



ARTS LESSONS IN THE CLASSROOM

A COMPREHENSIVE K-6 VISUAL ART CURRICULUM

Aligned with Washington State Arts Standards and Common Core in English Language Arts and Math

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WASHINGTON STATE ARTS COMMISSION





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ART LESSONS IN THE CLASSROOM

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THANK YOU!



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ART LESSONS IN THE CLASSROOM

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ARTS EDUCATION FOR ALL

THIRD GRADE LESSON NINE

WALKING IN THE ARTIST'S SHOES

Description Of Project:

Students study a landscape painting, and use it as a stimulus for use of visualization for descriptive writing.

Problem To Solve:

How can visualization inform writing?

Student Understanding:

Observation and recall of sensory information can support elaboration, clear imagery, and the reflective writing process.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Describes landscape.

AC: Elaborates on a specific setting with vivid imagery.

LT: Describes weather.

AC: References what is felt.

LT: Writes in a variety of forms: song/poetry.

AC: Writes in a series of lines that lead from one to another.

LT: Recounts a journey.

AC: Reflects upon experience or makes inferences.

EVIDENCE OF LEARNING

Art: Descriptive Writing

Describes a specific setting with vivid imagery

References what is felt

Writes lines that lead from one to another

Reflects upon experience or makes inferences

EXAMPLE

I feel mist, wind and the breezes from the trees.

I see a field, the ocean and the night sky.

Clouds, white as snow.

It's dusk now

I sit by the water,

Soon it will be morning.

by Audrey

VOCABULARY

- **Color**
- **Imagery**
- **Landscape**
- **Line**
- **Setting**
- **Shape**
- **Description**
- **Elaboration**
- **Imagery**
- **Setting**

RESOURCES

Franz Xaver Hoch, Mountain Brook in the Snow, Frye;

Victoria Adams, Morning Shimmer, TAM;

Edward M. Bannister, Sabin Point, Narragansett Bay

ART MATERIALS

- **pencils**
- **writing journals**
- **sketchbook**

THIRD GRADE LESSON NINE // WALKING IN THE ARTIST'S SHOES

INSTRUCTIONAL STRATEGIES

TEACHER

Introduce students to Franz Xaver Hoch's *Mountain Brook in the Snow* or Edward M. Bannister's *Sabin Point, Narragansett Bay*. Lead a guided visualization writing exercise and stops between each prompts so that students can respond.

Prompts: I would like to invite you to enter this painting. We are going to the place it represents and we will be joining the artist as he works.

- Where are we? Describe it.
- The weather is changing. Feel it on your cheeks, in your hair. Describe the weather.
- The painter lifts his nose to the breeze and sniffs. What does he smell? Where's it coming from? He also hears something in the distance. What is it?
- The painter goes back to painting. He's so pleased that he sings a song, a song he's made up. Write down the first few lines of the song.
- Now, how will you get back home? What are some of the challenges you will face?

Ask students to share their visualization writing with the class. Each student reads writing sample over a period of a few days.

STUDENT

Follows teacher's guided prompts one by one.

Shares writing with class.

THIRD GRADE LESSON NINE // WALKING IN THE ARTIST'S SHOES

SKILLS AND TECHNIQUES



ART STUDIO TIP

Art as a Catalyst for Writing

A second landscape painting (such as *Morning Shimmer* by Victoria Adams) representing a very different setting

(time, place, season) can become the stimulus for another visualization/writing exercise using the same prompts.

The class can then compare the two writing samples.

LESSON EXPANSION

Students can create their own landscape and use it as a stimulus for descriptive writing.

LEARNING STANDARDS

Visual Art

- 1.1.a Elaborate on an imaginative idea.
- 7.2.a Determine messages communicated by an image.
- 11.a Recognize that responses to art change depending on knowledge of the time and place in which it was made.

Common Core ELA

- 3.W.3.b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 3.W.8. Recall information from experiences or gather information from print or digital sources: take brief notes on sources and sort evidence into categories.
- 3.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

THIRD GRADE LESSON NINE // WALKING IN THE ARTIST'S SHOES

ASSESSMENT CHECKLIST

LEARNING TARGET

- Describes landscape.
- Describes weather.
- Writes in a variety of forms: song/poems.
- Recounts a journey.

ASSESSMENT CRITERIA

- Elaborates on a specific setting with vivid imagery.
- References what is felt.
- Writes in a series of lines that lead from one to another.
- Reflects upon experience or makes inferences.

STUDENT	DESCRIBES A SPECIFIC SETTING WITH VIVID IMAGERY	REFERENCES WHAT IS FELT	WRITES LINES THAT LEAD FROM ONE TO ANOTHER	REFLECTS ON EXPERIENCE OR MAKES INFERENCES	TOTAL POINTS