

**THE MISSISSIPPI ARTS COMMISSION
WHOLE SCHOOLS INITIATIVE**

Title of Lesson/Unit: Using Prints as a Prompt
Submitted by: Ann Nelson
School: Oak Grove Lower Elementary School
Grade Level: Third Grade
Primary Subject: Language Arts
Content Key Words: Descriptive Writing

BIG IDEA

What overarching understandings are desired?
Am I becoming a more polished writer?

DESIRED RESULTS

What standards (knowledge and skills) will students attain as a result of this unit/study?

Mississippi Frameworks:

- **Writes to describe. (3rd grade Benchmark # 22- Language Arts)**
 - **Demonstrates the writing process (3rd grade Benchmarks # 13-18 - Language Arts)**
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- **Recognize various subjects, media, and techniques chosen by the artist in a specific work of art. (3rd grade Visual Arts Competencies # 3b)**
 - **Know which colors are used to evoke certain emotional responses (e.g., cool colors, and warm colors). (3rd grade Visual Arts Competencies # 3c)**
 - **Discuss artwork using art vocabulary, including names of artists, and styles of art. (3rd grade Visual Arts Competencies # 4a)**
 - **Know how to use reading, writing, and speaking skills to communicate interpretation of art. (3rd grade Visual Arts Competencies # 5a)**
 - **Know how to support an opinion about art with an example. (3rd grade Visual Arts Competencies # 5b)**
 - **Demonstrate ability to identify similar ideas represented in works or art. (3rd grade Visual Arts Competencies # 5c)**

FOCUS QUESTIONS

What questions will focus this unit?

Essential Questions

- How do I write to describe?

Unit Questions

- Do I know the steps of the writing process?

ASSESSMENT EVIDENCE

What evidence will be used to show that students understand?

(performance Tasks, Projects, Quizzes, Tests, Academic Prompts, Observations, Work Samples Dialogues, and Student Self-Assessment)

- Students will produce a written piece to describe a famous art print.

PROCEDURES

What teachings and learning experiences will equip students to demonstrate the targeted understandings?

1. Select a museum art print for students to use as a writing prompt for descriptive writing. Some prints excellent for writing prompts are: "The Boating Party" by Renior., "Boys in a Pasture" by Homer, "Battle Dance" by Diego Rivera, etc.
2. Show students the art print using a slide projector, data projector, overhead projector, or the actual print.
3. Start a class discussion about what the children are seeing in the art piece.
4. Start a list of vocabulary words on the board for children to refer back to when the writing process begins. (ex. abstract, reality, landscape, genre painting, still life, colors, art print name, artist, descriptive words, etc.)
5. Some other suggestions for discussion and reflection include: 1. What kind of lines do you see? 2. Are the shapes geometric or free-form? 3. Are shapes outlined or are they just areas of color? 4. Do the figures look 2-dimensional or 3-dimensional? 5. Can you see textures? Visual or tactile? 6. If you were in the painting, what would it smell, sound, or feel like? Would you like to be there? 7. What is the first thing you see? Second? Third? How is your eye led through the painting? 8. What is the predominant color? How does it make you feel? 9. Is a story told through the painting? What is it? What do you think will happen next? 10. If you could give this painting a new title, what would it be? 11. Do you feel any movement or action in the painting? 12. If you could change something about the painting, what would it be? 13. Do things in the painting seem balanced or do they seem lopsided in anyway? 14. How do you think the artist created this art work? What medium was used? 15. How does the art piece make you feel? Does it remind you of anything from your own experience? **Questions were obtained during a staff development session led by Kay Thomas.**
6. Tell students that they are going to write a description of the art print for a friend that can not see to read to them.

- 7. Give the students time to prewrite and write their descriptions. Play soft music while the students are writing.**
 - 8. Allow students to share what they have written with their classmates.**
 - 9. Assist students in completing the remainder of the writing process.**
- Extension: Allow students to draw their own version of the print selected for the writing prompt.**