



ART THROUGH THE AGES

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Program Outline and Overview

Grade Level: This program can be adapted to any grade level. We began the program with third grade children working with a fourth grade partner. By mid-year, we expanded our partnership to the fifth grade.

Objective: The purpose of the program is for children to express their impressions of poetry and art, while at the same time learning to collaborate and exchange ideas with children from different age groups.

Time Line: Each artist study took about one month. Since we use the Balanced Literacy Approach to reading and writing, each study consists of read alouds, shared reading, guided reading, prewriting activities, editing, revising, and publishing. The reading component took place in the “home” class and the writing component took place weekly with the partners. Partnership meetings always ended with the sharing of the finished product.

Major Goals: The children are expected to meet the New York State Standards in English Language Arts and Art in the following areas:

- E2b. Produce a response to literature.
- E3a. Participate in one-to-one conferences with the teacher.
- E3b. Participate in group meetings.
- E3c. Prepare and deliver an individual presentation.
- E4a. Demonstrate a basic understanding of the rules of the English language in written and oral work.
- E4b. Analyze and subsequently revise work to improve its clarity and effectiveness.
- E5a. Respond to poetry using interpretive and critical processes.
- E5b. Produce work in at least one genre that follows the conventions of the genre.

Art Standard 2. Knowing and Using Arts Materials and Resources.
Art Standard 3. Responding to and Analyzing Works of Art.

Lesson Plans

Lesson 1: An Apple a Day

Aim: How can we use all five senses when observing and tasting an apple?
What are the components of a still-life painting?

Materials: The poem “Apples” by Mary Tucker
Picking Apples and Pumpkins by Amy and Richard Hutchings
Still life of *Bread and Apples* by Linda Mann
A variety of apples
Scholastic rhyming dictionaries
Scholastic thesaurus
Sets of pastels

Vocabulary: still-life arrangement positioning

Procedure:

1. Distribute an apple to each group of partners. While eating the apple, the children write down words that describe their feelings, e.g. tastes, smells, sounds, feels, and looks.
2. Partners reread what they wrote about the apples and revise their work with the help of the rhyming dictionaries and thesauruses.
3. Children view the still life *Bread and Apples*. Ask the children, “Of your five senses, which are stimulated by what you see? Take a walk through the painting by discussing the arrangement, positioning, and coloration of the objects in the painting. Teach children that a still life is a painting in which the subject matter is not living, such as apples or chairs.
4. Children draw an original arrangement of apples modeled after the painting by Mann.
5. Instruct the children in the use of pastels. Demonstrate different methods of using pastels—thin lines, dots, use of a tissue to spread out color or using the sides of the pastels for boldness.
6. Children share their poems and pictures with each other.

Lesson 2: Make No Bones About It

Aim: What are the parts of the skeleton and how do they help us?

Materials: *Dem Bones* by Bob Barnes

The Skeleton Inside You by Philip Balestrino

Skeleton Drawing Fun by David Clemesha and Andrea G.

Zimmerman

The poems “206” and “A Poem to Help You Figure Out What Bone a Patella Is” in *Bone Poems* by Jeff Moss

Vocabulary: patella

Procedure:

1. Children are shown enlarged drawings of skeletons from the book Skeleton Drawing Fun. We highlight the skeletons, which are a cave drawing, a day of the dead skeleton, and a sketch of a skull by van Gogh. We then discuss and make a web of the purpose and importance of the skeleton and its parts.
2. Children work together to talk about the different bones and their purposes. The partners choose one bone to learn more about and write a poem about. They use *The Magic School Bus* book on skeletons to help them find descriptive words for their bones.
3. Children begin working on rhyming poems using the rhyming dictionaries. They are encouraged to use any rhyming patterns that they choose. For example, AABB; ABBA; AAAA.
4. Children revise poems and then publish them. The published poems are used in a presentation of the Skeletal System.
5. For an art activity, each child is given a skeleton puzzle and they assist each other in fastening them together correctly. Then, using various materials which are provided for them or which they bring in themselves, they dress up their skeletons in “Day of the Dead” fashion.

Lesson 3: Over the River and Into the Woods

Aim: What are the ways in which you celebrate Thanksgiving with your family?

What is a folk artist?

Materials: *Thanksgiving Wish* by Michael J. Rosen
Poem "It's Happy Thanksgiving" by Jack Prelutsky
The Year with Grandma Moses by W. Nikola-Lisa
Painting--Thanksgiving Day by Grandma Moses
Crayons

Vocabulary: folk artist naive

Procedure:

1. After reading and discussing the poem, partners share how they celebrate Thanksgiving with their families.
2. Children write down the descriptions of their celebrations and begin to put them into poetic form using the A B C B rhyme pattern.
3. Children revise their work and begin publishing the finished poems.
4. Introduce children to Grandma Moses by reading the book *The Year With Grandma Moses*.
5. View the painting Thanksgiving Day. Explain to the children that a folk artist is an artist who has had no formal art training. Have children find similarities and differences in their celebration of Thanksgiving with that of Grandma Moses' depiction.
6. Have children begin to illustrate a scene that is familiar to them and their family. Make sure the picture includes details, colors, and patterns that are found in their Thanksgiving setting. Color the picture with crayons.

Internet Extension: Children can visit the Grandma Moses Gallery at:
www.benningtonmuseum.com

Lesson 4: Winter Wonderland

Aim: What are some of the feelings you have about winter?
What is landscape painting?

Materials: The poems “What I Hate About Winter” and “What I Love About Winter” by Douglas Florian. The poems are in an anthology called *Winter Eyes* by Douglas Florian.
The painting *First Snow* by Grandma Moses
Watercolors
Rhyming dictionaries

Vocabulary: landscape painting rural couplets foreground background

Procedure:

1. We continue our study of Grandma Moses.
2. Share the poems “What I Hate About Winter” and “What I Love About Winter.” Point out that the poems are written in couplets. Couplets are two lines that rhyme in a poem.
3. Partners work together, sharing their likes and dislikes about the winter season. It is helpful to write these as lists.
4. The children begin writing the poems using couplets.
5. After revising and editing, publishing begins.
6. Introduce children to the painting *First Snow* by Grandma Moses. Teach them that the term “rural” refers to the countryside’s land. Explain that a landscape painting has the outdoors as its subject.
7. Walk the children through the painting. Make comparisons and contrasts with the other paintings they have seen by Grandma Moses.
8. Discuss how the painting makes the children feel.
9. Children can also compare a rural landscape with a city landscape. How is this painting different from their community?
10. Children should be aware that the objects in the foreground of the painting are larger than those in the background. Keeping this in mind, children draw a winter landscape. Pictures are painted with watercolors.

Lesson 5: Irresistible Irises

Aim: How do similes make our writing more colorful?
Who is the artist Vincent van Gogh?

Materials: Pictures of the Series of 4 Irises by Van Gogh
Quick as a Cricket by Audrey Wood
Visiting Vincent van Gogh –Adventures in Art by Prestel
Getting to Know the World's Greatest Artists- Vincent van Gogh
by Mike Venezia
Sponges cut into the shape of iris petals
Spring clip clothespins
Yellow, purple, and green tempera paints
Paint brushes, construction paper, scissors

Vocabulary: simile

Procedure:

1. Introduce children to similes by reading *Quick as a Cricket*.
2. Read the books about the life of Vincent van Gogh and have children discuss the various aspects of his life.
3. After viewing the series of the four Iris paintings, which can be retrieved from the Internet, children brainstorm with their partners about what they are reminded of.
4. Children work with their partners to create similes to describe the irises.
5. Revise and edit poems before publishing them.
6. Children paint their version of van Gogh's Iris paintings. Stems should be painted on with the brushes. Then using tempera paints, attach the pre-cut sponge petals to the clothespin. Attaching the clothespin to the sponge will facilitate the creation of petals. It is also less messy.
7. Make vases from the construction paper and affix to the painting.
8. Children may add a background if they wish.

Lesson 6: Sunflowers

Aim: What is a metaphoric expression?

Materials: The poem "Sunflower" by John Updike

Vincent van Gogh- Sunflowers and Swirly Stars by Brad Bucks
and Joan Holub

Camille and the Sunflowers by Laurence Anholt

Tempera paint, paint brushes

Metaphor worksheet

Series of Sunflowers by Vincent van Gogh

Vocabulary: indolent bender bowers

Procedure:

1. Share "Sunflower" with the children. What is the author's purpose for writing this piece? How is he describing the sunflower?
2. Introduce children to the term "metaphor" and explain that it is a direct comparison where one thing is said to be another. Have children find the metaphors in the poem.
3. View van Gogh's Sunflowers, which are retrieved from the Internet, and discuss the painting. Does the poem "Sunflower" describe the painting?
4. Read the book *Camille and the Sunflowers* to gain more insight into the life of the artist.
5. Children pair up with partners and work on the metaphor worksheet. When they are finished, they create metaphors to describe the sunflowers.
6. Children incorporate their metaphors into poems about the sunflower. After editing and revision, poems are published.
7. Using tempera paint and brushes, children create sunflowers applying a thick coat of paint in the fashion of van Gogh.

Lesson 7: Color My World

Aim: What is an action painting?

Materials: The poem “What is Green?” from *Hailstones and Halibut Bones* by Mary O’Neill
Color Me a Rhyme by Jane Yolen
Getting to Know the World’s Greatest Artists-Jackson Pollock by Mike Venezia
Lavender Mist by Jackson Pollock
Tempera paint, strings, toothbrushes, toothpicks, straws, plastic forks

Vocabulary: action painting abstract art

Procedure:

1. Share and discuss the poem “What is Green?” by Mary O’Neill.
2. Have partners gather and discuss their favorite colors. Children list all the things that are their favorite color. They should include things in each of the senses, as well as experiences and ideas that remind them of the color.
3. Children create a poem about their favorite color using “What is Green?” as a model.
4. After revising and editing, the children publish their poems.
5. Read *Getting to Know the World’s Greatest Artists-Jackson Pollock*.
6. Children learn the meaning of action painting as a painting method where the paint is flung and thrown onto the canvas.
7. Display Lavender Mist and have children react to the painting. They might compare it to the works of van Gogh or Grandma Moses. Have children take note of the mixture of lines, shapes, and colors.
8. Using the paint, strings, toothbrushes, straws, toothpicks, and plastic forks, students create their own action painting by dropping paint onto the paper and moving it around with the implements.
9. Children’s paintings should reflect the color they wrote about in their poems.

Lesson 8: Me, Myself, and I

Aim: How does an artist create a self-portrait?

Materials: Triple Self Portrait by Norman Rockwell
Norman Rockwell-Storyteller With a Brush by Beverly Gherman
Getting to Know the World's Great Artists-Norman Rockwell by Mike Venezia
Poem "Some Sounds Sound Swell" by Greta B. Lipson and Jane Komatowski
Self Portrait by Vincent van Gogh
Full-length mirrors
Pastels

Vocabulary: self-portrait alliteration

Procedure:

1. Introduce Norman Rockwell to the children by *reading Norman Rockwell: Storyteller with a Paintbrush*.
2. Children analyze and discuss the self-portrait by Rockwell. Compare this self-portrait to that of Van Gogh. Make a Venn Diagram showing the likenesses and differences.
3. Children then sketch their reflections using a full-length mirror.
4. Pastels are used to color their portraits.
5. Share the poem "Some Sounds Sound Swell" with the children. After discussing the style of writing, introduce the term alliteration. Children note that the same sound is repeated in a series of words.
6. Children work with partners and trade portraits with their partner.
7. Brainstorming and the thesaurus are used to find descriptive adjectives beginning with the first letter of their partner's name.
8. The adjectives are used to write an alliterative poem about their partner.

Lesson 9: Free to Be

Aim: How do the works of Norman Rockwell teach us about American values?

Materials: The Four Freedoms by Norman Rockwell
America by Lynne Cheney
The poem "I Hear America Singing" by Walt Whitman
Watercolors or colored pencils

Procedure:

1. Discuss the four freedoms with the children. They are freedom from want, freedom from fear, freedom of worship, and freedom of speech.
2. Read the book *America* to the class. Discuss any information in the book that might be unfamiliar to the children.
3. Share the poem "I Hear America Singing."
4. Children choose a place in America and make a web of "ing" words to describe it. Use of the thesaurus will provide for a variety of synonyms.
5. Children imitate, in simple form, the poem by Whitman. For example, when describing New York City, children might say:
 - a. I hear the ferryboats tooting
 - b. I hear the subways rumbling
 - c. I hear the wings of the pigeons flapping
 - d. I hear the feet on the pavement rushing
6. After revision and editing, publish the poems.
7. Paint an American scene, which represents freedom to the child.

Internet Extension: Children can visit the Norman Rockwell Museum at:
www.nrm.org

Lesson 10: Starry, Starry Night

Aim: What is in our solar system?

Materials: *The Starry Night* by Neil Waldman
Post cards from Pluto by Loreen Leedy
Poem- "Outer Space" by Carol Weston
The First Starry Night by Joan Shaddox Ison
Starry Night by Vincent van Gogh
Tempera paint
Butcher paper

Procedure:

1. Display the painting *Starry Night* by Van Gogh. Have children brainstorm words to describe the painting. What is the artist's message? This serves as an introduction to the study of the solar system.
2. Make a K-W-L chart pertaining to the children's knowledge of the solar system.
3. Share the poem "Outer Space."
4. Read the book *Post cards from Pluto*.
5. Children write diamante poetry about one aspect of the solar system. The diamante is a seven-line contrast poem that is set up to appear in a diamond shape on the paper.
6. After revision and editing, publish the poems.
7. Children work in cooperative groups to sketch and paint a mural of *A Starry Night*.

Internet Extension: Children can check the following websites to learn more about Vincent van Gogh:

Web Museum: Vincent van Gogh

www.ibiblio.org/wm/paint/auth/gogh

<http://library.thinkquest.org/J001608F/>

SAMPLE WORKSHEETS

Metaphors

A metaphor is a word, phrase, or sentence that describes a similarity between two things. The words “as” or “like” may not be used.

These are some metaphors:

1. The cloud is a white marshmallow.
2. The road snakes around the mountain.
3. Elevators turn my stomach into a roller coaster.
4. The snow is a blanket of white covering the city.

In the following metaphors, explain how the two underlined things are similar.

1. The green grass is a carpet in the forest.

2. Her eyes were diamonds in the sunlight.

3. This is a monster of a problem.

4. Dad said his boss is a bear.

5. That professional wrestler is a gorilla.

Now try some metaphors of your own.

Diamante

The diamante is a seven-line poem that is set up to appear in a diamond shape on the paper.

Line

- 1 One word (a noun, the subject)
- 2 Two words (adjectives describing 1)
- 3 Three words (“ing” or “ed” words that relate to 1)
- 4 Four words (first two nouns relate to 1; second two nouns to 7)
- 5 Three words (“ing” or “ed” words that relate to 7)
- 6 Two words (adjectives describing 7)
- 7 One word (a noun, opposite of 1)

The contrast in thought occurs in line 4.
It is easiest to start with lines 1 and 7 first.

The following is an example of a diamante:

School
Difficult, busy
Working, sharing, listening
Reports, tests, leisure, freedom
Frolicking, swimming, resting
Fun, brief
Vacation.

It's your turn to write a diamante. Make sure you follow the pattern outlined above. To begin, think of two things, which are opposite.

Bibliography

- Picking Apples and Pumpkins by Amy and Richard Hutchings
Dem Bones by Bob Barnes
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Skeleton Drawing Fun by David Clemesha and Andrea G. Zimmerman
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The Year with Grandma Moses by W. Nikola-Lisa
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