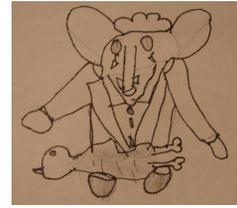


ARTS IMPACT LESSON PLAN

Visual Arts and Writing Infused Lesson

Lesson Two: *Organic Shapes in Space*

Author: Beverly Harding Buehler Grade Level: Second



Enduring Understanding

Contour lines show the inner and outer edges of a form. Overlapping can imply depth.

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

Students find organic shapes and overlapping in a still life composition, practice making a contour drawing of one object, and arrange a still life with their table group so that all can see overlapping. Still life compositions are then created with a focus on seeing and showing overlapping of objects using contour lines. Last, students use adjectives to write and refine a persuasive description of their still life.

Learning Targets and Assessment Criteria

Target: Identifies and creates contour lines.

Criteria: Records the inner and outer edges of an organic form from observation.

Target: Overlaps to imply depth.

Criteria: Partially covers up one object with another to create the illusion of depth.

Target: Uses descriptive language.

Criteria: Uses adjectives to describe the objects in his/her still life.

Vocabulary

Arts Infused:

Descriptive words/lines

Writing:

Adjectives

Arts:

Contour line
Implied depth
Organic shapes
Overlapping
Point of view
Space
Still life

Materials

Museum Artworks or Performance

Seattle, WA

Seattle Art Museum

Tacoma, WA

Tacoma Art Museum

Materials

White drawing paper: 9x12"; Drawing pencil: 2H; Vinyl erasers; black Sharpies: ultra fine tip; Small organic shapes: stuffed animals; Arts Impact sketchbook; Class Assessment Worksheet

Link to Art Connections, Level 2

"Objects in Space," pages 40-41A

Connections

Teachers College Writers Workshop

continued

Learning Standards

WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see:

<http://www.k12.wa.us/Arts/Standards>

- 1.1.1 Elements: Contour line
- 1.1.2 Elements: Organic shape
- 1.1.5 Elements: Overlapping in space
- 1.2.1 Skills and techniques: Drawing from observation
- 2.1.1 Creative process
- 2.3.1 Responding Process
- 4.2.1 Connections between Visual Art and Writing

Early Learning Guidelines (Pre-K – Grade 3)

(Age 4-5) 6. Learning about my world: Math: Follow simple directions for position (beside, next to, between).

(Age 4-5) 6. Learning about my world: Arts: Show an increasing ability to use art materials safely and with purpose; Use a variety of materials to represent people and things.

Common Core State Standards in ELA (Language)

For a full description of CCSS Standards by grade level see:

<http://www.k12.wa.us/CoreStandards/ELAstandards/>

W.2.2. Text Types and Purposes: Write informative/explanatory texts.

continued

Art Connections images:
Paul Cezanne, French, *Still Life with Apples*, 1895-98

Seattle Art Museum images:
Unknown Artist, Japanese, *Still Life with Persimmons and Knife*, 19th century, 39.160



Unknown Artist, Persian, *Miniature: Line Drawing of Artist at Work*, circa 1600, 62.205



W.2.5. Production and Distribution of Writing: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.8. Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.

L.2.1. Conventions of Grammar: Adjectives

L.2.5a. Vocabulary Acquisition and Use: Real-life connections between words and their use.

ICON KEY:

 = Notes specific *Writers Workshop* Curriculum strategies addressed

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

COLOR CODING for ARTS AND LITERACY INFUSED PROCESSES:

GENERATE IDEAS	CONSTRUCT MEANING	SELF-REFLECT
Gather Information <ul style="list-style-type: none"> • From WHAT you know • From WHO you know • Brainstorm 	<ul style="list-style-type: none"> • Create drafts • Organize ideas • Make a choice 	<ul style="list-style-type: none"> • Check in with self • Check in with others • Refine work

Pre-Teach

Review the concept of adjectives/describing words in texts. Have students practice identifying adjectives in texts.

Lesson Steps Outline

1. Show *Still Life with Persimmons and Knife* and *Miniature: Line Drawing of Artist at Work* both by Unknown Artists from the Seattle Art Museum collection. Introduce still life and organic shape.

Criteria-based teacher process assessment: Student participates in identifying and tracing organic shapes in a still life.

2. Introduce concept of how overlapping can imply depth.

Criteria-based teacher process assessment: Student participates in visual analysis of the principle of overlapping as a way to imply depth.

3. Demonstrate and guide contour line drawing.

Criteria-based peer and teacher process assessment: Student practices recording the inner and outer edges of an organic form from observation.

4. Explain goal of art-making, to create a contour line still life of organic shapes, with at least one object overlapping another. Guide drawing, reflection, and refinement.

Criteria-based self-assessment and teacher checklist: Student records the inner and outer edges of an organic form from observation and partially covers up one object with another to create the illusion of depth.

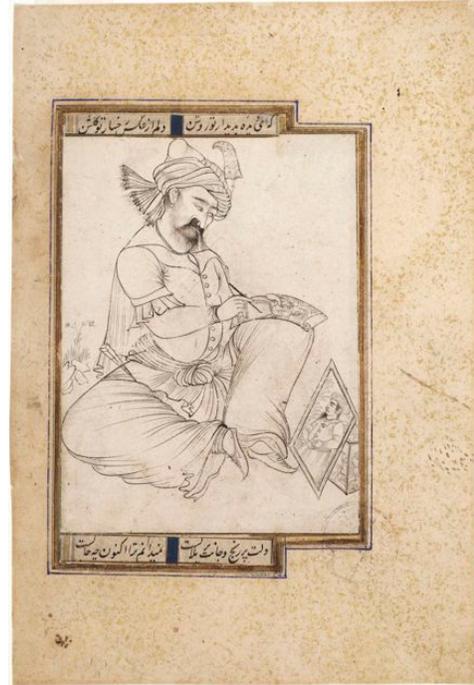
5. Guide reflection. Facilitate students describing their still life drawings in depth, as though advertising on eBay.

Criteria-based peer and self-assessment and teacher checklist: Student uses adjectives to describe the objects in his/her still life.

LESSON STEPS

1. Show *Still Life with Persimmons and Knife* and *Miniature: Line Drawing of Artist at Work* both by Unknown Artists from the Seattle Art Museum collection. Introduce still life and organic shape.

📖 Mini lesson, organic shapes, sharing professional work



📖 The Seattle Art Museum's collection is available on-line at: <http://www.seattleartmuseum.org/emuseum/code/collection.asp>. To find the images in this lesson, enter the accession number for the work of art in the search box on the collections page of SAM's website. Accession numbers for these works of art are listed in the materials box on page 1 of the lesson.

- *A still life is a picture of objects that are not moving. What things do you recognize in these still lifes?*
- *Do you see any math shapes in the still lifes—like squares, rectangles, triangles? (Look at the Japanese painting *Still Life with Persimmons and Knife* for this activity).*
- *In art, we call irregular shapes that don't have math names organic or free-form shapes. If you see an organic shape, please come up and trace around it with your finger.*

Criteria-based teacher process assessment: Student participates in identifying and tracing organic shapes in a still life.

2. Introduce concept of how overlapping can imply depth.

📖 Mini-lesson, implying depth through overlapping

- *Which object looks closest to you? What did the artist do to make it appear closer than the other objects? **Generate ideas by gathering information from a work of art.***

- *Overlapping is when one object partly covers up another. Artists can use overlapping to imply depth, or make it look like some parts of the picture are closer to you than others.*
- *Where else do you see overlapping? If I wanted to draw a picture with overlapping shapes, which shape would I draw first, the one in front, or the one behind? (Probably the one in front).*

☑ Criteria-based teacher process assessment: Student participates in visual analysis of the principle of overlapping as a way to imply depth.

3. Demonstrate and guide contour line drawing.

📖 Drafting, responding, peer conferring

- *One of the ways artists can make objects in a still life look real is to draw the inside and outside edges of the forms s/he is seeing. We call this contour line drawing. Oftentimes, an artist doing a contour line drawing won't pick up his/her pencil for the whole drawing.*
- *Can you find a place (on either the Japanese still life or the Persian portrait) where the artist followed a line from the outside to the inside of the form?*
- *Here are two tricks that help you do a great contour line drawing:*
 - Look at the thing you are drawing WAY more than at your paper.*
 - Focus your vision on the top of your object, and put your pencil at the top of your paper. Then move your eyes slowly down the object while your drawing hand moves at the same speed.*
- *Artists always practice a new skill before doing it in our finished work, so we'll practice doing a contour line drawing of just one object before we try to do a whole still life.*
- *You are constructing meaning as an artist when you sketch what you see.*
- *Exchange your contour line drawing with an elbow buddy who was looking at the same object. When we think about our own work or check in with a friend, we are working just like artists; we're reflecting.*
- *Ask yourself: Where do you think your buddy was concentrating the most? Why do you think so?*
- *Where do you see his/her contour line describing the inner and outer edges of the form really well? Did your buddy notice anything that you missed?*

☑ Criteria-based peer and teacher process assessment: Student practices recording the inner and outer edges of an organic form from observation.

4. Explain goal of art-making, to create a contour line still life of organic shapes, with at least one object overlapping another. Guide drawing, reflection and refinement.

📖 Drafting, reflecting, refining

- *Now, we're going to make a contour line still life, with at least one object overlapping another.*
- *You are constructing meaning as an artist when you organize your ideas and make choices.*

- *With your table buddies, arrange the objects you have so that everyone can see at least one object overlapping another. It may be different objects for different people depending on your point of view. Remember, it will be easier to overlap if you draw the object that is closer to you first.*
- *Draw the still life, using contour lines, and with at least one object overlapping another.*
- *Self-reflect again: Ask yourself, did I show the inner and outer edges of the forms with a contour line? Did I overlap at least one object with another?*

Criteria-based self-assessment and teacher checklist: Student records the inner and outer edges of an organic form from observation and partially covers up one object with another to create the illusion of depth.

5. Guide reflection. Facilitate students describing their still life drawings in depth, as though advertising on eBay.

 Drafting, self and peer reflecting, refining

- *In art and writing, we use adjectives, or describing words, to describe the way something looks and feels.*
- *Pretend that you are trying to sell the objects in your still life on eBay. Describe your objects in great detail, with adjectives that will convince someone to buy them.*
- *Share your advertisement with your elbow buddy. **Let's reflect again.***
- *Check in with self and a peer. Would s/he buy your still life objects based on your description? Can you buddy suggest a way to make your description even more compelling? This is a time when you can make some refinements in your art.*

Criteria-based peer, self and teacher checklist assessment: Student uses adjectives to describe the objects in his/her still life.

ARTS IMPACT LESSON PLAN Visual Arts and Writing Infusion

Second Grade Lesson Two: *Organic Shapes in Space*

STUDENT SELF-ASSESSMENT WORKSHEET

▣ Teachers may choose to use or adapt the following self-assessment tool.

Disciplines	VISUAL ARTS			WRITING	Total 4
Concept	Skill: Contour Line		Space: Overlapping	Descriptive	
Criteria	Records the inner edges of an organic form from observation	Records the outer edges of an organic form from observation	Partially covers up one object with another to create the illusion of depth	Uses adjectives to describe the objects in his/her still life	
Student Name					

ARTS IMPACT LESSON PLAN Visual Arts and Writing Infusion

Second Grade Lesson Two: *Organic Shapes in Space*

CLASS ASSESSMENT WORKSHEET

Disciplines	VISUAL ARTS			WRITING	Total 4
Concept	Skill: Contour Line		Space: Overlapping	Descriptive	
Criteria	Records the inner edges of an organic form from observation	Records the outer edges of an organic form from observation	Partially covers up one object with another to create the illusion of depth	Uses adjectives to describe the objects in his/her still life	
Student Name					
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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 visual arts and writing?

Teacher: _____

Date: _____

ARTS AND WRITING LESSON: *Organic Shapes in Space*

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We learned that a still life is a picture of things that don't move, and that an artist can imply depth in a still life by overlapping some objects with others. We also learned how to do contour line drawings, in which you draw the inner and outer edges of a form.

- We made contour line still life drawings.
- We overlapped at least one object with another.
- We used adjectives to write compelling descriptions of our still lifes, as if we were selling the objects on eBay.

Contour line drawing is a skill that one gets better at with practice. You could encourage your child to set up a still life of two or three of his/her favorite things, and practice doing contour line drawings from it.

Enduring Understanding

Contour lines show the inner and outer edges of a form. Overlapping can imply depth.