

**Standards,
Benchmarks &
Indicators
Covered in This Unit**

ENGLISH LANGUAGE ARTS

VISUAL ART

ELA STANDARD 3

Reading Process: Concepts of Print, comprehension Strategies and Self-Monitoring Strategies

- **Benchmark E**
Demonstrate comprehension by responding to questions (e.g. literal, information and evaluative).

Indicator gr3:7

Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

ELA STANDARD 6

Writing Process

- **Benchmark A**
Generate ideas and determine a topic suitable for writing

Indicator gr3:1

Generate writing ideas through discussion with others and from printed materials.

- **Benchmark C**
Apply knowledge of graphics or other organizers to clarify ideas of writing assessments.

Indicator gr3:4

Use organizational strategies (e.g. brainstorming, lists, webs and Venn diagrams) to plan writing.

- **Benchmark D**
Spend the necessary amount of time to revisit, rework and refine pieces of writing.

- **Benchmark E**
Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.

- **Benchmark I**
Prepare writing for publication that is legible, follows an appropriate format, and uses techniques such as electronic resources and graphics.

VISUAL ART STANDARD 3

Analyzing and Responding

Every Picture Tells a Story . . . It's All in the Details

Overview

Students learn to “visually process” information/details in order to infer ideas about a work of art. Students will identify main ideas that are supported by their observations. Students will also begin to see the author-as-artist relationship: how writers use descriptive, imagery-based words to create images and moods for the reader. Students create their own artwork and then use it as a prompt to write a short story with sensory detail found in the artwork. The artwork and the stories can then be displayed in the classroom, the hallway, a class book, etc.

By the End of this Unit, Students Will Be Able to:

- Deconstruct & analyze a work of art.
- Demonstrate higher-order thinking and analytical skills as well as observation of detail

Student Work Product

- Individual or group created piece of visual art
- 3 paragraph story describing the artwork’s sensory details

Time

- 1 pre-visit classroom session, 40-50 minutes
- 1 arts experience (varies by engagement)
- 1 post-visit session, 40-50 minutes each

Materials

- Blackboard or easel with paper and markers
- Paper and drawing supplies (markers, crayons, etc.)
- One or more visual art image (poster, book, download from suggested arts organizations’ websites [see sidebar on page 2])

Appropriate Engagements

- A hands-on workshop or residency that guides students in the creation of their own work of art (Note: the resulting artwork might be a group piece [e.g. mural] or individual pieces created by each student)

Teacher/Arts Specialist Preparation

Have a conversation with your building’s art teacher. You may choose to team-teach the unit.

Teacher/Arts Specialist & Arts Provider Conversation

Teacher and arts provider have conversation/email exchange. Discuss lesson unit. Arts provider will collaborate with teacher to provide relevant arts experience.

- **Benchmark A**
Identify and describe the visual features and characteristics in works of art.

- Indicator gr3:1**
Use details to describe the subject matters in artworks (e.g. subtle facial expressions, distinctive clothing or stormy weather).

- **Benchmark B**
Apply comprehension strategies (e.g., personal experience, art knowledge, emotion and perceptual and reasoning skills) to respond to a range of visual artworks.

- Indicator gr3:3**
Discuss different responses to, and interpretations of, the same artwork.

VISUAL ART STANDARD 4
Valuing the Arts/Aesthetic Reflection

- **Benchmark B**
Form their own opinions and views about works of art and discuss them with others.

- Indicator gr3:2**
Ask clarifying questions about others' ideas and views concerning art.

HELPFUL WEBSITES

- Cuyahoga County Public Libraries
www.cuyahogalibrary.org

- Art House
www.arthouseinc.org

- MOCA
www.MOCAcleveland.org

- Cleveland Museum of Art
www.clevelandart.org

- Cleveland Municipal School District resources for visual art
www.cmsdnet.net/trc/liartk5.htm
www.cmsdnet.net/5rck5/TreePaint/treepaint.htm
www.cmsdnet.net/allianceplus/thowasde/icare1.htm

- Language Arts and Writing
www.genevaschools.org/standards/

BEFORE THE ARTS EXPERIENCE
Pre-Engagement Class Activities

One 40-50 minute session

Instructions

- 1) Teacher uses the “See-Think-Know” *procedural lesson* (directly below) to help students understand how a visual image can tell a story. (*See sidebar to help students understand the tools that artists use versus those that a writer uses to communicate ideas.*)
 - a. Teacher should focus primarily on the “See” questions—ask students to think about *seeing* details (pose, gesture, etc...) Refer back to recently-read text to illuminate descriptive words the author used which now serve as clues to infer meaning.
 - b. Teacher should point out visual details and guides students in inferring what they signify—i.e. a diamond necklace may signify wealth, while a person sitting in a dark room may signify someone is sad or depressed.

PROCEDURAL LESSON

See – Think - Know

Overview: This lesson introduces students to a questioning strategy that encourages critical thinking and observational skills. Students use different kinds of questions to share what they see, think and know about a visual image. This process of deconstructing an image can easily be transferred to reading comprehension.

Time: 20 minutes

Materials: A poster or other visual work of art (see sidebar for websites where you may download visual art images)

Instructional Procedures:

1. Place a poster or **work of art in front of the class** so that each student can see it.
2. Create **three columns** on the black board (or on a large piece of paper). Label the columns: **SEE, THINK, and KNOW**. (See example below)

Sample

| SEE | THINK | KNOW |
|-----|-------|------|
| | | |

3. **Introduce the activity** by telling the students:
 - a) Looking at a picture can be a lot like reading a book. When we look at a picture or read a story, we look for the details or clues that help us understand what the artist or author was trying to say.
 - b) When we look at this picture, we *see* lots of different things. We *think*

Writer's Toolbox

Alphabet, Words,
Phrases, Sentences,
Paragraphs

Use of experiences
Use of sensory/descriptive words

Fiction or Non-Fiction

Narrative Elements: Character, Plot,
Setting, Theme, Style, Point of View,
Tone

Forms: novels, stories, essays,
poems...

Artist's Toolbox

Line, Direction, Size, Shape, Texture
Color, Value, Composition, Space,
Focal point

Touching, overlapping, repeating

Real or abstract

Forms: drawing, painting, sculpture,
photography, multimedia

Line: the path of a moving point. Lines define the edges of shapes and forms. They can create texture and be thick or thin.

Shape: an area enclosed by line. It is 2-Dimensional and can be geometric (defined shape like triangle, square, circle, etc) or organic (undefined shape-squiggly, fluid, etc)

Form: is an object that occupies space (is 3-dimensional) or gives the illusion of occupying space (3-D effect is implied by the use of light and shading techniques).

Space: the emptiness or area between, around, above, below or within objects. Positive space is the main area or object of focus in an artwork. Negative space is everything else (sometimes called "white space").

Color: Color is the most expressive element of art and is seen by the way light reflects off a surface.

Texture: is about surface quality either tactile or visual. Texture can be real or implied by different uses of media. It is the degree of roughness or smoothness in objects.

things about the picture because of the things we see. We *know* what the artist was trying to say and what the picture means because of what we *see* and *think*.

- c) Let's look at this picture together and decide what we see, think and know.
4. **WHAT DO WE SEE?** Prompt students to **look for details** in the picture. Ask students general questions that require careful observation:
 - a) What do we **see**?
 - b) What is **happening**?
 - c) **How many** different _____ do you see? **Where** do you see them?
 - d) Where do you see _____?
 - e) **What else** do we see?
5. Form a list of responses on the board in the SEE column. Each detail should only be listed **once** so that students are motivated to come up with **new answers**.
6. Challenge students to begin their sentences with "I see..." For example, if a student responds, "That man is happy." Say, "Is that something you *see* or something you *think*? How do you know the man is happy?" The student might then respond, "I see he is smiling."
7. **WHAT DO WE THINK?** Help students identify categories or trends in the details they observed. Encourage students to make comparisons or find contrasts as they categorize the details. Ask:
 - a) What details tell us _____?
 - b) **How do we feel** when we look at this picture? Why? What do we *see*?
 - c) Does everyone agree? Why or why not?
8. Record student observations in the THINK column on the board.
9. **WHAT DO WE KNOW?** Ask students to reflect on and think about the work of art based on what they SEE and THINK. This portion of the discussion will encourage them to use what they SEE and THINK to create a meaning for the image. Ask:
 - a) What do you *believe* is happening?
 - b) What meaning or idea is suggested by what you SEE? How do we KNOW?
 - c) What don't you KNOW about this work of art? What did the artist not tell us?
 - d) What will happen next in this scene?
 - e) If you could give this picture a title, what would it be and why?
10. Challenge students to formulate and defend a *hypothesis* (an informed guess) about the picture's meaning. Encourage students to use what they SEE or details in the picture to support their hypothesis.
11. Record student observations in the KNOW column on the board

Value: is the degree of light and dark in a design. It is the contrast between black and white and the tones in between. Value can be used with color as well as black and white.

Composition: The arrangement of lines, color and form

Focal Point: an area that first attracts attention in a composition. This area is more important when compared to the other objects or elements in a composition.

Sensory Details are . . .

Small elements or pieces of information that appeal to the senses (*sight, smell, touch, taste & sound*).

AFTER THE ARTS EXPERIENCE
Post-Engagement Class Activities

One 40-50 minute session

Instructions

- 1) Teacher reviews with students what *sensory details* are (see sidebar on previous page). Teacher may want to give a few examples: the gesture or pose of one of the people in a painting, the food on the table, the color of the sky, etc...
- 2) Teacher prompts students to look at the art work created in the engagement activity. Students are then asked to individually generate a list of *sensory details* based on that work of art. You may want to encourage students create a word box for each of the five senses (see example below).

Sample

| SIGHT | SMELL | TOUCH | TASTE | SOUND |
|-------|-------|-------|-------|-------|
| | | | | |

- 3) Next, have students work in small groups or pairs and ask students to share their lists with their partners. Encourage students to notice which details they had in common, and what details their partner noted that were different from their own. Students may “borrow” items from their partner’s list if it is not on their list.
- 4) Students will then come back together as a whole class and get an opportunity to share their lists with *everyone*. *Teacher may want to generate a “master list” of all of the details on the board.
- 5) Students will individually write 3 paragraph story based on the work of art they have created and the list of sensory details they have observed. Teacher may want to remind students of the “*writer’s toolbox*” in the sidebar and provide them with a checklist for the revising/editing process.
- 6) Teacher should emphasize the idea of the creative writing process throughout the lesson; compare how both writers and artists go through similar processes to create their work.
- 7) Display students’ art with their stories in the classroom, the hallway, library, etc. If students have created 2-dimensional artworks, you may choose to copy the images and stories and put them into book form. You may also choose to have students present their stories to the class, incorporating speaking and listening standards.

Assessing Your Students’ Work

- Use the attached Rubric to grade students’ work

Rubric for EVERY PICTURE TELLS A STORY (28 points possible ____/28)

| <div style="border: 1px solid black; padding: 2px; display: inline-block;"> Levels of Achievement Criteria <div style="position: absolute; top: -10px; left: 50%; transform: translate(-50%, -50%);">→</div> <div style="position: absolute; bottom: -10px; left: 50%; transform: translate(-50%, -50%);">↓</div> </div> | Outstanding A (4) | Average B (3) | Below Average C (2) | Inadequate D (1) |
|--|---|---|--|--|
| Time on Task | all time on task | most time on task | off task | most time off task |
| Use of Sensory Details | uses details that stimulate all 5 senses and recreates the image for the reader | uses details that stimulate all 5 senses | use of details does not address all 5 senses | poor use of sensory details |
| Narrative Elements | clear, detailed answers create engaging narrative | clear answers to who, what, when, where, how, and why | vaguely answers questions | does not answer questions |
| Creativity | very entertaining | interesting | plain | uninteresting |
| Completion | more than 3 complete paragraphs, ready to publish | 3 complete paragraphs, ready to publish | close to complete, at least 2 paragraphs | not close to complete, still in early stages |
| Composition | makes connections and uses transitions between beginning, middle, and end | has clear beginning, middle, and end | limited structure | no structure, unorganized, hard to follow |
| Critique | completes reflective sentence; "If I could do this again, I'd _____" or "_____ worked well for me, but _____ didn't." | well thought-out | participates | does not participate |

Comments: