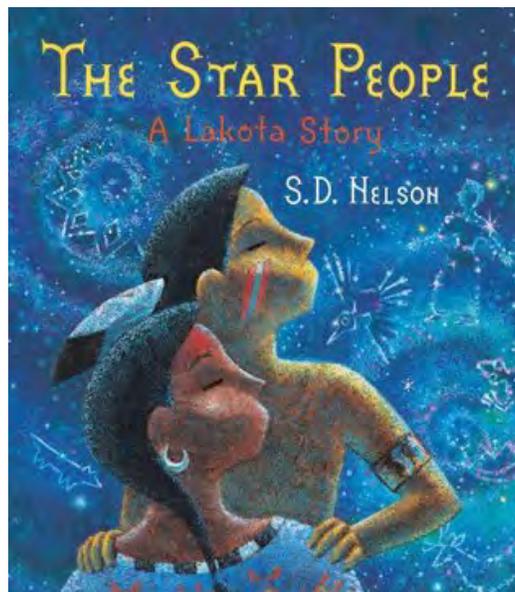
## ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

## Pre-Teach

Introduce concept of symbolism through textual analysis of *The Star People: A Lakota Story* by S. D. Nelson. Explain how the author uses symbolism to communicate meaning and purpose within the text. Artists use symbolism to represent different things in their artwork that can be personal to them.



## Lesson Steps Outline

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**1.** Read aloud *The Star People: A Lakota Story*. Stop periodically to ask “What’s going on in this story?” Guide students through supporting their responses with reasoning and text evidence.

Criteria-based: Observe student verbal interpretation of overall text, symbolism, and potential purposes, list as evidence.

**2.** Guide students through identifying the following evidence of symbolism (make a list of these and their meanings on the board): Brother and sister wander too far from home (noticing the Cloud people, buffalo, eagle, face of a woman) “What could seeing these animals mean? Why did they see their grandmother in the clouds?” “What happens when the storm comes? What are the animals

doing? Why did the water protect them from the fire? What animals do they notice in the clouds? Why are they significant? Why does the grandmother protect and guide them? How can the stars provide comfort? What colors could be symbolic in this story? Guide students through identifying and discussing symbolic messages in the text.

☑ Criteria-based: Identifies symbolic subjects and their meanings within the text, list as documentation.

**3.** Introduce and guide visual analysis of Jamie Okuma’s work and/or Anita Field’s work. Use same line of questioning as textual analysis. Adapt Visual Thinking Strategies to guide students toward identifying and analyzing the purpose of the colors and symbols and what they represent in the pieces: “Why do you think the artist included that?” “What message is the art sending when it is made from repurposed materials?”



☑ Criteria-based: Identifies symbolism and repurposed materials and its meaning within the artwork, list as documentation

**4.** Guide students through planning the piece using attached plan sheet. Ask students to share some examples of personal symbols they could use in their artwork to represent their personal or cultural identity. They can draw out the symbols and create a legend to help them identify what each color and or symbol represents. Instruct them to imagine a shoe to represent their personality and how they would decorate and embellish it like Jamie Okuma did with beads, symbols and feathers.

☑ Criteria-based: Use plan to document symbols and colors used in artwork.

**5.** Guide students through priming the surface of their found shoe. Model painting techniques and base colors with designs. Model strategies as needed. Remind students to stick with their written plan in order to ensure that personal meaning is included in the work.

☑ Criteria-based: Uses three or more colors or symbols to represent personal identity on a repurposed shoe.

**6.** Guide students through proper techniques of attaching embellishments to their shoes. Demonstrate and model safety tips while using glue guns. Model how to properly attach items. Demonstrate how to use needles to add beads.

☑ Criteria-based: Uses at least 2 different purposeful and symbolic mediums on their shoes.

**7.** Guide students through writing an artist statement in which they justify their Shoe's symbolism to and explain how these colors, materials and symbols represent their identity.

☑ Criteria-based: Explain and justify the sculpture's meaning and symbolism in a written artist statement.

# "Walking in My Shoes" Artist Planning Sheet

Name: \_\_\_\_\_ Class Code: \_\_\_\_\_

**1. Personal Symbols:**  
Draw at least 3 symbols that represent things about yourself and who you are.

**2. Found Shoe:**  
Sketch the shoe you chose for your sculpture. Why did you pick this shoe?

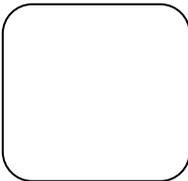
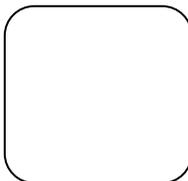
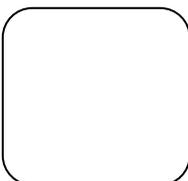
I chose this shoe because....

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**3. Plan your embellishments.**  
Practice drawing your symbols on your shoe. What colors will you paint it? How can you incorporate your designs onto the shoe?

Symbols Legend:	explanation
	
	
	

Write an artist statement below. How did you use symbolism on your shoe to represent who you are? What personal meaning do the colors and symbols have? Why did you use the extra materials?

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## LESSON STEPS

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1.

- *Insert prompt*

- *Insert prompt*

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2.

- *Insert prompt*

- *Insert prompt*

[redacted]

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3.

- *Insert prompt*

- *Insert prompt*

[redacted]

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4.

- *Insert prompt*

- *Insert prompt*

Criteria-based teacher checklist: [redacted]

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**ARTS IMPACT LESSON PLAN Art and Literacy Infused Lesson**

4<sup>th</sup> Grade: "Walking in My Shoes"

**CLASS ASSESSMENT WORKSHEET**

Disciplines				Total
Concept				
Criteria				
Student Name				
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Total				
Percentage				

*What was effective in the lesson? Why?*

*What do I want to consider for the next time I teach this lesson?*

*What were the strongest connections between arts discipline and subject area?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## ARTS IMPACT LESSON PLAN

### Visual Arts and Reading Infused Lesson

#### *Colorful Animals (Beth's stab at a title)*

Authors: Magdalena Koudelka and Beth Reitmeyer Grade Level: 4<sup>th</sup> Grade

#### Enduring Understanding

Color and form may convey emotional meaning within sculpture and text.

#### Lesson Description (Use for family communication and displaying student art)

Students learn about how writers and artists, specifically Native Americans, use words, colors, and symbols to describe emotion and its meaning. Students will share colors swatches and words, describing what emotions the colors represent. Students will create a sketch/mockup of a 3D animal head with a cylinder at its base; students will reference their charts and Native American art and color. Students will learn ceramic techniques. Students then will make a cylindrical animal head, sculpted from clay. After the sculpture is fired, students will use tempera paint to add color to the sculpture. Last, students will write a diamante poem to display next to their work.

### Learning Targets and Assessment Criteria

**Target:** Identify the meanings of colors in text and visual art.

**Criteria:** Students will use descriptive words (nouns, adjectives) within a class chart to assign meaning to colors from the text, *My Many Colored Days* and two works of art. Students will select colors and share the emotions they associate with each color.

**Target:** Assign personal emotional meaning to color.

**Criteria:** Students will be given a worksheet with 10 squares for them to color with crayons. The colored squares will be on the left. On the right, by each square, students will assign the emotion they associate with that color.

**Target:** Create three-dimensional (3D) sculpture of an animal using clay.

**Criteria:** Students will create a 3D animal head from a cylinder formed from a slab of clay. They will use at least two additive and subtractive clay techniques to make their sculptures, including: coil, slab, kneed, pinch, joint and weld, score and attach, modeling, incising, use of tools, using pattern and texture. The sculpture will have at least two appendages. It will be painted with at least two colors.

**Target:** Juxtaposes words describing color with words describing emotion to convey meaning within a poem.

**Criteria:** Students will write a diamante poem to express how color and emotion are used to create meaning within his/her work of art.

**\*\*\*NOTE: I have tried and tried to get rid of the extra lines above and have failed. Thanks, Beth**

Vocabulary	Materials	Learning Standards
<p><u>Arts Infused:</u>  </p> <p><u>Reading/ELA:</u>  diamante poem  legend  words</p> <p><u>Arts:</u>  clay  ceramics  form  three-dimensional/(3D)  sculpture  ceramic sculpture  organic  texture  additive  subtractive  modeling  coiling  slab  pinch  joint and weld  texture  kiln  glaze  cylinder</p>	<p><b>Museum Artworks or Performance</b>  Brett Douglas Hunter, <i>Demon Chair</i>  Totem poles from Stanley Park,  Vancouver, Canada</p> <p><b>Materials</b>  clay  crayons  paint  rolling pins  wire cutter  clay tools  cardstock  tempera or acrylic paint  mats  plastic for wrapping wet clay</p> <p><b>Reading Selections</b>  <i>My Many Colored Days</i> by Dr. Seuss  <i>The Legend of the Indian Paintbrush</i>  by Tomie dePaola</p>	<p><b>TN Visual Arts Learning Standards</b></p> <p><b>Create</b>  4.VA.Cr1.A Brainstorm original approaches to an art or design problem.  4.VA.Cr1.B Collaboratively set goals, and create artwork that is meaningful and has purpose to the makers.  4.VA.Cr2.A Explore and invent art-making techniques and approaches using developmentally appropriate craftsmanship.  4.VA.Cr2.B Utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</p> <p><b>Present</b></p> <p><b>Respond</b>  4.VA.R1.A Determine the main idea of an image, and explain how it is supported by key details.   4.VA.R2.A Interpret art by analyzing how context, relevant subject matter, and use of media shape meaning while using appropriate art vocabulary.  4.VA.R3.A Apply one set of criteria to evaluate more than one work of art.</p> <p><b>Connect</b>  4.VA.Cn2.A Through observation, infer information about time, place, and culture in which a work of art was created.</p>

## Learning Standards

### TN Reading/ELA Learning Standards

**4.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.  
b. Write legibly in manuscript and cursive.

**4.FL.VA.7b** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**4.RL.KID.1** Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.

**4.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.

**4.SL.CC.1** Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

**4.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Images:



Brett Douglas Hunter, *Demon Chair*, concrete and mixed media, 48" x 20" x 18." Julia Martin Gallery, Nashville, TN.



Brett Douglas Hunter, *Demon Chair*, concrete and mixed media, 48" x 20" x 18." Detail. Julia Martin Gallery, Nashville, TN.



Brett Douglas Hunter, *Green Chair*, concrete and mixed media, 43" x 22" x 20."  
Julia Martin Gallery, Nashville, TN.



Brett Douglas Hunter, *Yellow Creature*, concrete and mixed media, 19" x 16" x 6."  
Julia Martin Gallery, Nashville, TN.



Totem Poles, Coast Salish people, Stanley Park, Vancouver, Canada.



Totem Poles, Coast Salish people, Stanley Park, Vancouver, Canada.



Totem Poles, Coast Salish people, Stanley Park, Vancouver, Canada.



Totem Poles, Coast Salish people, Stanley Park, Vancouver, Canada.

### ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

### Pre-Teach

Introduce the concept of that colors and symbols within books and art represent emotions. Tell the students we will be reading a book and looking at art. Remind them that as we read and look, tell you what they notice about the words and colors used within the works, as well as its emotional tone. How do they know?

Ask the students how they feel today. Do they associate a color with their feelings?

### Lesson Steps Outline

**1.** Read aloud *My Many Colored Days*. Ask students, “What is going on in this book?” and “What colors are within the text?” and “What do you think the colors mean?” “What does the text say that they mean?” “Do you agree? Why or why not?” “What do you see within the illustrations?” “Why do you think they look the way they do?”

 Criteria-based: Students will identify the meanings of colors in text and visual art.

**2.** Guide students through the discussion of colors and emotions within *My Many Colored Days*. Guide students through a VTS discussion of Brett Douglas Hunter’s *Demon Chair* and Native American totem poles. Using a class chart, write the color on the left and its corresponding emotion on the right.

 Criteria-based: Assign personal emotional meaning to color.

**3.** Students will be given a worksheet with 10 squares for them to color with crayons. The colored squares will be on the left. On the right, by each square, students will assign the emotion they associate with that color. After completing their worksheet, students will turn and share their colors and their corresponding meanings with another student at their table. Students will refer to this chart when they paint their animal ceramic sculpture.

**4.** Using a cardstock template for creating a cylinder, students will make a sketch/mock up of their sculptural animal head. Demonstrate how the template works, and then allow students to draw on the template and add color with crayons. Tell the students that their clay sculpture will have at least two colors and two appendages. Once the color is completed, show students how to assemble their paper cylinder. If time, add paper appendages.

Criteria-based: Create three-dimensional (3D) sculpture of an animal using clay.

**5.** Demonstrate clay techniques, including rolling out a slab, using clay tools, and how to attach appendages. Students will roll out a slab of clay, in the shape of a rectangle, to create a cylinder. As a rectangle, students may cut out areas of clay using clay tools. They will then create appendages from clay and attach them to their sculptures. If molding the clay takes more than one class, show students how to wrap sculptures in plastic.

**6.** Read aloud *The Legend of the Indian Paintbrush*. Ask students, "What is going on in this book?" and "What words and images are within the text that describe emotions?" "How did the artist feel?" "What can you incorporate from the text into your sculpture?"

**7.** After the clay is dried and fired, demonstrate how to paint the sculptures with tempera or acrylic paint. Remind them not to be sloppy and fast, but to take their time and not rush. They need to allow one color to dry before painting over it with another color. If needed, use hair dryers to help paint dry more quickly.

Criteria-based: Students will write a diamante poem to express how color and emotion are used to create meaning within his/her work of art.

**8.** Introduce format of the diamante poem. Guide students in writing diamante poems that express color or emotions. The color or emotion is one within the student's sculpture.

A diamante (dee-uh-mahn-tay) poem is a poem in the shape of a diamond. It does not have to rhyme, but each line uses specific kinds of words like nouns, adjectives, and verbs. It can be about one topic (synonyms) or two opposite topics (antonyms).

We are going to write diamante poems that highlight two colors and emotions. Here is the format of the poem:

## **Diamante Poem Format**

Line 1: Your first topic (noun) first emotion or color

Line 2: Two adjectives about the emotion or color

Line 3: Three –ing verbs about the first emotion or color

Line 4: Four nouns, or a short phrase, linking your two emotions or colors

Line 5: Three –ing verbs about the second emotion or color

Line 6: Two adjectives about the second emotion or color

Line 7: Your second topic (noun) second emotion

Here's an example for color:

Pink

Bubbly, sweet

Laughing, giggling, hugging

Happy while shivering, calm while chuckling

Moving, running, freezing

Strong, chilly

Blue

Here's an example for emotions:

Happy

Carefree, pinkalicious

Joking, playing, jumping

Running to the end of the world, tantrumming to your room

Consuming, yelling, crying

Fiery, ferocious

Angry

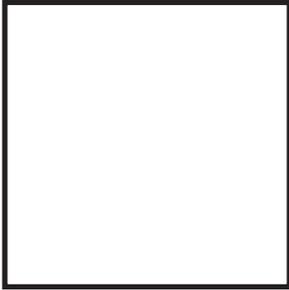
Turn and share your poem with a classmate at your table. Ask if there are words or suggestions to make your poem stronger. Remember you are making meaning as you use words.

9. Students will present their sculptures to the class. Their diamante poems should be presented beside their sculptures.

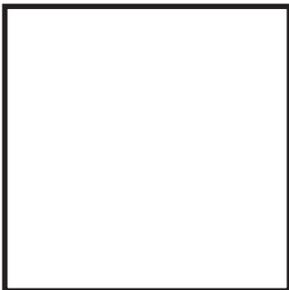
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**color**

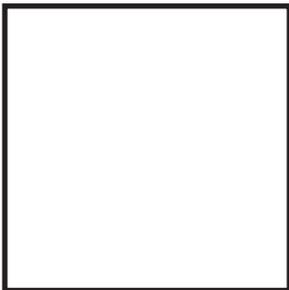
**emotion**



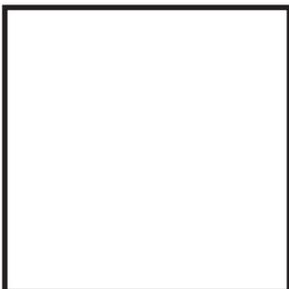
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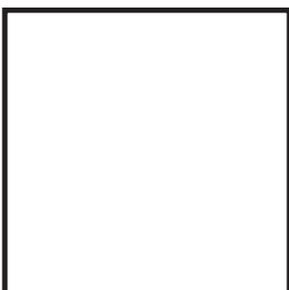
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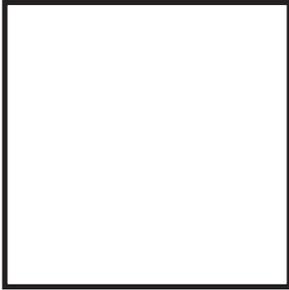


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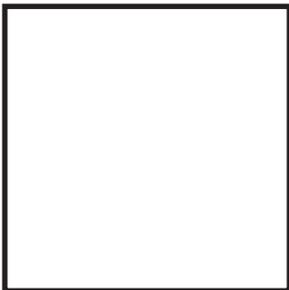
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**color**

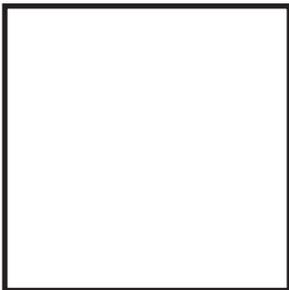
**emotion**



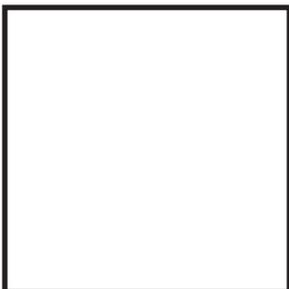
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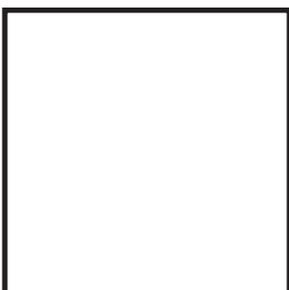
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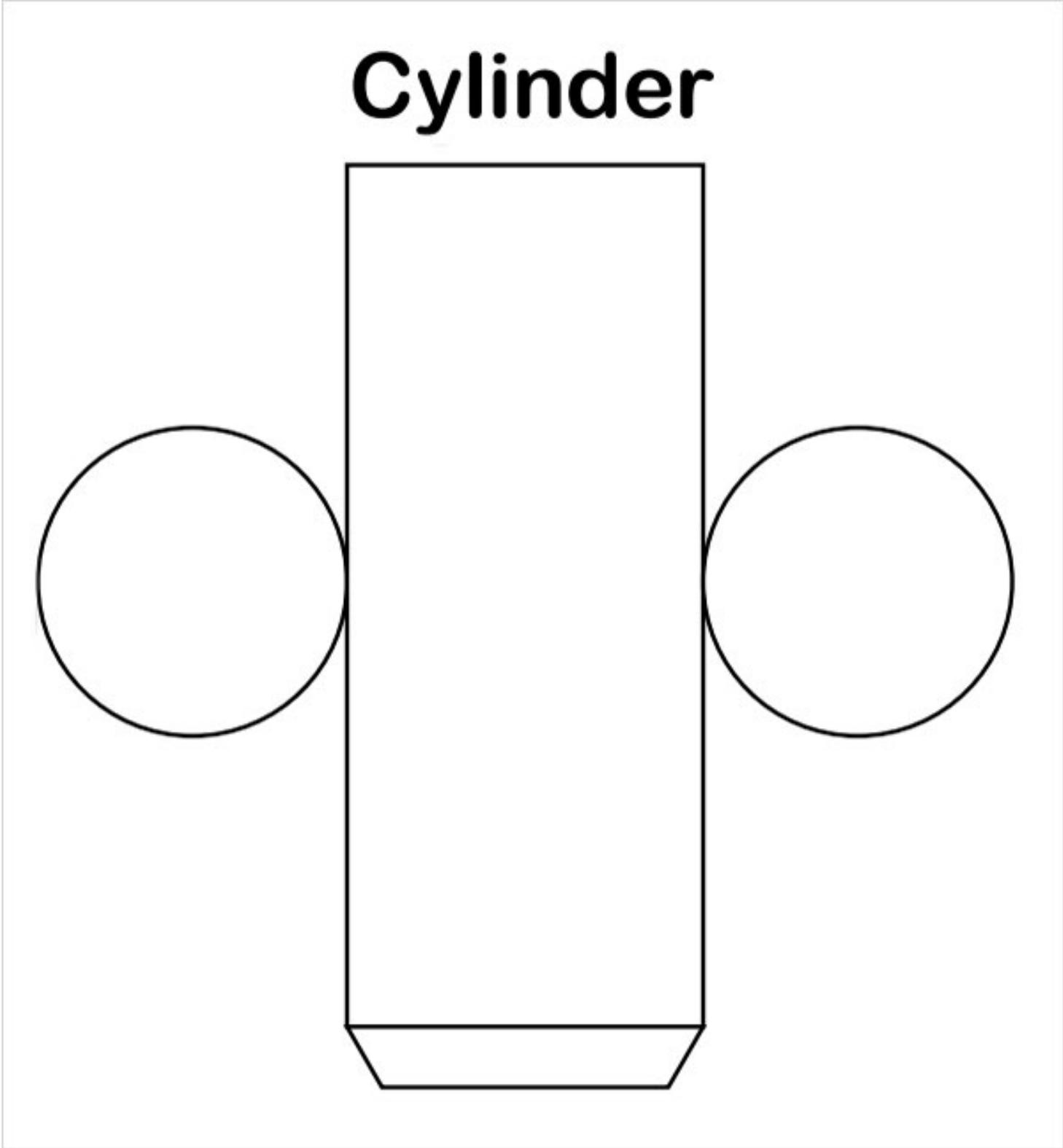


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\_\_\_\_\_

*Sample cylinder template; Beth can quickly build in Illustrator if needed:*



## ARTS IMPACT LESSON PLAN

### Visual Arts and Reading Infused Lesson

#### *There's No Place Like Home*

Authors: Kirsten Kerr and Beth Reitmeyer    Grade Level: 2

#### Enduring Understanding

Words and objects can convey and represent positive emotions about home.

#### Lesson Description (Use for family communication and displaying student art)

*Students learn about how writers and artists use words, shapes, and objects to describe home. Students will share words and images, describing what they mean and how they represent positive emotions about home. Students will learn gelli printmaking and collage techniques. Students then will make a collage that represents home. Last, students will title and describe their collage and share it within a school exhibition.*

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### Learning Targets and Assessment Criteria

**Target:** Connect and discuss how words and art elements are used to convey ideas about a positive emotional connection to home.

**Criteria:** Students will identify descriptive words (nouns, adjectives) within a class chart that the artists and writers used to convey and represent home. Students will discuss how the words and images convey emotions about home.

**Target:** Create a collage about their home or favorite place.

**Criteria:** Students will brainstorm their favorite place in their homes or another favorite place. They will sketch and plan their favorite place. Students will use lines, shapes, and/or forms to represent at least one tangible and recognizable thing in their places. They will write words and ideas about the place, expressing their preferences. Students will make one finished collage based upon their sketch.

**Target:** Create a collage using a variety of materials and layering.

**Criteria:** Students will select at least four materials to create a collage that includes layering and overlapping. They will create prints from gelli plates to incorporate within their collages; the prints will be shared with classmates. They will also select from found materials. They will use collage techniques, including cutting, gluing, overlapping, and layering. They will create their collage on paper.

**Target:** Present artwork in a school exhibition.

**Criteria:** Students will title their artwork and write two sentences about their home or favorite place makes them feel. These will be presented in a school exhibition. The exhibition will include the students' artworks, titles, writings, and incorporate selections from literature, poetry, and images analyzed during the lesson.

## Vocabulary

### Arts Infused:

home  
place  
emotion  
title  
setting

### Reading:

nouns  
adjectives  
poetry  
story

### Arts:

collage  
layer  
exhibition  
overlap  
placement  
shape  
line  
variety  
unity

## Materials

### Museum Artworks or Performance

Romare Bearden  
Do Ho Suh

### Materials

glue  
gelli plates for printmaking  
tempera paint  
paper  
found materials (magazines, fabric,  
yarn, colored paper, patterned paper,  
photos, etc.)  
scissors

### Reading Selections

*Home* by Carson Ellis  
<https://www.youtube.com/watch?v=QIoajUfU48>  
Poems by Shel Silverstein (poems)

## Learning Standards

### TN Arts Learning Standards

- 2.VA.Cr1.A Brainstorm collaboratively multiple approaches to an art or design problem.
- 2.VA.Cr1.B Make art or design with a variety of materials and tools, exploring personal interests, questions, and curiosities.
- 2.VA.Cr2.A Experiment with various materials and tools to explore personal interests in a work of art or design, using developmentally appropriate craftsmanship.
- 2.VA.Cr2.B Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
- 2.VA.Cr2.C Repurpose objects to create something new.
- 2.VA.Cr3.A Discuss and reflect with peers about choices made in creating artwork.
- 2.VA.P1.A Categorize artwork based on a theme or concept for an exhibit.
- 2.VA.P2.A Distinguish between different materials or artistic techniques for preparing artwork for presentation.
- 2.VA.P3.A Analyze how art exhibited in traditional and emerging presentation spaces contributes to communities.
- 2.VA.R1.B Perceive and describe aesthetic characteristics of one's natural world and constructed environments.
- 2.VA.R2.A Interpret art by identifying the suggested mood and describing relevant subject matter while using appropriate art vocabulary.
- 2.VA.R3.A Use art vocabulary to express preferences about artwork.
- 2.VA.Cn1.A Create art about events in home, school, or community life.
- 2.VA.Cn2.A Compare and contrast purposes of artwork from various cultures, times, and places.

## Learning Standards

### TN ELA Learning Standards

**2.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

**2.FL.VA.7b** Demonstrate understanding of word relationships and nuances in word meanings.

- i. Identify real-life connections between words and their use.
- ii. Distinguish shades of meaning among closely related words.

**2.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**2.RL.CS.4** Describe how words and phrases supply meaning in a story, poem, or song.

**2.SL.PKI.5** Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.

Romare Bearden Images:



Romare Bearden, *The Block*, 1971, Cut and pasted printed, colored and metallic papers, photostats, graphite, ink marker, gouache, watercolor, and ink on Masonite. Metropolitan Museum of Art, New York, 1978.61.1-.6.



Romare Bearden, *Mill hand's lunch bucket (Pittsburgh memories)*, 1978–1978, watercolor and collage. Private collection



Romare Bearden, *School Bell Time*, 1994, Limited Edition Print: Serigraph, 28 x 41 in | 71 x 104 cm.



Romare Bearden, *Morning*, Lithograph in colors, on Somerset paper, with full margins. 21 7/10" × 27 4/5".

Do Ho Suh Images:



Do Ho Suh, *Home Within Home*, 2013, Korean Silk



Do Ho Suh, *Home Within Home*, 2013, Korean Silk



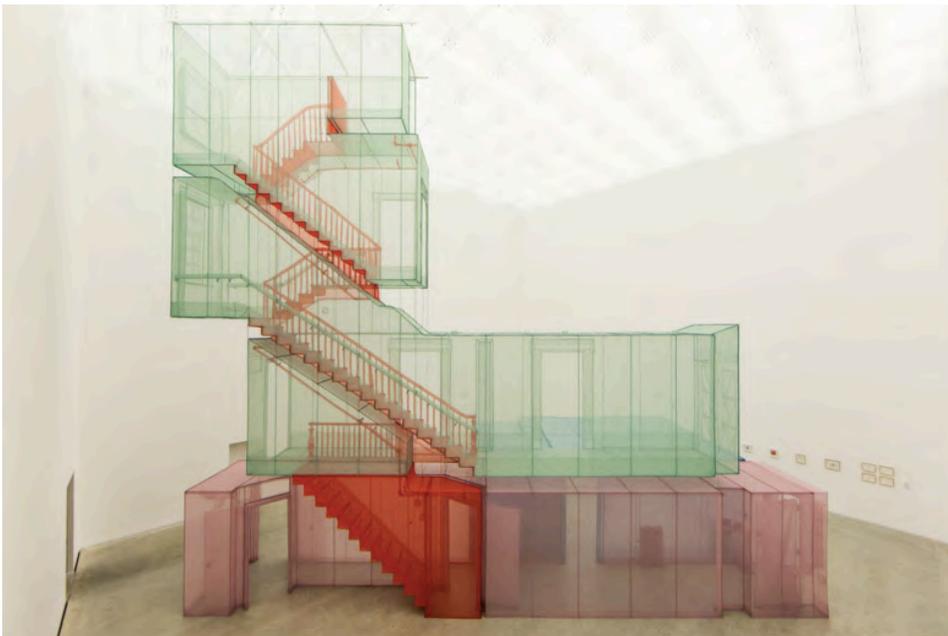
Do Ho Suh, *Home Within Home*, 2013, Korean Silk



Do Ho Suh, *Home Within Home*, 2013, Korean Silk



Do Ho Suh, *348 West 22nd Street, Apt. A, Corridor and Staircase*, New York NY 10011, USA, 2012.



Do Ho Suh, *348 West 22nd Street, Apt. A, Corridor and Staircase*, New York NY 10011, USA, 2012.

*The Light in the Attic, select Shel Silverstein poems*

MESSY ROOM

Whoever room this is should be ashamed!  
His underwear is hanging on the lamp.  
His raincoat is there in the overstuffed chair.  
And the chair is becoming quite mucky and damp.  
His workbook is wedged in the window.  
His sweater's been thrown on the floor.  
His scarf and one ski are beneath the TV,  
And his pants have been carelessly hung on the door.  
His books are all jammed in the closet,  
His vest has been left in the hall.  
A lizard named Ed is asleep in his bed,  
And his smelly old sock has been stuck to the wall.  
Whoever room this is should be ashamed!  
Donald or Robert or Willie or —  
Huh? You say it's mine? Oh dear,  
I knew it looked familiar!

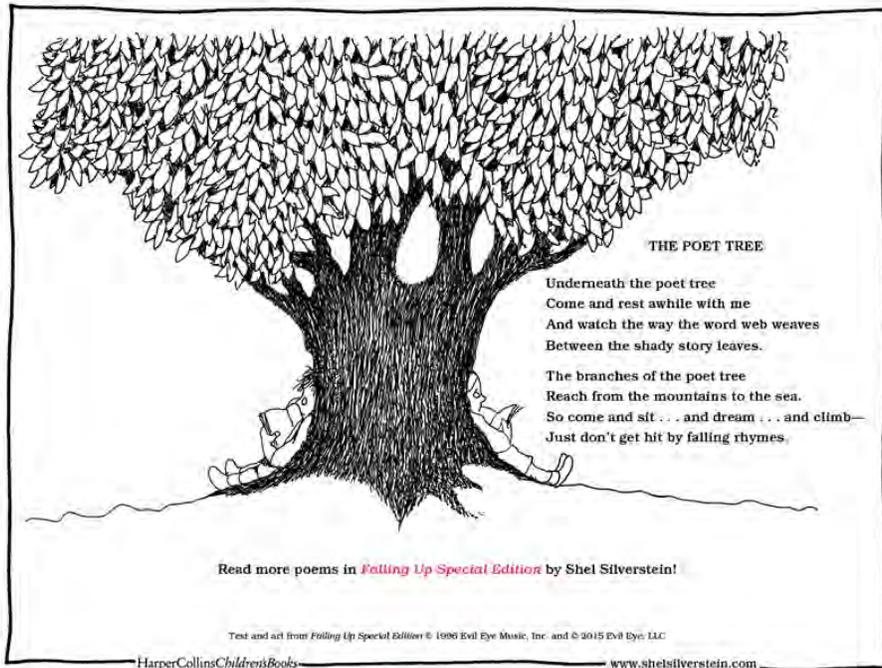
THE FLY IS IN

The fly is in  
The milk is in  
The bottle is in  
The fridge is in  
The kitchen is in  
The house is in  
The town.

The flea is on  
The dog is on  
The quilt is on  
The bed is on  
The carpet is on  
The floor is on  
The ground.

The worm is under  
The ground is under  
The grass is under  
The blanket is under  
The diaper is under  
The baby is under  
The tree.

The bee is bothering  
The puppy is bothering  
The dog is bothering  
The cat is bothering  
The baby is bothering  
Mama is bothering  
Me.



## Invitation

If you are a dreamer, come in  
 If you are a dreamer, a wisher, a liar,  
 A hope-er, a pray-er, a magic bean buyer...  
 If you're a pretender, come sit by the fire  
 For we have some flax-golden tales to spin.  
 Come in!  
 Come in!

## Where the Sidewalk Ends

There is a place where the sidewalk ends  
 And before the street begins,  
 And there the grass grows soft and white,  
 And there the sun burns crimson bright,  
 And there the moon-bird rests from his flight  
 To cool in the peppermint wind.

Let us leave this place where the smoke blows black  
 And the dark street winds and bends.  
 Past the pits where the asphalt flowers grow  
 We shall walk with a walk that is measured and slow,  
 And watch where the chalk-white arrows go  
 To the place where the sidewalk ends.

Yes we'll walk with a walk that is measured and slow,  
And we'll go where the chalk-white arrows go,  
For the children, they mark, and the children, they know  
The place where the sidewalk ends.

### TREE HOUSE

A tree house, a free house,  
A secret you and me house,  
A high up in the leafy branches  
Cozy as can be house.  
A street house, a neat house,  
Be sure to wipe your feet house  
Is not my kind of house at all-  
Let's go live in a tree house.  
— Shel Silverstein, *Where the Sidewalk Ends*

## ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

## Pre-Teach

Introduce home. Introduce collage and discuss key vocabulary, including: elements of design, layering, overlap, cutting, gluing and key collage techniques. Students will use this knowledge to connect to their everyday life and/or previous background knowledge about home.

## Lesson Steps Outline

**1.** Read aloud *Home* and select poems from Shel Silverstein's *A Light in the Attic*. Ask students, "What is going on in this book/poem?" and "What words and images are within the text that are about home?" and "What do the words and images mean?" Guide students in discussion about home and meaning using supporting details.

 Criteria-based: Connect and discuss how words and art elements are used to convey ideas about a positive emotional connection to home.

**2.** Guide students through the discussion of words and images within *Home* and the poetry. Guide students through a VTS discussion of Romare Bearden's artworks, <TITLES HERE> and Do Ho Suh's artworks, <TITLES HERE>. Using a chart, write the descriptive words about home and feelings discovered within the texts and artworks.

 Criteria-based: Create a collage about their home or favorite place.

**3.** Students will brainstorm their favorite place in their homes, a place or experience of home that conveys positive emotions. "Home" can include sounds, smells, small things, family members, friends, their pets. It can also include what they wish home was like. They can use the class discussion chart to process ideas and words about home. They will write words and ideas about the place, expressing their preferences. They will sketch and plan their art about home. Students will use lines, shapes, and/or forms to represent at least one tangible and recognizable thing in their sketch. Students will make one finished collage based upon their sketch.

Criteria-based: Create a collage using a variety of materials and layering.

**4.** Students will first create prints using gelli plates and paint. They will create at least four prints using the process, which will be demonstrated during class. After the prints dry, students will select one of their own prints and three from other students. They will also select at least three additional materials to create a collage that includes layering and overlapping. Collage techniques, including cutting, gluing, overlapping, and layering will be demonstrated. They will create their collage on paper. There will be at least one recognizable object within the collage.

Criteria-based: Present artwork in a school exhibition.

**5.** Students will title their artwork and write two sentences about how their home or favorite place makes them feel. These will be presented in a school exhibition. The works will be installed in the main open hallway area near the center of the school. The exhibition will include the students' artworks, titles, writings. The exhibition will also incorporate selections from literature, poetry, and images analyzed during the lesson, to give the art work additional context for the school's community. The teachers may also be invited to create a collages about their homes.

Criteria-based:

## ARTS IMPACT LESSON PLAN

### Visual Arts and Reading Infused Lesson

#### *Fantastical Beasts and Books*

Author: Christine Campbell and Beth Reitmeyer

Grade Level: 4

#### Enduring Understanding

Symbolism in art and books can create rich collaborative works.

Symbolism in art, texts, and books can create personal meaning.

#### Lesson Description (Use for family communication and displaying student art)

Students make observations and inferences about symbols through textual analysis from reading books and visual analysis of looking at art. They will analyze bestiary from illuminated manuscripts and use of pattern, flora and fauna. Students will discuss symbolism in animals and nature and personal symbolism. Students will combine symbolism and visual features of two animals into their design of one fantasy creature in an accordion-style book. Students will craft a front cover of embossed foil and their initials. Students will be encouraged to use personal symbolism of additional plant and animal forms in their front and back cover designs. Students will show pattern and contrast in their back cover, using the texture of their animal for inspiration. Lastly, using calligraphy, students will add additional personal meaning and text to their books.

### Learning Targets and Assessment Criteria

**Target:** I can identify symbolism in art and text.

**Criteria:** Students will identify an object and its symbolism (its meaning) in a class chart or thinking map.

**Target:** I can create a fantasy animal based on qualities I find important.

**Criteria:** Students will complete a bestiary chart of animals with their symbolic powers. Students will identify two animals and combine those into a fantasy animal.

**Target:** I can create a drawing of a fantasy animal.

**Criteria:** Students will draw their fantasy animal within the pages of their accordion book.

**Target:** I can use repetition and pattern inspired by nature.

**Criteria:** Students will reference nature and photos of nature to design at least one pattern.

**Target:** I can create a design using tooling foil.

**Criteria:** Students will use tooling foil, tools, and chip board to create a foil design.

**Target:** I can write text about my animal.

**Criteria:** Using calligraphy, students will write at least one sentence in their accordion book about their animal.

**Target:** I can create an accordion book.

**Criteria:** Creates an accordion book.

## Vocabulary

### Arts Infused:

Stories  
Symbolism  
Fantasy  
Bestiary

### Visual Art:

Accordion book  
Foil  
Relief  
Paper folding  
Pattern  
Organic shape  
Mixed media  
Calligraphy  
Repetition

### English and Language

#### Arts:

Narrative  
Setting  
Character

## Materials

### Museum Artworks or Performance

Illuminated manuscript page:  
Liébana Beatus  
Medieval book with gold cover  
Elizabeth Sanford books  
*Lady and the Unicorn: Hearing*  
tapestry  
Optional: totems

*\*Images attached at end of plan*

### Materials

Tooling foil, 12" x 7": one per student  
Chip board, 8 ½" x 5 ½": two per student (one black, one will be covered by foil)  
Watercolor paper, 8 ½" x 30": 1 strip per student  
Calligraphy markers  
Lyra aquacolor crayons  
Boxwood tool set for tooling foil  
Metallic crayons  
Fine point sharpies  
Metallic sharpies  
Glue  
Pencils, erasers  
Tracing paper

### Reading Selections

*Bestiary: An Illuminated Alphabet of Medieval Beasts* by Jonathan Hunt

*Marguerite Makes a Book* by Bruce Robertson and Kathryn Hewitt

Optional:

*The Wretched Stone* by Chris van Allsburg

## Learning Standards

### Tennessee Visual Arts Standards

#### Create

4.VA.Cr1.A Brainstorm original approaches to an art or design problem.  
4.VA.Cr1.B Collaboratively set goals, and create artwork that is meaningful and has purpose to the makers.  
4.VA.Cr2.A Explore and invent art-making techniques and approaches using developmentally appropriate craftsmanship.  
4.VA.Cr2.B Utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

#### Present

4.VA.P2.A Analyze strategies for exhibiting and preserving a variety of art forms in both traditional and emerging presentation spaces.

#### Respond

4.VA.R1.A Determine the main idea of an image, and explain how it is supported by key details.  
4.VA.R2.A Interpret art by analyzing how context, relevant subject matter, and use of media shape meaning while using appropriate art vocabulary.

#### Connect

4.VA.Cn2.A Through observation, infer information about time, place, and culture in which a work of art was created.

*VA and ELA Standards continued at end*

## Learning Standards

### Tennessee ELA Standards

**4.FL.VA.7c** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

**4.RL.KID.1** Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.

**4.RL.KID.2** Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.

**4.SL.CC.1** Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

**4.SL.CC.2** Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.

**4.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**4.W.PDW.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**4.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

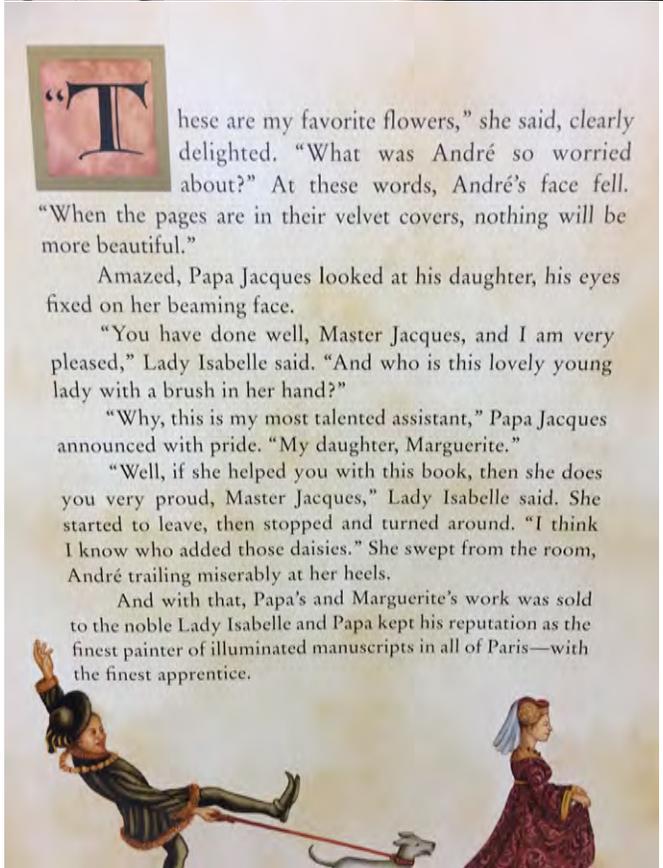
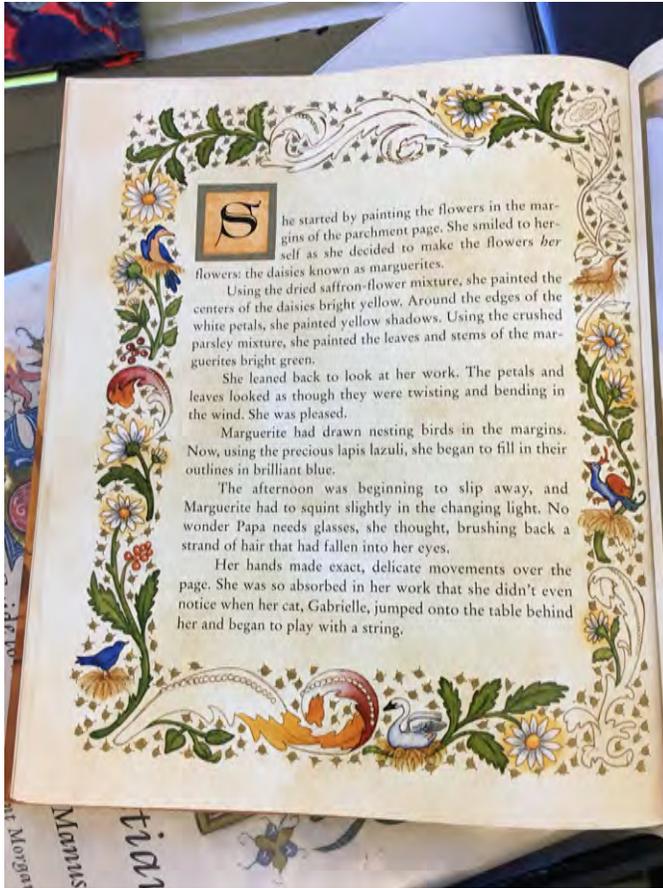


*The Lady and the Unicorn: Hearing*



Accordion book by Elizabeth Sanford (Nashville artist)

Text from *Marguerite Makes a Book* by Bruce Robertson and Kathryn Hewitt (symbolism of “daisy” with Marguerite’s name):



## ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

## Pre-Teach

Review color theory and meaning, pattern, symmetry, repetition, line, and organic shape. Introduce symbolism: symbolism is when one thing also represents or means something else.

## Lesson Steps Outline

 **Criteria-based:** Students will identify an object and its symbolism (its meaning) in a class chart or thinking map.

1. Show students *The Lady and the Unicorn: Hearing*. Lead a VTS discussion; ask “What is going on in this image?” “What makes you say so?” “If you know the artwork represents one of the five senses, which one is it?” “How do you know?” “What objects does the artist use to symbolize hearing?” (session 1)

Read the section from *Marguerite Makes a Book* that describes why she paints daisies. Ask “why does Marguerite paint daisies?” Her name “Marguerite” is “Daisy” in Greek. Discuss how we use images as symbols to represent herself.

 **Criteria-based:** Students will complete a bestiary chart of animals with their symbolic powers. Students will identify two animals and combine those into a fantasy animal.

2. Introduce medieval bestiary images. Show students some examples of examples from *Bestiary: An Illuminated Alphabet of Medieval Beasts* by Jonathan Hunt.
3. Students will work on a bestiary chart in which they identify animals and their symbolic qualities or meanings. If needed, the students can use the animals from *The Lady and the Unicorn* to begin with. After completing the chart, they will choose two animals that are meaningful to them, with qualities or powers you admire. Students will combine the two animals into

one new animal, to add the imaginary bestiary. They will sketch the fantasy animal. (Session 1)

**Criteria-based:** Students will draw their fantasy animal within the pages of their accordion book.

**4.** Show Elizabeth Sanford's accordion book and lead a VTS discussion. Ask, "How does the format of this book help you understand the story?" (Session 2)

**5.** Show students how to fold their 8 ½" x 30" watercolor paper. Demonstrate how to sketch out their animal within the pages. Show students how to use shapes to draw animals; students will reference photos of their animals to help them observe and draw parts of their imaginary animal.

Also demonstrate watercolor pencils and crayons techniques. (Session 2)

**Criteria-based:** Students will reference nature and photos of nature to design at least one pattern.

**6.** Students will use repetition and/or pattern in their design(s); the patterns will be inspired by nature. Students may create an abstract pattern or close-up view from the texture of the animal (scales, etc.) and/or leaves, flowers, insects, etc. The pattern may be incorporated in the image(s) within the book, or they may be incorporated on back and/or front cover(s) of the book. Students will reference photos of birds, flowers, butterflies, animals etc. Students may also reference books from the library on nature and symbolism, and bestiary.

(Session 2 or 3)

**Criteria-based:** Students will use tooling foil, tools, and chip board to create a foil design.

**7.** Demonstrate how to draw large, block letters. Show them how to incorporate pattern and overlapping into the block letter. (Session 3)

Students will sketch out a design using the initial from their name. They will use patterns and/or plant forms within their design. They will transfer their design onto the foil. (Session 3)

**8.** Demonstrate the foil tooling process and the use of foil tools. Discuss relief techniques. Students create their foil cover. (Session 3–4)

**Criteria-based:** Using calligraphy, students will write at least one sentence in their accordion book about their animal.

- 9.** Demonstrate use of metallic crayons, crayons, and other art supplies on the black matte board for the back cover. Subject may include mandalas or details from their animal or their book. (Session 4)
  - 10.** Students write about their animal. They will write at least one sentence. They can write a poem or brief story. (Session 4)
  - 11.** Demonstrate the use of the calligraphy markers. Students will practice writing their text. Students will transfer the text to their books and use calligraphy to write the text. (Session 4–5)
- Criteria-based:** Creates an accordion book.
- 12.** Demonstrate assembling an accordion book and use of glue. Students will glue their books together. (Session 4–5)
  - 13.** Books can be presented in the library once completed.

**ARTS IMPACT LESSON PLAN Visual Arts and Reading Infused Lesson**

Grade: 4

**CLASS ASSESSMENT WORKSHEET**

Disciplines				Total
Concept				
Criteria				
Student Name				
1.				
2.				
3.				
4.				
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23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
Total				
Percentage				

*What was effective in the lesson? Why?*

*What do I want to consider for the next time I teach this lesson?*

*What were the strongest connections between arts discipline and subject area?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## ARTS IMPACT LESSON PLAN

### Visual Art and Reading Infused Lesson

#### *Formative Trees*

Authors: Elizabeth Reed and Beth Reitmeyer      Grade Level: Third

#### Enduring Understanding

Form and balance in art and literature can suggest a specific setting.

#### **Lesson Description** (Use for family communication and displaying student art)

Students will identify setting of literature and art based on form by writing and asking questions about time, environment, and mood. They will discuss different types of trees, where they are located, and why balance is important to help generate ideas for their papier mâché trees. Students will then write a poem about their trees, describing the setting of their tree.

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### Learning Targets and Assessment Criteria

**Target:** I can identify the setting of a story based on the forms in literature and art.

**Criteria:** Write or ask at least three questions about what, when, where, and why about where a story is taking place. (time, environment, and mood).

**Target:** I can discuss different types of trees and where they exist and generate ideas for my papier mâché tree.

**Criteria:** Create a preliminary sketch of the tree along and its environment.

**Target:** I can create a papier mâché tree using balance and form.

**Criteria:** Create a balanced tree, standing on its own, that doesn't fall apart.

**Target:** I can write a poem about my tree, using time, environment, and mood that is balanced.

**Criteria:** Write a 6 line poem using rhyming words.

---

## Vocabulary

### Arts Infused:

Setting

### Reading:

Poem

Story

Narrative

Rhyming words

### Arts:

Form

Balance

Papier mâché

Sculpture

Sculpture in the round

Paint

Additive

Molding

assembling

## Materials

### Museum Artworks or Performance

Jennifer Steinkamp, *Dervish*, 2004-05

[http://jsteinkamp.com/html/body\\_lehmannmaupin.htm](http://jsteinkamp.com/html/body_lehmannmaupin.htm)

Meow Wolf

<https://santafe.meowwolf.com/>

Vincent van Gogh, *The Mulberry Tree*, 1889

<https://www.vangoghgallery.com/painting/the-mulberry-tree.html>

### Materials

Tubes

Newsprint

Liquid starch

Newspaper

Plastic table covers

Masking tape

Acrylic paint

Construction paper

Buckets (7)

Wipes

Paper bags

Books

*The Lorax* by Dr. Seuss

Shel Silverstein poems

## Learning Standards

### Tennessee Visual Arts Standards

#### Connect

3.VA.Cn1.A Develop art based on observations of surroundings.

3.VA.Cn2.A Recognize that responses to art can change depending on knowledge of the time and place in which it was made.

#### Respond

3.VA.R2.A Interpret art by analyzing how use of media, mood, and subject matter shape meaning while using appropriate art vocabulary.

3.VA.R3.A Evaluate an artwork based on given criteria.

#### Present

3.VA.P2.A Identify traditional and emerging presentation spaces, and prepare works of art for presentation, including an artist's statement.

#### Create

3.VA.Cr1.A Elaborate on an imaginative idea.

3.VA.Cr1.B Apply knowledge of selected resources, tools, and technologies to investigate personal ideas through art-making.

3.VA.Cr2.C Individually or collaboratively construct visual representations of objects or places from everyday life.

3.VA.Cr3.A Add details to an artwork to enhance emerging meaning.

## Learning Standards

### Tennessee ELA Standards

**3.RL.KID.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

**3.RL.IKI.7** Explain how illustrations in a text contribute to what is conveyed by the words.

**3.SL.CC.1** Prepare for collaborative discussions on 3<sup>rd</sup> grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

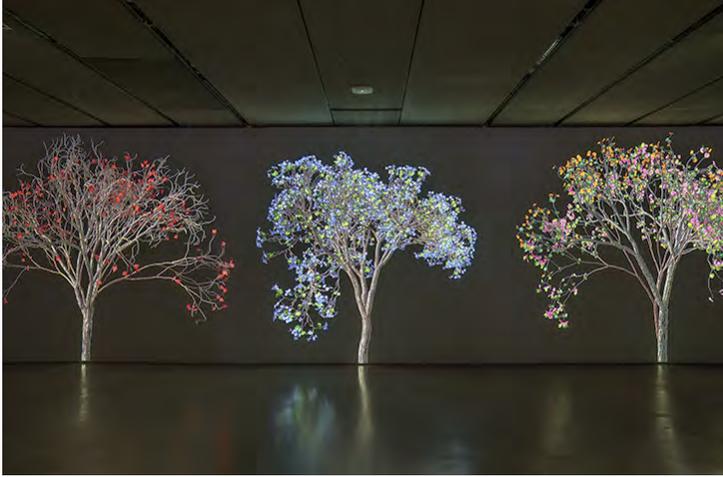
**3.SL.CC.2** Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.

**3.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**3.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

Jennifer Steinkamp, *Dervish*, 2004-05

[http://jsteinkamp.com/html/body\\_lehmannmaupin.htm](http://jsteinkamp.com/html/body_lehmannmaupin.htm)



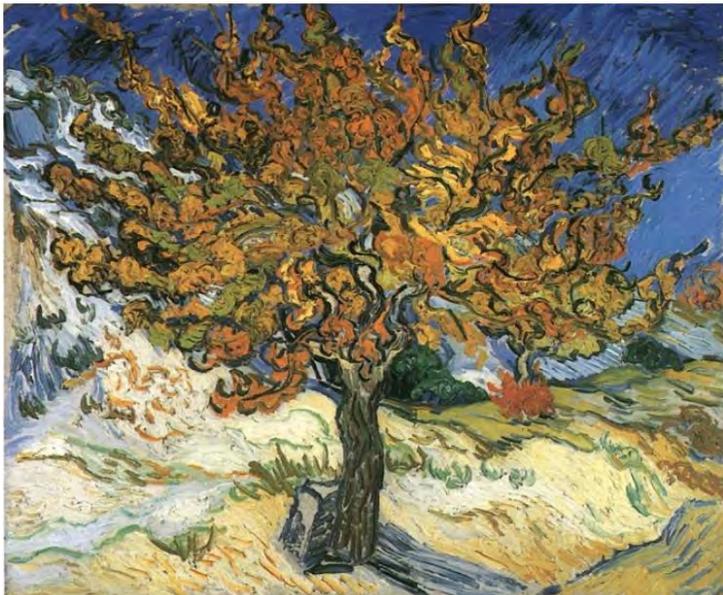
Meow Wolf

<https://santafe.meowwolf.com/>



Vincent van Gogh, *The Mulberry Tree*, 1889

<https://www.vangoghgallery.com/painting/the-mulberry-tree.html>



### ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

<b>Generate Ideas</b>	<b>Construct Meaning</b>	<b>Self-Reflect</b>
<u>Gather Information</u> <ul style="list-style-type: none"><li>• From <u>WHAT</u> you know</li><li>• From <u>WHO</u> you know</li><li>• Brainstorm</li></ul>	<u>Create drafts</u> <ul style="list-style-type: none"><li>• Organize ideas</li><li>• Make a choice</li></ul>	<ul style="list-style-type: none"><li>• <u>Check in with self</u></li><li>• <u>Check in with others</u></li><li>• <u>Refine work</u></li></ul>

### Pre-Teach

Introduce the setting of a story as the time, place, and mood of a story.

### Lesson Steps Outline

 **Criteria-based:** Write or ask at least three questions about what, when, where, and why about where a story is taking place. (time, environment, and mood).

- 1.** Read a selection from *The Lorax*. In a class discussion, ask students to write or verbally share questions they have as the selection is read. (session 1)
- 2.** Look at images, *Dervish* and Meow Wolf. Lead a VTS discussion about the images, asking “What is going on in this installation” and “What makes you say so?” Ask the students “Why are the art objects made the way they are made?” “How does the shape, the form, help you understand the place, the setting, of the installations?” “How do the artists use balance?” “Why is it important that the art doesn’t fall over?” Have the students analyze the balance and form to infer about the setting. (session 1)
- 3.** Discuss different kinds of trees and the settings (locations, environments, habitats) that they exist in. What kind of trees are around them, in Nashville? What kind of trees are in other environments? For their art project, what kind of tree do they want to make, what is its environment, and why do they want to pick that tree? (session1)

- ☑ Criteria-based: Create a preliminary sketch of the tree and its environment.
4. Students will sketch their chosen tree within its environment. They will write at least one reason they chose their tree on their sketch. (session 1)

☑ Criteria-based: Create a balanced tree, standing on its own, that doesn't fall apart.

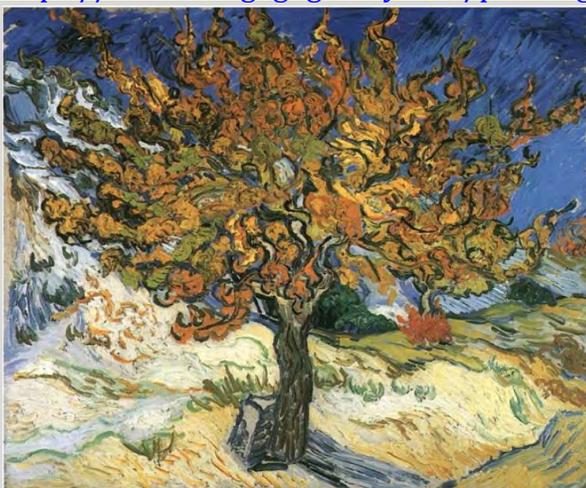
5. Discuss "balance," defining it. Ask, "Why is balance important?" Lead a VTS discussion with the photograph of Mount St. Helens. Ask, "What is going on with the trees in this picture?" "Are the trees balanced? Why or why not?" "How does balance (or no balance) make you feel?" Show the students Vincent van Gogh's *The Mulberry Tree*. Ask "What is going on in this painting?" "How does van Gogh use balance? Why?" "What makes you say so?" (session 2)

Mount St. Helens, <https://www.pond5.com/stock-footage/item/12125544-mt-st-helens-destruction-and-devastation-timber-leveled-mile>



Vincent van Gogh, *The Mulberry Tree*, 1889

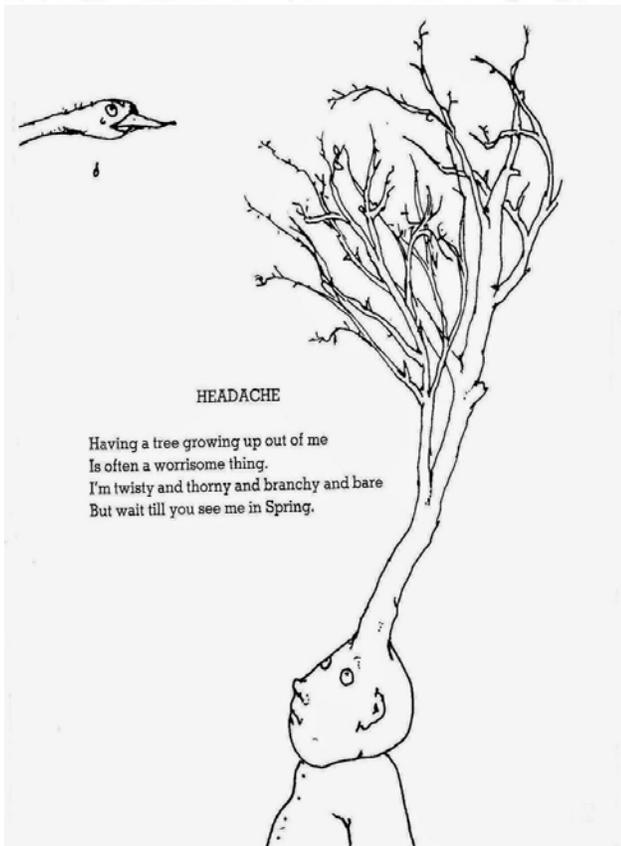
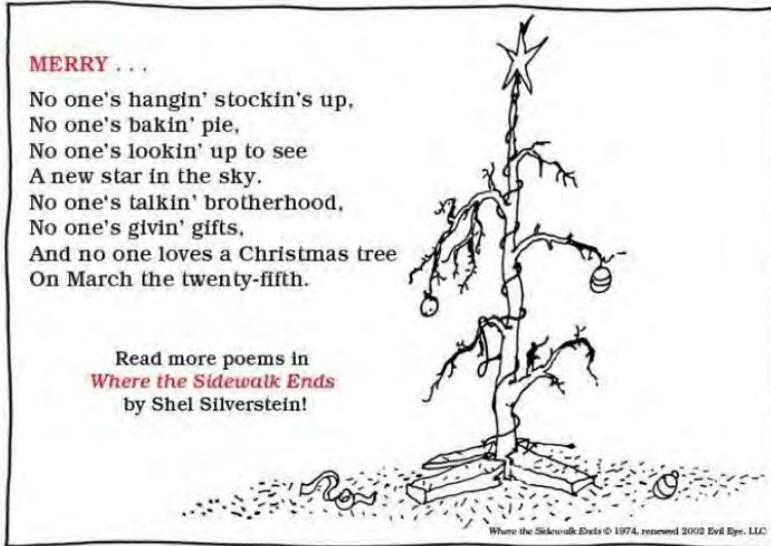
<https://www.vangoghgallery.com/painting/the-mulberry-tree.html>

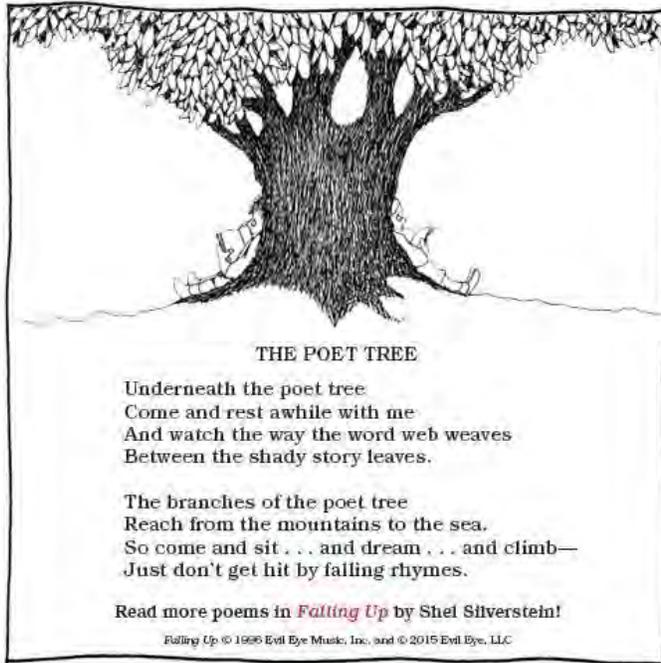


6. Demonstrate how to build the structure of tree using cardboard tubes, newsprint, and masking tape; show them how to add the paper mâché layers. After dried, painting and decorating with leaves. Discuss different types of balance, symmetrical, asymmetrical. Why and how trees are balanced? (session 2).

☑ Criteria-based: writing a 6 line poem using rhyming words

7. Read aloud and discuss poems "Merry", "Headache", and "The Poem Tree". Ask students what they can infer about the settings of the trees and how they would describe the setting of their trees. (session 3).





8. Students will write a poem with six lines about their tree. They will use rhyming words. (session 3)
9. Students will paint their trees, adding leaves, flower, and insects made from construction paper. (session 3)

## ARTS IMPACT LESSON PLAN

### Visual Arts and Reading Infused Lesson

#### *Wonderland (My stab at a title!)*

Authors: Dana McDowell and Beth Reitmeyer

Grade Level: 1

#### Enduring Understanding

A variety of materials, textures, and words experienced through the five senses can suggest a magical environment.

*Kyle's recommendations: "A variety of textures can suggest a fantastical environment" or "Texture in visual art and written text can suggest a fantastical environment." It could be as simple as "A variety of textures can suggest environment."*

#### Lesson Description (Use for family communication and displaying student art)

*Students learn about how writers and artists use words, textures, and materials to create a magical, fictional environment. Students will identify and collect words and materials, describing what they mean and how they suggest a environment. Students will learn collage and assemblage/additive sculpture techniques. Students then will make a collage of an environment using paper and found materials. Students will also create a found object sculpture of a fairy house and work together to create a fairy garden. Last, students will title and describe their sculptural garden, select a location around their school, and design an installation exhibition of their sculptures.*

### Learning Targets and Assessment Criteria

**Target:** Connect and discuss how the five senses help us discover nature and places within texts and in works of art.

**Criteria:** Students will identify descriptive words (nouns, adjectives) within a class chart and connect the words to at least one of the five senses.

**Target:** Create a landscape collage.

**Criteria:** Students will go on a nature walk and gather materials from outside. They will select at least four materials to create a landscape collage. The collage will incorporate foreground, middle ground, and background. The collages will show a magical environment based on nature.

**Target:** Create a found object sculpture of a fairy house.

**Criteria:** Students will use assemblage techniques to create a sculpture of a fairy house. They will select a base cardboard box or tube. They will use at least four materials to create the exterior and interior of their houses, gluing the materials to the base cardboard form. Students may also use paint on their sculptural houses. They will complete one sculpture of a fairy house.

**Target:** Collaborate to make a fairy garden.

**Criteria:** Students will collaborate in groups of two to three to create a fairy garden with their sculptures. They will have a larger box as their base for their setting. They will use at least four materials to create a fairy landscape, depicting things from nature, i.e. rivers, rocks, paths, streams, trees, plants. They will add their fairy houses to the garden.

**Target:** Create an exhibition/installation of fairy houses and gardens.

**Criteria:** Students will work in teams of two to three to name their garden and write one sentence each about their garden. The gardens will be installed throughout the interior and exterior of the

school, within an exhibition. Students will be able to verbally explain why their garden is in the location it is.

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## Vocabulary

### Arts Infused:

context  
place  
location  
environment  
**scale**

### Reading:

setting  
adjectives  
fiction  
fantasy

### Arts:

collage  
assemblage  
sculpture  
installation  
exhibition  
found object  
texture (actual)  
two-dimensional/2-D  
three-dimensional/3-D  
landscape  
surrealism  
realism  
overlapping  
layering

## Materials

### Museum Artworks or Performance

**Grandma Moses**  
**Remedios Varo**  
**Patrick Doherty**

Fairy gardens from Lockeland Springs  
Park and Cheekwood

### Optional examples:

Ndebele/African Houses  
El Bosque animado de Oma, Spain  
Bonsai tree gardens

### Materials

Paper  
Yarn  
Fabric  
Fiber material / mixed media  
Tacky glue  
Cardboard boxes and tubes  
Found objects  
Stones, stick, leaves  
Paint  
Paper  
Buttons  
White glue for paper  
Larger boxes for gardens  
Moss  
Fake floral stuff

### Reading Selections

*Backyard Fairies* by Phoebe Wahl  
*Magical Secret Garden* by Cicely Mary  
Barker

## Learning Standards

### TN Arts Learning Standards

#### Create

- 1.VA.Cr1.A Explore and experiment imaginatively with ideas and materials through collaboration.
- 1.VA.Cr1.B Use observation and investigation in preparation for making a work of art.
- 1.VA..Cr2.A Explore uses of materials and tools to create works of art or design, using developmentally appropriate craftsmanship.
- 1.VA.Cr2.B Demonstrate safe and proper procedures for using materials, tools, and equipment.
- 1.VA.Cr2.C Identify and classify uses of everyday objects through diverse visual art media.
- 1.VA.Cr3.A Use art vocabulary to describe choices while creating art.

#### Present

- 1.VA.P2.A Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.
- 1.VA.P3.A Identify the roles and responsibilities of people who work in and visit traditional and emerging presentation spaces.

#### Respond

- 1.VA.R1.A Compare images that represent the same subject.
- 1.VA.R1.B Select and describe works of art that illustrate daily life experiences.
- 1.VA.R2.A Interpret art by categorizing subject matter and describing relevant details while using appropriate art vocabulary.

#### Connect

- 1.VA.Cn2.A Express how people from different places and times have made art for a variety of reasons.

## Learning Standards

### TN ELA Learning Standards

**1.FL.VA.7b** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. i. Sort words into categories to gain a sense of the concepts the categories represent. ii. Define words by category and by one or more key attributes. iii. Identify real-life connections between words and their use. iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.

**1.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

**1.RL.KID.1** Ask and answer questions about key details in a text.

**1.RL.KID.3** Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.

**1.RL.CS.4** Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.

**1.RL.IKI.7** Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.

**1.RL.IKI.9** Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.

**1.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.

**1.SL.CC.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Images:

*Note: One painting by Grandma Moses will be selected for the VTS discussion.*



Grandma Moses, *The Storm*, 1955, oil on canvas. Grand Valley State University Art Gallery: Padnos Collection. 2013.68.28.



Grandma Moses, *July Fourth*, 1951, oil on canvas. The White House Historical Association and Galerie St. Etienne.



Grandma Moses, *Grandma Moses Goes to the Big City*, 1946, oil on canvas. Smithsonian American Art Museum, 2016.51.

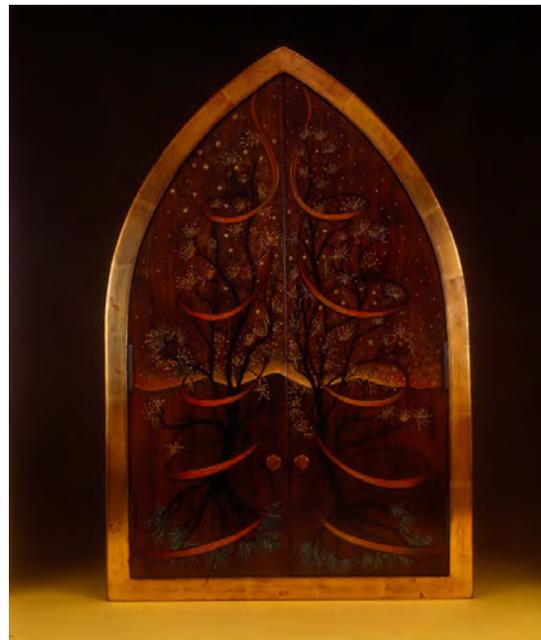
*Note: One artwork by Remedios Varo will be selected for the VTS discussion.*



Remedios Varo, *Roulotte (Interior en Marcha)*, 1955, oil on Masonite.



Remedios Varo, *Hallazgo (Discovery)*, 1956.



Remedios Varo, *Icon*, 1946, interior and exterior, Museum of Latin American Art of Buenos Aires.



Remedios Varo, *Paraíso de los gatos (Cats' Paradise)*, 1955, Oil on Masonite.



Remedios Varo, *Tres destinos (Three Destinies)*, 1956. Oil on Masonite.

*Note: One artwork by Patrick Dougherty will be selected for the VTS discussion.*



Patrick Dougherty, *Na Hale 'Eo Waiawi*, Contemporary Art Museum in Honolulu, HI; July 2003; Strawberry guava, rose-apple, and monkey pod.



Patrick Dougherty, *Head Over Heels*, 2017, Woven Willow and Red Twig Dogwood branches, Seven large faces with 60' X 30' footprint and 18' tall, Orenco Woods Nature Park, Hillsboro, OR.



Patrick Dougherty, *Stick Works*, 2018. Western Kentucky University, Bowling Green, KY.

### ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

### Pre-Teach

Introduce the concept of environment as our surroundings: all the things within the world discovered as people move through it. In any read aloud story, ask students to tell you what they notice about the surroundings within a story. How do they know?

We use our background knowledge from our senses to give us clues to our environment. Introduce the five senses: sight, hearing, smell, touch, and taste.

### Lesson Steps Outline

**1.** Read aloud *Backyard Fairies* by Phoebe Wahl. Ask students, “What is going on in this book?” and “What senses are within the text?” and “How does the author use words to create an environment experienced through our senses?” “What is the place like?” Guide students in discussion about magical environments.

Criteria-based: Students will identify descriptive words (nouns, adjectives) within a class chart and connect the words to at least one of the five senses.

**2.** Guide students through the discussion of descriptive words within *Backyard Fairies*. Students will identify words that are connected to one of the five senses. The words will be written within a class chart; next to the words will be a drawing of a symbol representing the corresponding sense (i.e., a drawing of an ear represents the sense of sound).

**3.** Students will then sketch their own fairy environment within their idea books / sketchbooks.

**4.** Guide students through a VTS discussion of Grandma Mose’s *<TITLE>*, Remedios Varo’s *<TITLE>*, Patrick Dougherty’s *<TITLE>* .

Introduce collage and assemblage, discussing key vocabulary including: collage, assemblage, sculpture, texture, exhibition, installation, and additional basic collage and assemblage techniques. Discuss two-dimensional art (2-D) vs. three-dimensional art (3-D). Students will use this knowledge to connect to everyday life and/or previous background knowledge.

Criteria-based: Create a landscape collage.

**5.** Students will go on a nature walk and gather materials from outside. On returning to class, they will put the materials in the center of their group's table. They will select at least one of their gathered materials for their landscape collage. They will also select at least three other found materials. The collage will incorporate foreground, middle ground, and background; it will show a magical environment based on nature. The composition will be based upon the fairy sketch within their idea books. There will be a demonstration of collage techniques, including overlapping, layering, and the difference between white glue and tacky glue. The collage will be on paper.

Criteria-based: Create a found object sculpture of a fairy house.

**6.** Show students images of fairy gardens from Lockeland Springs Park and/or Cheekwood.

Students will select a base cardboard box or tube for their fairy house. They will use at least four materials to create the exterior and interior of their houses, gluing the materials to the base box and tubes. They use assemblage techniques to create a sculpture of a fairy house. Students may also use paint on their sculptural houses. They will complete one sculpture of a fairy house. Optional: students can create sculptural mushrooms, plants, furniture, trees, and creatures from found materials.

Criteria-based: Collaborate to make a fairy garden.

**7.** Students will collaborate in groups of two to three to create a fairy garden with their sculptures. They will have a larger box as their base for their environment. They will use at least four materials to create a fairy landscape, depicting things from nature, i.e. rivers, rocks, paths, streams, trees, plants. They will add their fairy houses to the garden.

Criteria-based: Create an exhibition/installation of fairy houses and gardens.

**8.** Students will work in teams of two to three to name their garden and write one sentence each about their garden. The gardens will be installed throughout the interior and exterior of the school, within an exhibition. The students will

identify at least two places to install their garden; they will discuss and decide on a final location with the help of the teacher. Students will be able to verbally explain why their garden is in the location it is. The gardens will be installed in their locations with their title and statement.