



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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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

SECOND GRADE LESSON TEN

ILLUSTRATING A STORY

Description Of Project:

Students construct a collage illustrating one event in a narrative sequence.

Problem To Solve:

How can an artist tell a story and represent depth?

Student Understanding:

Sequencing events with shapes to represent a beginning, middle, and end tells a visual story; making close shapes larger and far shapes smaller creates depth through size.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Identifies or creates the sequence of a story.

AC: Describes the beginning, middle, and end of a story.

LT: Represents a part of a story.

AC: Illustrates a specific event in the beginning, middle, or end of a story.

LT: Locates a key figure or object in space.

AC: Places important character or setting elements close by sizing large, and far by sizing small.

LT: Uses collage techniques.

AC: Cuts smoothly and glues securely.

EVIDENCE OF LEARNING

Art: Collage

Identifies the beginning, middle, and end of a story.

Makes a beginning, middle, or end event that relates to a specific incident.

Locates figure/objects near and far.

Cuts smoothly and glues securely.

EXAMPLE



VOCABULARY

- **Character**
- **Collage**
- **Far, Near**
- **Narrative**
- **Setting**
- **Beginning, Middle, End**
- **Sequence of Events**
- **Key Ideas and Details**

RESOURCES

Jacob Lawrence, *The Builders, MAC*;

Fay Jones, *Reading Aloud, 4Culture*;

Edvard Munch, *The Scream*

ART MATERIALS

- **drawing paper**
- **pencils**
- **scrap cutting practice paper**
- **scissors**
- **color copy paper (cut in 1/4 or 1/2 sheets)**
- **gift wrap or other patterned paper**
- **9x12" color cardstock**
- **glue sticks**

SECOND GRADE LESSON TEN // ILLUSTRATING A STORY

INSTRUCTIONAL STRATEGIES

TEACHER

STUDENT

Introduce *The Builders* by Jacob Lawrence, *Reading Aloud* by Fay Jones (or *The Scream* by Edvard Munch) and ask students to engage in critical thinking. Students analyze/interpret art by imagining what event preceded the scene and predicting what event followed.

Prompts: Art can communicate ideas and stories without words. What's going on here? What sequence do you imagine happened first (the beginning), what is happening now (middle), and what will happen last (end)?

Review a familiar story and asks students to identify key characters and elements of setting and recount the beginning, middle, and end of the narrative. Students visualize and/or sketch one event from a part of the story to represent in their collage.

Demonstrate cutting practice with scrap paper by opening scissors fully, holding scissors upright, and turning paper, not scissors. Shows use of simple paper shapes for characters, objects, and setting.

Prompts: What shapes will you need to create your character? Setting? Objects to tell the viewer more about the story? What happened first? What happened next? How did the story end? Which part are you showing in your collage?

Reference the characters and setting seen in *The Builders* (or other art).

Prompts: What did the artist place closest to you? What did the artist place farthest away? How did you know the figure was close? How did you know the other figures were farther away (size)?

Demonstrate making a setting for the beginning, middle, or end of a story by selecting colors and cutting simple bold shapes for landscape/interior features. Encourage original illustration.

Prompts: Did the beginning, middle, or end you chose happen outdoor or indoors? What objects do you need to create this setting? As you begin to cut your shapes don't forget to hold your scissors upright and move the paper. Cut details from paper too, don't draw.

Guide student to size important figures or objects in their collage illustrations to show depth. Guide student in making small if far away or large if close. Encourage the students to add cut details.

Guide students as they compose and organize their compositions. Provide glue sticks and guide gluing.

Responds by imagining a beginning, middle, and end in response to the art.

Brainstorms for beginning, middle, and end of the story with classmates. Begins to visualize/sketch an event from a story.

Chooses to illustrate a specific event (beginning, middle, or end) in either an imaginary story that accompanies art or a familiar story.

Responds to the depth of specific images in art.

Makes setting; uses cutting techniques.

Selects objects or figures that show the event. Sizes a figure or an object larger for close, and another smaller, for farther away.

Discusses composition with teacher before gluing shapes permanently.

SECOND GRADE LESSON TEN // ILLUSTRATING A STORY

SKILLS AND TECHNIQUES



Locate a key figure near by making it large, far by making it small.

ART STUDIO TIP

In collage, the placement of paper shapes can be explored until the composition communicates what is intended by the artist, then glued.

Hold back glue sticks until you have talked to each student about how their collage communicates the story event.

Conserve papers by having students trim leftover ragged paper into tidy squares for next artist.

LESSON EXPANSION

Creates a sequence of three drawn or collage scenes to illustrate the beginning, middle, and end of a story from reading or artworks that suggest a narrative.

EVERYDAY CONNECTIONS

literature predicting ends to stories

LEARNING STANDARDS

Visual Art

- 1.1a Brainstorm collaboratively multiple approaches to an art or design problem.
- 1.2a Mark art or design with various materials and tools to explore personal interests, questions, and curiosity.
- 2.1a Experiment with various materials and tools to explore personal interests in a work of art or design.
- 2.2a Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
- 2.3a Repurpose objects to make something new.
- 3a Discuss and reflect with peers about choices made in creating artwork.
- 7.1a Perceive and describe aesthetic characteristics of one's natural world and constructed environments.
- 9a Use learned art vocabulary to express preferences about artwork.
- 10a Create works of art about events in home, school, or community life.

Common Core ELA

- 2.SL.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 2.RL.5. Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
- 2.RL.7. Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.