

Arts Integrated Lesson Plan



ART FORM:
Visual Art



SUBJECT AREA:
Reading/English Language Arts

Lesson Title: Literary elements applied to the visual arts	Grade: 2
Contributor, School: Unknown	Time Frame: One 45-minute session

State Curriculum Content Standards, Indicators, Objectives

<p>Visual Art Content Standard(s)</p> <p>1.0 Perceiving and Responding: Aesthetic Education Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.</p> <p>3.0 Creative Expression and Production Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.</p>	<p>Reading/English Language Arts Content Standard(s)</p> <p>1.0 General Reading Comprehension Topic E: Students will use a variety of print and non-print texts, including traditional and electronic texts</p>
<p>Visual Art Content Indicator(s)</p> <p>1.1 Identify, describe, and interpret observed form.</p> <p>3.1 Create images and forms from observation, memory, imagination, and feelings.</p>	<p>Reading/English Language Arts Content Indicator(s)</p> <p>Topic E: General Reading Comprehension 1.E.1 Develop comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts.</p>
<p>Visual Art Content Objective(s)</p> <p>1.1.b Represent observed physical qualities of people, animals, and objects in the environment using color, line, shape, texture, form, and space.</p> <p>3.1.b Manipulate art media, materials, and tools safely.</p> <p>3.1.c Create artworks that explore the uses of color, line, shape, texture, form, and selected principles of design, such as pattern, repetition, and contrast to express personal meaning.</p>	<p>Reading/English Language Arts Content Objective(s)</p> <p>1.E.4.c Identify and explain what is not stated in the text (implied or inferential meaning).</p>
<p>Objective(s) (Connecting the content areas)</p> <p>Students discover that a picture can reflect the same story elements that we identify in literature, e.g., setting, character traits, problems, solutions, etc. With this awareness, students can apply inferential thinking to a picture as they do to literature.</p>	

<p>Key Arts Vocabulary <i>elements of art</i></p>	<p>Key Reading/English Language Arts Vocabulary <i>generalization, inference, story elements, setting characters, plot, problem, solution</i></p>
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Prior Knowledge Students Need for This Lesson

Arts

- Students are aware that a picture can tell a story.

Reading/English Language Arts

- Familiarity with the elements of a story
- Familiarity with inferential thinking and making generalizations

Materials and Resources

Materials and Resources for the Class

- Pencils

Materials and Resources for the Teacher

- Prints of artwork that are rich in visual depictions of story elements
- Teacher-created worksheet
- Captions added for each painting
- *Houghton Mifflin Maryland Teacher's Edition Theme 35: Focus on Biography* for creation of captions

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

- The teacher reviews the elements of a story with the class.
- The teacher reviews inferences and generalizations with the class.
- Oral examples of inferences and generalizations are cited. *Johnny is home in bed with 102 degree fever.* Inference: Johnny is sick. Generalization: People who have fevers are sick.
- Selected artwork is shown to the whole group of students. Students are asked to interpret the story told by images in the artwork.
- Students apply the elements of a story to the interpretation of the artwork.
- Students make inferences based on the artwork.
- Students make generalizations from the inferences.
- After reading the matching captions, students will revise inferences and generalizations of the artwork.
- Students will then work collaboratively in small groups to create inferences and generalizations about an assigned piece of artwork.

Closure/Summary

Students will reflect on their application of the elements of a story to specific artwork. Students will reflect on the process of extracting inference and generalization from the artwork.

Assessment (Description/Tools)

Students will demonstrate understanding by completing a teacher-made worksheet with their partners. The worksheet will include story elements, inferences, and generalizations based on their artwork.

Lesson Extensions

Story elements, inferential thinking, and generalizations will be applied to future interpretations of artwork.

