

## ARTS IMPACT LESSON PLAN

### Visual Arts and Reading Infused Lesson

#### *Point of View is Ever Changing- and Changes the Context*

Authors: Julie Fritz    Grade Level: 4

#### **Enduring Understanding**

Any situation will be approached from a personal point-of-view, including works of art. Our life experiences will help create the context from which we pull our point of view, or approach to any situation, or circumstance, including a work of visual art, piece of music, or performance.

Point-of-view and context can help us understand different perspectives and situations within art, music, performances, films, and texts.

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

Students analyze different points-of-view and contexts within a text and film clip. Students create the storyline, characters, and scenery for a small stop motion movie, in which there will be a typical life event that most/all 4<sup>th</sup> graders will experience. They will choose a point-of-view from which to approach the scene. They may choose to work with a classmate, in which case, the life event will be shown from two differing points of view (for example, going through the lunch line from the point of view of the student, and from the food on the line, waiting to be picked).

### Learning Targets and Assessment Criteria

**Target:** I can identify different points-of-view within a text and film clip.

**Criteria:** Students will verbally describe points-of-view within a class discussion and chart.

**Target:** Plan a small movie from storyline to finish

**Criteria:** Using a given topic, tell the story from a certain perspective/point of view of a given character. <Do we need this one? Is this covered in the next few Targets/Criteria?>

**Target:** Identify characters needed to create the storyline

**Criteria:** Create characters within storyline/topic, using appropriate detail.

**Target:** I can design and create characters.

**Criteria:** Students will design and create characters using at least one drawing of their character(s) and/or descriptive words within a sketch.

**Target:** Construct a background appropriate to tell the story.

**Criteria:** Build a "wall and floor" scene that relate/connect, and are within the given topic.

**Target:** I can construct a background for my story/video.

**Criteria:** Students will design and build one "wall and floor" scene for their video.

**Target:** Create a storyboard that uses at least 5 panels to block out what will happen at the beginning, middle and end of the movie.

**Criteria:** Sketch/write appropriate details within the storyboard to explain the actions, plan for the story and for necessary props, materials, and possible areas of difficulty.

**Target:** I can create a storyboard to plan the beginning, middle and end of the movie.

**Criteria:** Students will sketch/write appropriate details within the storyboard, using at least 5 panels. They will explain the characters' actions, plan for the story and necessary props, materials, and identify possible areas of difficulty.

**Target:** I can create a short animated movie using the Stop Motion app.

**Criteria:** Students will create a short Stop Motion video using at least 20 frames.

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## Vocabulary

### Arts Infused:

Detail  
Animation  
Intensity  
Action  
Gesture  
Point-of-View  
Perspective

### Reading/ELA:

Point-of-View  
Perspective  
Perception  
Person, place, thing

### Arts:

Form (2-D, 3-D)  
Sculpture  
Stop-Motion  
Carve  
Paint  
Storyboard  
Sketch  
model

## Materials

### **Museum Artworks or Performance**

Peanuts Compilation Video- saved on GoNoodle  
"Up" clip- Saved on GoNoodle

### **Materials**

Model Magic, Cork, Cardboard,  
Gummed Tape, Acrylic Paint,  
Paintbrushes, Pencils, Toothpicks,  
Pencils, iPads, Construction Paper

### **Reading Selections**

*Huggie and Stick* by Drew Daywalt

## Learning Standards

### **Tennessee Visual Arts Standards**

#### **Create**

**4.VA.Cr1.A** Brainstorm original approaches to an art or design problem.

**4.VA.Cr2.A** Explore and invent art-making techniques and approaches using developmentally appropriate craftsmanship.

#### **Present**

**4.VA.P2.A** Analyze strategies for exhibiting and preserving a variety of art forms in both traditional and emerging presentation spaces.

#### **Respond**

**4.VA.R1.A** Determine the main idea of an image, and explain how it is supported by key details.

**4.VA.R2.A** Interpret art by analyzing how context, relevant subject matter, and use of media shape meaning while using appropriate art vocabulary.

**4.VA.R3.A** Apply one set of criteria to evaluate more than one work of art.

#### **Connect**

**4.VA.Cn1.A** Create art that communicates the cultural traditions of one's community.

**4.VA.Cn2.A** Through observation, infer information about time, place, and culture in which a work of art was created.

## Learning Standards

### Tennessee ELA Standards

**4.RL.KID.1** Refer to details and examples in a text when explain what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.

**4.RL.KID.2** Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.


**4.RL.KID.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.

**4.RL.CS.6** Compare and contrast the point of view from which different stories are narrated.

**4.W.TTP.3** Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

- a. Orient the reader by establishing a situation, using a narrator, and/or introducing characters.
- b. Organize an event sequence that unfolds naturally and logically.
- c. Use dialogue and description to develop experiences and events or

## ICON KEY:

 = Indicates note or reminder for teacher

= Embedded assessment points in the lesson

### Pre-Teach

Introduce concepts of Point of View- and how our point of view changes our approach to situations by reading Huggie and Stick. Authors write from points of view, and readers respond from them.

### Lesson Steps Outline

Leave this section blank.

The editor will complete this section from the body of your lesson.

**1.** Show Up clip- discuss Point of View- what points of view do we see?

Criteria-based: Observe student verbal interpretation of overall point of view, and animator's use of point of view to describe the experience

**2.** Guide students through creating a point of view through the use of a storyboard to illustrate a reaction/story based on an everyday experience.

Criteria-based: Identifies

**3.** Students create a background scene and the characters that will tell their story when they make their movie.

Criteria-based:

**4.** Students will use ipads to create a stop motion movie that brings their story board to life. They are encouraged to partner, but may work independently.

Criteria-based: Create

**5.**

Criteria-based:

**6.**

**7.**

Criteria-based:

# Story Board Planning Sheet

Name:

Class:

Plan out what will happen in your story. Each panel represents a part of your story. Draw out the idea in the big panel, and underneath, write out your ideas, plans, or notes for each scene. Think about what you will need in each part of the story.


**ARTS IMPACT LESSON PLAN Visual Arts and Reading Infused Lesson**

Grade: 2 Sounds and Texture to Create a Unified Perception

**CLASS ASSESSMENT WORKSHEET**

Disciplines				Total
Concept				
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*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 arts discipline and subject area?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## **ARTS IMPACT LESSON PLAN**

### **COMPELLING WORLD AND CHARACTER**

**Enduring understanding:** Design elements animate narratives for media; video games, movies, animation and apps.

**Lesson Description:** Create a compelling world and design the character and things that inhabit it.

Lesson Description:

**Environment:** Use file folder for illusion of 3D and use of multiple ground lines for depth if outside. The top of the file folder represents vertical objects and the bottom of the file folder represents things on the ground. If inside, 3D illusion is represented with shallower space.

**Character:** Student voice and choice priority over reality. Characters can range from normal kid to non-human. Characters will be drawn on tag board, colored and cut out. Attachment to background is optional.

## **LEARNING TARGETS AND ASSESSMENT CRITERIA**

Target: I can identify the design elements in the artwork of Nathan Bachelder, concept artist for Avatar and Fortnite and others.

Criteria: Students will create a concept map of elements describing Nathan's characters.

Target: I can complete a character design list and sketch of my character.

Criteria: I can list descriptions of a character including special talents and physical features.

Target: I can make a character out of tag board.

Criteria: Creates a character that is outlined, colored and can be cut out.

Target: I can make a background for my world.

Criteria: See Environment.

Target: I can plan the movement of my character.

Criteria: Plan movement for 5-10 slides for the animation.



## **VOCABULARY**

Vocabulary: space, landscape, foreground, middle ground, background, ground lines, overlap, size

Reading:

Students received a letter from Nathan Bachelder.

Books about animation; Brick Flicks and The Lego Animation Book.

## **MATERIALS**

Copy paper, tag board, file folders, markers, pencils, fine point Sharpies, erasers, markers, scissors, brads

Day one: Who plays video games? Name some. If not a gamer, name some apps. VTS on Nathan Bachelder and his website. Brainstorm character and create a rough draft.

Day Two: Build on previous study of landscapes. Create four rough drafts of landscapes.

Day Three and Four: Decide on landscape and outline. Fill in with pencil, markers, colored pencils or a combination.

Day Five and Six: Create a final draft of the character. Create the animation element and prepare for the Stop Motion Studio app.

(While students were filling in with color, I read the letter from Nathan and showed them the three drawings he did when he was about 10 years old.)

## ARTS IMPACT LESSON PLAN

### Visual Arts and Reading Infused Lesson

#### *Stop-Motion Perspectives*

Authors: Melanie Spence & Kyle Anderson Grade Level: 4

#### Enduring Understanding

Narratives in written text and visual art can show new perspectives.

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

Students identify narratives, empathy, and multiple perspectives in stories and art. Students interpret symbolism through textual analysis and visual analysis. Students plan and create a stop motion video using clay figures. Students apply a variety of art making techniques to construct their settings and characters. Students present their videos and justify their concepts.

#### Learning Targets and Assessment Criteria

**Target:** Incorporate a narrative into a stop motion video.

**Criteria:** Visually communicate a narrative in a stop motion.

**Target:** Identify the use of narratives in both art and literature to show empathy and multiple perspectives.

**Criteria:** Verbally discuss, explain, and analyze multiple symbols, perspectives, and empathy in text and art.

**Target:** Create a stop motion video.

**Criteria:** Create a stop motion narrative using modeling clay with 5-10 frames.

**Target:** Create a narrative that shows new or differing perspectives.

**Criteria:** Explain and justify the new perspective through a verbal presentation.

#### Learning Standards

##### Tennessee Visual Arts Standards Create

**4.VA.Cr2.A** Explore and invent art-making techniques and approaches using developmentally appropriate craftsmanship.

##### Present

**4.VA.P1.A** Analyze how traditional and emerging technologies have impacted the preservation and presentation of artwork.

#### Materials

##### Museum Artworks or Performance

*Christina's World*, 1948, Andrew Wyeth

*The Wounded Deer*, by Frida Kahlo

*\*Images attached at end of plan*

##### Materials

Modelling clay  
Texture tools  
Assorted color construction paper  
Zig-zag scissors  
Regular scissors

##### Other

Stop Motion Studio app on iPad or iOS device

##### Reading Selections

*Stolen Smile* by Thierry Robberecht

#### Vocabulary

##### Arts Infused:

Symbolism  
Narrative  
Perspective  
Point of view  
Empathy

##### Reading:

Narrative  
Symbolism  
Characterization  
Setting

##### Arts:

Texture  
Symbolism  
Identity  
Form  
Background  
Depth  
Stop motion  
Claymation  
Video  
Storyboard

## ICON KEY:

☰ = Indicates note or reminder for teacher

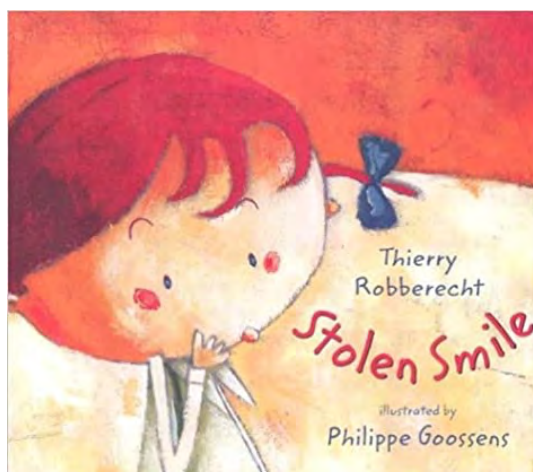
☑ = Embedded assessment points in the lesson

### Pre-Teach

Introduce concept of symbolism through textual analysis of *Stolen Smile*. Explain how authors use symbols and narratives to show multiple perspectives and emphasize empathy. Artists use symbolism to communicate the same things.

### Lesson Steps Outline

**1.** Read aloud *Stolen Smile*. Stop periodically to ask “What’s going on in this story?” Guide students through supporting their responses with reasoning and text evidence. (Session 1)



☑ Criteria-based: Observe student verbal interpretation of overall text and possible symbolism and empathy throughout the narrative.

**2.** Guide students through identifying and analyzing the main character’s experience and her emotional response to the lack of empathy shown by other characters throughout the narrative. Ask “How is the author symbolizing her emotional response?”; “What is the main character’s internalized response to the lack of empathy?”; “How does the main character explain what happened to her smile?”; “Does the book address how the bullies feel?”; “Why are the bullies not empathetic?” (Session 1)

☑ Criteria-based: Identifies and analyzes multiple perspectives and empathy throughout the text. List as evidence.

**3.** Introduce and guide visual analysis of Frida Kahlo's *The Wounded Deer*. Use same line of questioning as textual analysis. Adapt Visual Thinking Strategies to guide students toward identifying and analyzing symbolism in the pieces: "Why do you think the artist included that?" Provide students with context of Kahlo's health struggles. Emphasize empathy and new perspectives. Guide students to consider the deer's helplessness, how the incident was unforeseen and unexpected, and what the connection between Frida's experience and the deer's experience is. (Session 1)



☑ Criteria-based: Identifies and analyzes symbols and new perspectives in art.

**4.** Guide students through planning the piece using plan sheet. (Session 1)

☑ Criteria-based: Use plan to document symbolism used in artwork.

**5.** Guide students through building their clay characters with modeling clay. Model strategies as needed. Remind students to reference their written plan in order to ensure that personal meaning is included in the work. Offer students the choice of creating a background with color paper or having their characters interact in an already existing environment. (Session 2)

☐ Consider how these can be stored if filming of stop-animation goes into next class.

☑ Criteria-based: Uses five to ten frames to create stop-animation narrative.

📄 Teachers should keep a list of which iPad each students' work is saved on.

**6.** Film stop motion video using Stop Motion Studio app. Have students divide to pairs to create their videos. Instruct students to save file on the iPad under their name and class. (Session 3)

☑ Criteria-based: Uses five to ten frames to create stop-animation narrative.

📄 Teachers should keep a list of which iPad each students' work is saved on.

**7.** Have students present their videos on the projector. Use attached "presentation sheet" to guide students through explaining their concept and the perspective that they are trying to show. (Session 4)

# Stop Motion Animation Storyboard

Name:

Class:

Characters:			Setting:	
How are you going to show your character's perspective? Think about the emotional response.				
1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

## Presentation Plan

Name:

Class:

Describe your characters:

Describe the setting:

Describe your character's perspective (consider how your character changes in the narrative or how they're feeling):

Describe the narrative that you used to show your character's perspective:



**ARTS IMPACT LESSON PLAN Visual Arts and Reading Infused Lesson**

Grade: 4 *Stop-Motion Perspectives*

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*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 arts discipline and subject area?*

Teacher: \_\_\_\_\_

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*Christina's World*, 1948, Andrew Wyeth

\*Also show a stop motion video, from Wallace and Grommit on youtube

## Learning Standards

### Tennessee Visual Arts Standards *Continued*

#### Respond

**4.VA.R1.A** Determine the main idea of an image, and explain how it is supported by key details.

**4.VA.R2.A** Interpret art by analyzing how context, relevant subject matter, and use of media shape meaning while using appropriate art vocabulary.

#### Connect

**4.VA.Cn2.A** Through observation, infer information about time, place, and culture in which a work of art was created.

### Tennessee ELA Standards

**4.FL.VA.7b** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- i. Explain the meaning of simple similes and metaphors in context.
- ii. Recognize and explain the meaning of common idioms and proverbs.
- iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings

**4.FL.VA.7c** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

## ARTS IMPACT LESSON PLAN

### Visual Arts and Reading Infused Lesson

#### *Super Fantasy Character*

Author: Clint Stephens and Beth Reitmeyer

Grade Level: 4

#### Enduring Understanding

Symbols, color, setting, and actions in art, text, and film can communicate a character's identity.

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

Students identify attributes of characters from reading a book and looking at art through textual analysis and visual analysis. They will design their own fantasy character and create the character using pipe cleaners. Students will design a backdrop setting for their character. Students will collaborate in small groups to create a stop motion video of their characters interacting within the settings. Students will exhibit their characters and backdrops at school; they will present the videos via YouTube.

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### Learning Targets and Assessment Criteria

**Target:** I can identify the characteristics and attributes of a character within a book and art.

**Criteria:** Students identify will identify attributes, symbols, colors, abilities, and accessories of characters within a class chart or discussion.

**Target:** I can complete a character design list and sketch of my character.

**Criteria:** Brainstorms a list of characteristics, powers, colors, clothing, and actions of the character, identifying why (explanation of choices) within a character design list; designs/sketches the character.

**Target:** I can make a pipe cleaner character.

**Criteria:** Creates a superhero / pipe cleaner character using at least 15 pipe cleaners.

**Target:** I can design a setting for my character.

**Criteria:** Students will design a setting for their character by creating one drawing and write / speak a one sentence explanation.

**Target:** I can create a backdrop / setting for my character.

**Criteria:** Students will make one background for their character.

**Target:** I can collaborate with classmates to storyboard and create a stop motion video.

**Criteria:** Students will work in groups of at least two to create one stop motion video.

**Target:** I can create an exhibition of backdrops with characters and post videos on youtube.

**Criteria:** Students will collaborate to create an exhibition of their backdrop and characters.

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## Vocabulary

### Arts Infused:

Symbol  
Action  
Motion  
Character  
Attributes  
Narrative  
symbolism

### Reading:

Back story

### Arts:

Sculpture  
Additive sculpture  
Scale  
Proportion  
Form  
Stop motion  
Video  
Collage  
Draw

## Materials

### Museum Artworks or Performance

*The Incredibles* written and directed by Brad Bird; produced by Pixar:

<https://www.youtube.com/watch?v=M68ndaZSKa8>

<https://www.youtube.com/watch?v=Z-1j7EJnqM>

Comic books, books about popular characters, superheroes

Optional:

*\*Images attached at end of plan*

### Materials

Copy paper  
Pipe cleaners  
scissors  
colored paper  
felt  
Tacky glue  
Magnetic paint  
Cardboard / cardstock for backdrops  
Sharpies  
markers

### Reading Selections

*Harry Potter and the Sorcerer's Stone*  
by J. K. Rowling

*Harry Potter and the Goblet of Fire*  
by J. K. Rowling

## Learning Standards

### Tennessee Visual Arts Standards

#### Create

4.VA.Cr1.A Brainstorm original approaches to an art or design problem.  
4.VA.Cr1.B Collaboratively set goals, and create artwork that is meaningful and has purpose to the makers.  
4.VA.Cr2.A Explore and invent art-making techniques and approaches using developmentally appropriate craftsmanship.

#### Present

4.VA.P1.A Analyze how traditional and emerging technologies have impacted the preservation and presentation of artwork.  
4.VA.P2.A Analyze strategies for exhibiting and preserving a variety of art forms in both traditional and emerging presentation spaces.  
4.VA.P3.A Compare and contrast purposes of a variety of presentation spaces and the types of experiences they provide.

#### Respond

4.VA.R1.A Determine the main idea of an image, and explain how it is supported by key details.  
4.VA.R1.B Compare responses to a work of art before and after experimenting with similar processes.

#### Connect

*VA and ELA Standards continued at end*

## Learning Standards

### Tennessee ELA Standards

**4.FL.VA.7c** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

**4.RL.KID.1** Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.

**4.RL.KID.3** Describe in depth a character, setting or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.

**4.SL.CC.1** Prepare for collaborative discussions on 4<sup>th</sup> grade level topics and texts: engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.


**4.W.TTP.3** Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

**a.** Orient the reader by establishing a situation, using a narrator, and/or introducing characters.

**b.** Organize an event sequence that unfolds naturally and logically. **c.** Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**4.W.PDW.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.

## ICON KEY:


 = Indicates note or reminder for teacher

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### Pre-Teach

Introduce fantasy heroes and superheroes. Who are some of your favorite fantasy characters? Why?

### Lesson Steps Outline

 **Criteria-based:** Students identify will identify attributes, symbols, colors, abilities, and accessories of characters within a class chart or discussion.

1. Read the two Harry Potter passages. As the passages are read, ask “What’s going on?” and “Who are the characters?” and “How are the characters described?” As you read and discuss, write key character descriptions on the class chart. Ask “What are some symbols for each character?” (Session 1)

Explain to the students that authors and artists use details, symbols, describing words (adjectives), and actions to create their characters.

2. Show students the two clips from *The Incredibles* by Brad Bird. Lead a VTS discussion; ask “What is going on in this video?” “What makes you say so?” “How does Edna design costumes for each Incredible?” “What details does she choose? What colors? Symbols?” “How do the actions, the powers, and characteristics of each Incredible impact the design of the costumes?” Add observations to class chart.

<https://www.youtube.com/watch?v=M68ndaZSKa8>

<https://www.youtube.com/watch?v=Z-Ij7EIJnqM>

☑ Criteria-based: Brainstorms a list of characteristics, powers, colors, clothing, and actions of the character, identifying why (explanation of choices) within a character design list; designs/sketches the character.

3. Explain that like Edna from *The Incredibles*, artists plan and consider many factors as they design costumes and characters. Show students the character design list. Explain they need to consider and make decisions on each item from the list. They also need to write an explanation for each choice. Students complete the chart. (Session 1)

Sample chart; finished chart will have 15 items:

### Character Design

Characteristic	Choice	Explanation: why?
hero / villain		
male/ female / other		
power / special talent		
gear / tools		
symbol?		
costume		
colors		

4. Students will sketch out their character, considering the characteristics and explanations from the character design list. (Session 1-2)

☑ Criteria-based: Creates a superhero / pipe cleaner character using at least 15 pipe cleaners.

5. Guide students through creating their pipe cleaner character. Remind students that they need to carefully follow the directions at each step. They will be using 15 different pipe cleaners. Show the students the pipe cleaners; students will select the character’s skin tone, costume colors, and accessory/gear colors. (Session 1-2)
6. Students will make their character a second time. Explain that artists need practice; we want two versions of the same character so that we can select the best one for creating an animation. (Session 2)

☑ Criteria-based: Students will design a setting for their character by creating one drawing and write / speak a one sentence explanation.

**7.** Explain that characters don't live in an empty void but in a setting. The characters don't live in any old place, but in the place that is right for them. Show examples of comic book characters and fantasy characters in a variety of places. Ask "What is going on in this picture?" "What makes you say so?" "How does the setting impact the character and what they do?" "Does the place symbolize your character?" (Session 3)

**8.** Students brainstorm a setting for their characters. Ask "Where does your character live and work and have adventures?" "Why that specific setting?" Students will design / sketch each of their characters' settings. They will write or verbally explain using one sentence why the setting is important to their character. (Session 3)

☑ Criteria-based: Students will make one background for their character.

**9.** Demonstrate to students how they will make their background by folding a large piece of heavy paper or cardstock. Show students how to assemble the base of their backdrop. Show them how to cut out shapes and forms from colored paper; students may also draw on their backdrop. (Session 3)

**10.** Students make their backdrops. (Session 3–4)

☑ Criteria-based: Students will work in groups of at least two to create one stop motion video.

**11.** Demonstrate how to use a storyboard to plan out a video. Tell students their characters will interact within the two or more settings. Ask "What will the characters do in those settings? How will they interact with one another? How do the settings and actions symbolize each character? How will your movie start? Where will it end? What is its title?" Students will work in groups to plan out their video using a storyboard sheet. (Session 4)

**12.** Demonstrate the Stop Motion app on the iPads. Practice by taking photos of each frame of the storyboard and animating it. (Session 4–5)

☑ Criteria-based: Students will collaborate to create an exhibition of their backdrop and characters.

**13.** Explain to the students that they are going to exhibit the backdrops and characters within the school. As a class, they will work together to



determine which backdrop and character will go in what specific spot. Ask "What backdrops and characters should be shown next to each other? Do we organize by symbols? By themes? By colors?" (Session 5)

**14.** Post videos to class YouTube channel.

**ARTS IMPACT LESSON PLAN Visual Arts and Reading Infused Lesson**

Grade: 4 *Stop-Motion Perspectives*

**CLASS ASSESSMENT WORKSHEET**

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*What was effective in the lesson? Why?*

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Date: \_\_\_\_\_

## ARTS IMPACT LESSON PLAN

### Visual Arts and Reading Infused Lesson

#### *Moving Identity*

Authors: Mary Bennett and Beth Reitmeyer Grade Level: 2

#### Enduring Understanding

Action and gesture can communicate identity.

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

*Students learn about how writers and artists use words, images, and video to communicate identity through action. Students will learn about how identity is communicated in art and texts. Students will act out a motion with their bodies, a motion that they identify with. Students will create a self-portrait drawing which shows a motion or activity which communicates their identity. Students will learn about animation and stroboscopic motion. They will draw 6–10 frames of the motion in a storyboard. Then they will create a setting for their motion to function as a setting and backdrop for their StopMotion video. They will create a StopMotion video with a mannequin, shooting at least 30 frames within the StopMotion app. Students will present their self-portraits and animations during the school's art show.*

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#### Learning Targets and Assessment Criteria

**Target:** Uses motion to communicate attributes/identity.

**Criteria:** Students will draw and act out at least one performative motion using their bodies.

**Target:** Uses a storyboard to map out action through time.

**Criteria:** Students will draw 10 frames of their action from start to finish.

**Target:** Creates a setting for their action.

**Criteria:** Students will use paper, scissors, and glue to create one large collage of their setting.

**Target:** Creates an action video in StopMotion.

**Criteria:** Students will work in groups of two to create a StopMotion video. They will film at least 30 frames of a mannequin with their setting.

**Target:** Writes a title and presents videos.

**Criteria:** Students will design a title card and edit in into their video. Students will present their videos during the art show on television monitors throughout the school.

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## Vocabulary

### Arts Infused:

identity  
action  
gesture

### Reading: setting

### Arts:

collage  
video  
storyboard  
gluing  
layering  
posing  
proportion  
self-portrait

## Materials

### **Museum Artworks or Performance**

Motion video  
Eadweard Muybridge

Optional examples:  
Zoopraxiscope  
Gregory Barsamian  
Nick Cave soundsuits

### **Materials**

Mannequins  
Large paper  
Construction paper  
Glue  
Scissors  
iPads with StopMotion app

### **Reading Selections**

*Swing!* by Rufus Butler Seder  
*Gallop!* by Rufus Butler Sedar

*Family Huddle* by Peyton Manning, Eli Manning, and Archie Manning

Optional:  
*Kids Athletes* by David Stabler and Doogie Horner

*Women in Sports* by Rachel Ignatofsky

## Learning Standards

### TN Arts Learning Standards

#### **Create**

1.VA.Cr1.A Explore and experiment imaginatively with ideas and materials through collaboration.  
1.VA.Cr1.B Use observation and investigation in preparation for making a work of art.  
1.VA.Cr2.A Explore uses of materials and tools to create works of art or design, using developmentally appropriate craftsmanship.  
1.VA.Cr2.B Demonstrate safe and proper procedures for using materials, tools, and equipment.  
1.VA.Cr2.C Identify and classify uses of everyday objects through diverse visual art media.  
1.VA.Cr3.A Use art vocabulary to describe choices while creating art.

#### **Present**

1.VA.P2.A Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.  
1.VA.P3.A Identify the roles and responsibilities of people who work in and visit traditional and emerging presentation spaces.

#### **Respond**

1.VA.R1.A Compare images that represent the same subject.  
1.VA.R1.B Select and describe works of art that illustrate daily life experiences.  
1.VA.R2.A Interpret art by categorizing subject matter and describing relevant details while using appropriate art vocabulary.

#### **Connect**

1.VA.Cn2.A Express how people from different places and times have made art for a variety of reasons.

## Learning Standards

### TN ELA Learning Standards

**1.FL.VA.7b** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. i. Sort words into categories to gain a sense of the concepts the categories represent. ii. Define words by category and by one or more key attributes. iii. Identify real-life connections between words and their use. iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.

**1.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

**1.RL.KID.1** Ask and answer questions about key details in a text.

**1.RL.KID.3** Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.

**1.RL.CS.4** Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.

**1.RL.IKI.7** Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.

**1.RL.IKI.9** Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.

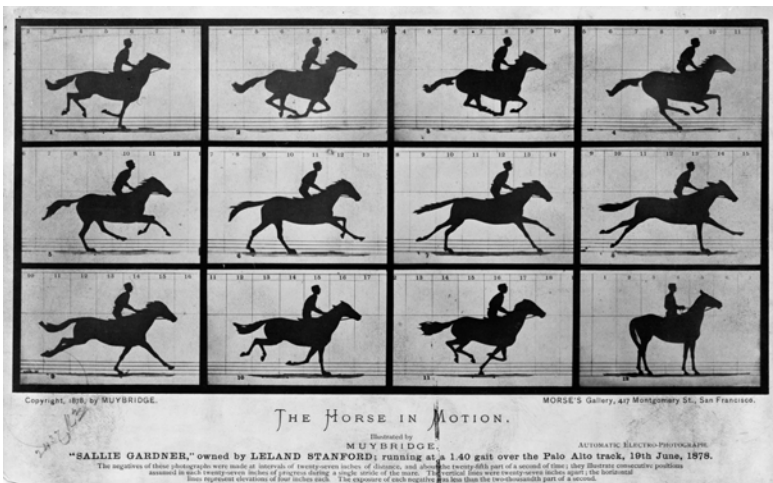
**1.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.

**1.SL.CC.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

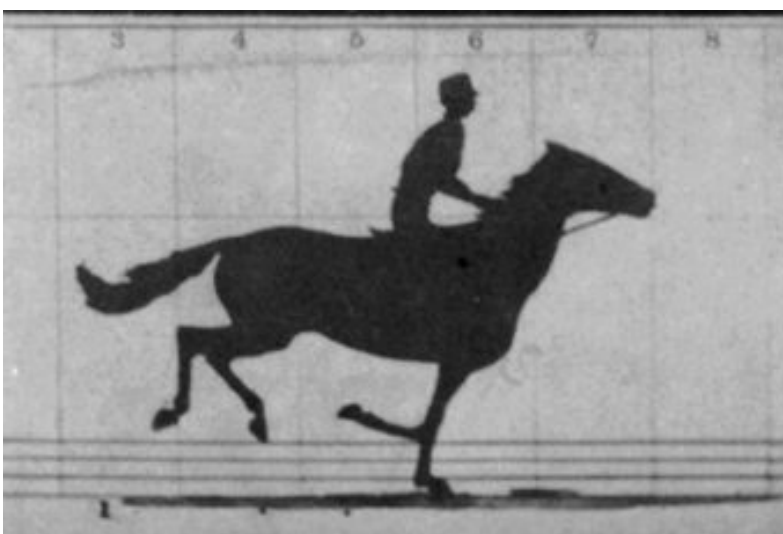
Images:



Jean-Michel Basquiat




Eadward Muybridge, *The Horse in Motion*, 1878, photography.



Eadward Muybridge, *The Horse in Motion*, 1878, gif of twelve photos in motion.

## ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

### Pre-Teach

Introduce the concept of self-portraits. What does it mean when you raise your hand? And what does it mean when I point to one person with their hand raised.


We use words to communicate. And we also use our bodies and motions to communicate.

### Lesson Steps Outline

**1.** Show Jean-Michel Basquiat's self-portraits. Ask students, "What is going on in this picture?" and "What makes you say so?" and "What more can you find?" Guide students in discussion about self-portraits in art.

**2.** In their sketchbooks, students will write five things what they look like, things that people can tell from the outside. Students will also write five things about who they are on the inside, things you can't see from the outside.

**3.** Demonstrate drawing bodies using proportion. Also show how to draw various movements in proportion.

 **Criteria-based:** Students will draw and act out at least one performative motion using their bodies.

**2.** Guide students through the discussion of their favorite motions and how the motions define and describe them. Ask: How and why are the motions important to you?

Students identify one motion they can share with the class. The motion should show the class one important thing about them.

**3.** Students will then sketch and draw their motion. Remind the students that their motion should tell us about who they are on the inside.

**Criteria-based:** Students will draw 10 frames of their action from start to finish.

**5.** Show Eadweard Muybridge's *The Horse in Motion* as 12 photographs. Ask students, "What is going on in this photograph?" and "What makes you say so?" and "What more can you find?" Guide students in discussion about photograph.

**6.** Show Eadweard Muybridge's *The Horse in Motion* animated. Ask, "Now what is going on?" "What makes you say so?"

**7.** Students draw 10–12 frames of their motion from start to finish in a storyboard. If time, students use the iPads and StopMotion app to animate their storyboard.

**Criteria-based:** Create a setting for their action.

**6.** Read a book: *Family Huddle*. Discuss "What is going on in this book?" "Who are the people?" and "What motions show us who they are?" Lead students in a discussion about motion and identity.

Introduce setting. Setting is the time and place that a story or event takes place. Identify the setting from the book.

Student identify a setting for their motion. They will use colored construction paper to create a background/backdrop setting for their motion. They will cut out shapes and glue them to one larger sheet of paper.

**Criteria-based:** Students will work in groups of two to create a StopMotion video. They will film at least 30 frames of a mannequin with their setting.

**7.** Demonstrate how to use the StopMotion app on the iPads.

**8.** Using wooden drawing mannequins, students will work in groups of two to create an animation of their motion. They will set up their mannequin in front of their backdrop setting. They will then shoot at least 30 frames of their mannequin doing their motion. Each student creates their own video.

If time, read and show illustrations from *Women in Sports* or *Kid Athletes*.

If time, show Gregory Barsamian's stroboscopic sculptures.



**Criteria-based:** Students will design a title card and edit it into their video. Students will present their videos during the art show on television monitors throughout the school.

**9.** Students will give their animation a title, creating a title card for it. They will edit the title card into their animation. They will export the animation and prepare it for presentation.

**10.** The animations will be featured on television monitors throughout the school, via the school's projection system, as part of the school's art show.

## LESSON STEPS

---

1.

• *Insert prompt*

• *Insert prompt*

2.

• *Insert prompt*

• *Insert prompt*

3.

• *Insert prompt*

• *Insert prompt*

4.

• *Insert prompt*

• *Insert prompt*

Criteria-based teacher checklist:

**ARTS IMPACT LESSON PLAN Discipline and Subject Infused Lesson**

Grade: *Lesson Title*

**CLASS ASSESSMENT WORKSHEET**

Disciplines				Total
Concept				
Criteria	<b>***Five criteria from p.1 here***</b>			
Student Name				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
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 arts discipline and subject area?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## ARTS IMPACT FAMILY LETTER

---

ARTS AND **SUBJECT** INFUSED LESSON: *Lesson Title*

---

Dear Family:

Today your child participated in a **Discipline and Subject** Infused lesson. We talked about [REDACTED].

- We discovered [REDACTED].
- We created [REDACTED].

At home, you could [REDACTED].

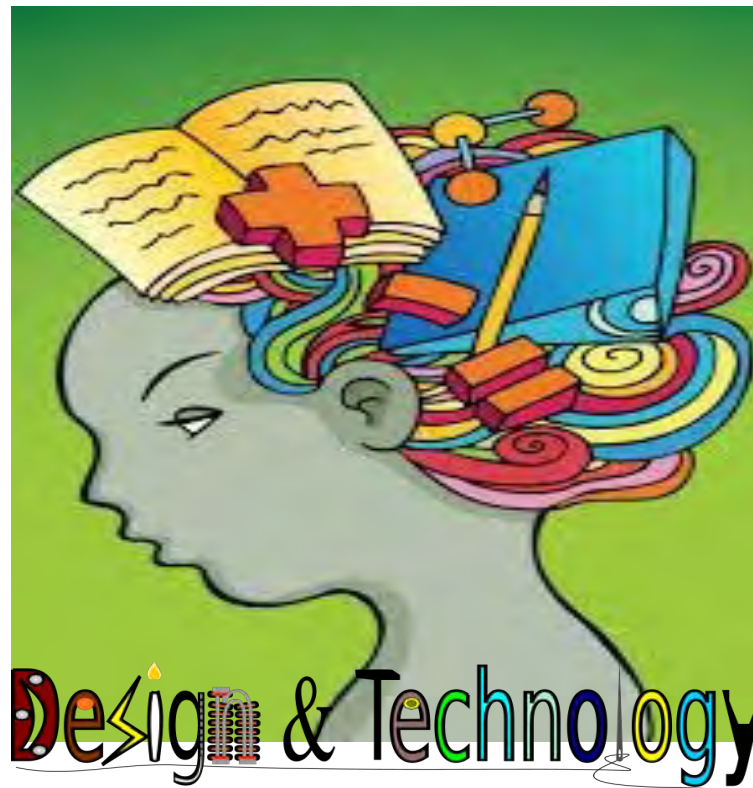
### Enduring Understanding



# PD-Part 2

## Infusing Reading, Writing & Visual Art

Sheila Crenshaw  
Ida B. Wells Elem. Visual Art Teacher  
2020



**What do you see?**



Here's a CLUE!



**TADA!** It's a country in South Asia!





# Fun Pakistan History Facts



- Pak & Stan derived from the natives Urdu language which they call “land of the pure”.
- The location shares land bordering Afghanistan, India, and China.
- Cricket is their most popular sport.
- Sugar cane juice is their National drink.
- There are over 200 varieties of mangoes.
- It has the largest & oldest manmade forest called Changa Manga Forest established in 1866.

One acre = 43,500 sq. ft.

This forest is 12,423 acres

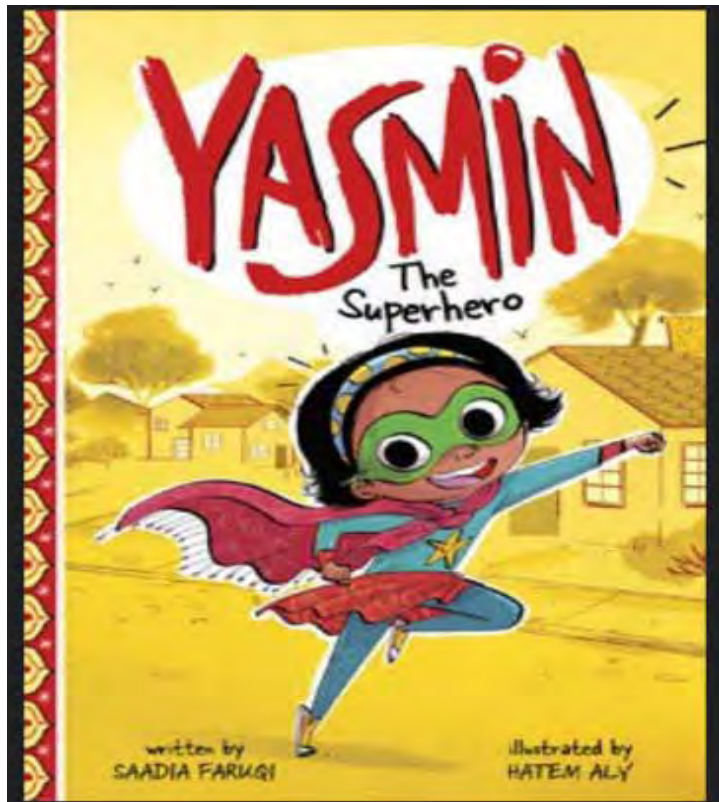
19.411 sq. miles

## Questions for Discussions

- \*What do you see?
- \*Why do you say that?
- \*Tell me more.
- \*Where do you think she lives (the setting)?
- \*From this book cover illustration, Write what you would title this book.



Prior Knowledge: Describe what a  
Superhero is to you.



List students' responses

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

# Multicultural Words & Meanings

## Learn Urdu with Yasmin!

Yasmin's family speaks both English and Urdu. Urdu is a language from Pakistan. Maybe you already know some Urdu words!

**baba** (BAH-bah)—father

**bandar** (BAHN-dar)—monkey

**dupatta** (doo-PAH-tah)—a shawl or scarf

**hijab** (HEE-jahb)—scarf covering the hair

**jaan** (jahn)—life; a sweet nickname for a loved one

**kameez** (kuh-MEEZ)—a long tunic or shirt

**lassi** (LAH-see)—a yogurt drink

**nana** (NAH-nah)—grandfather on mother's side

**nani** (NAH-nee)—grandmother on mother's side

**salaam** (sah-LAHM)—hello

**shalwar** (SHAL-wahr)—loose pants

**shukriya** (shuh-KREE-yuh)—thank you



## Reading together with ENTHUSIAM



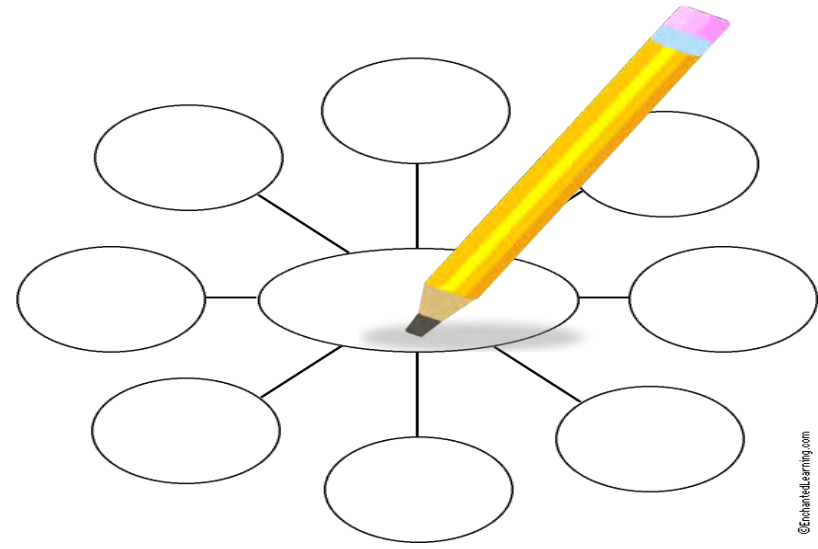
Please make your own list of **descriptive words** that the students should know, recognize, and/or able to explain because they are **sight words** from **Tier I & Tier II** as we read through this book aloud.

# Specifications of a Superhero

## Teams Brainstorm

**Write plans for one superhero.**

**What is the conflict you want solved?**



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# The Making of a Superhero

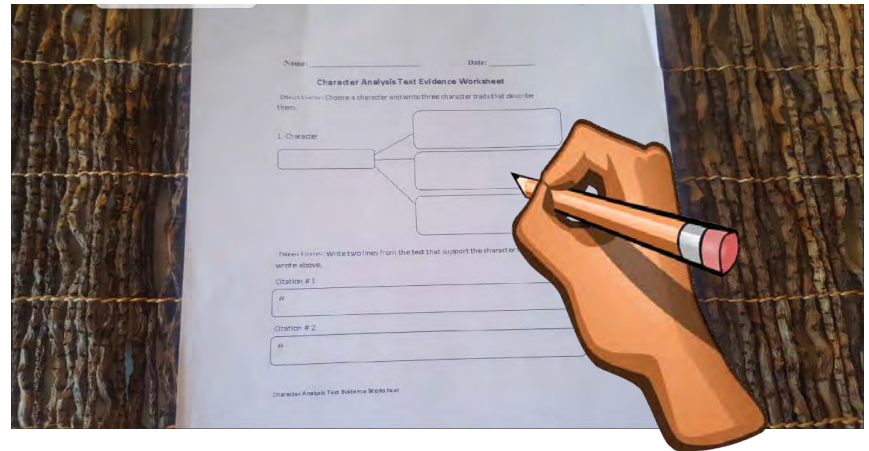
What character traits must your superhero have?

## REAL Life American Superhero

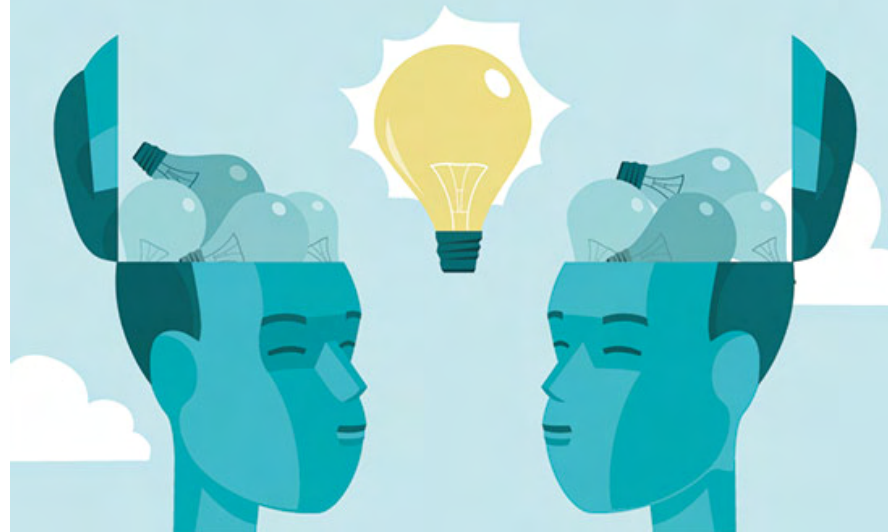
Harriet Tubman



## FICTIONAL Superman



# *Sharing Idea*



*Assigns roles within your team*



## Looking closely Compare and Contrast Types of Art

What are the differences & similarities of how these superheroes are portrayed?

Different

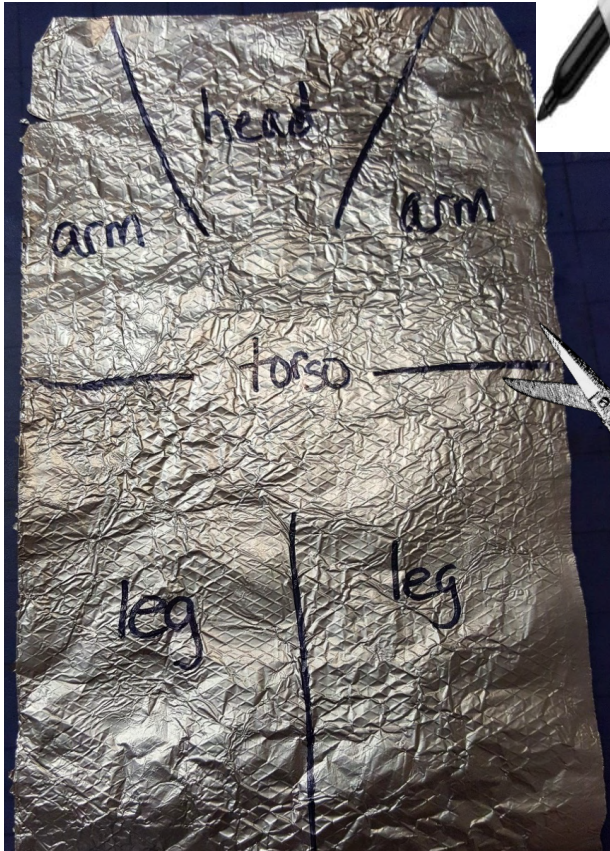


Similar



Different

# Making an Aluminum Foil Gesture Figure



Alberto Giacometti's  
Bronze Sculpture

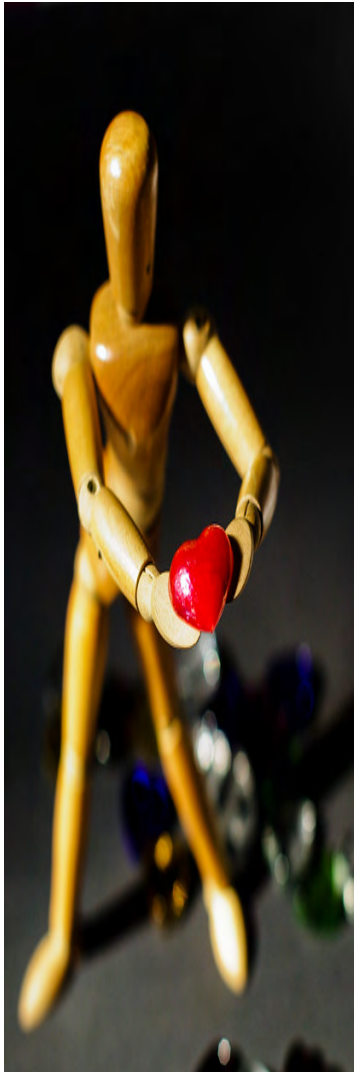


Option 1

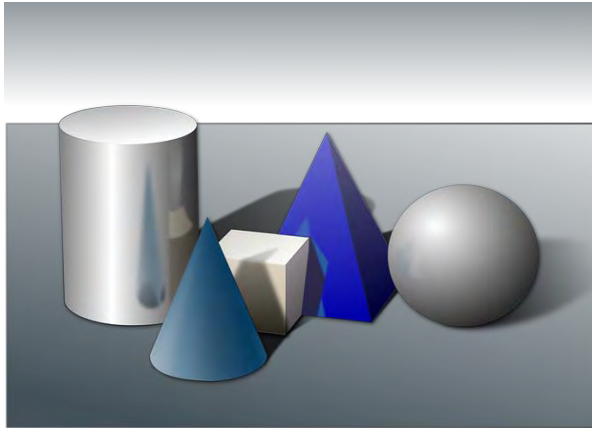


# Making a Clay “Superhero” Figure

Option 2



**Geometric Forms**



**2 Wooden Sculpting Tools**



**Nonhardening Clay**



**Tissue Paper**



Get Ready, You're

Creating a Visual  
Sequence of Events  
for a



Using Technology...BUT first

# Make a **Background Setting for your Superhero** Landscape – seascape – cityscape – interior space

## **COLLAGE**

You need paper, scraps, a drawing tool, scissors, arrange shapes, and glue.

Or

## **DRAWING**

You need paper, drawing & coloring tools of choice.





## Stop Motion Movie

What are you wondering about this scene?

What do you believe the conflict is?

Who's the superhero?



# YOUR VOICE YOUR STORY

Name of Project: \_\_\_\_\_

Group Members: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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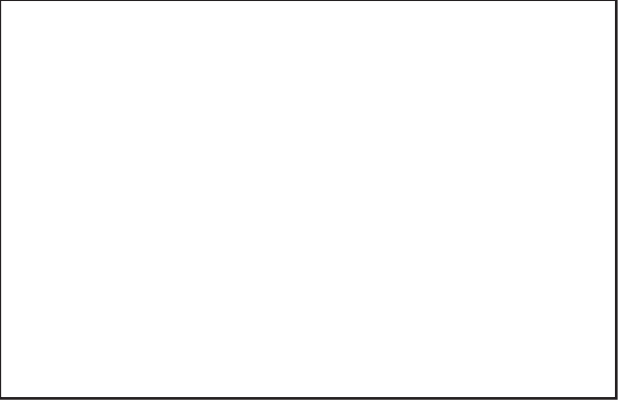
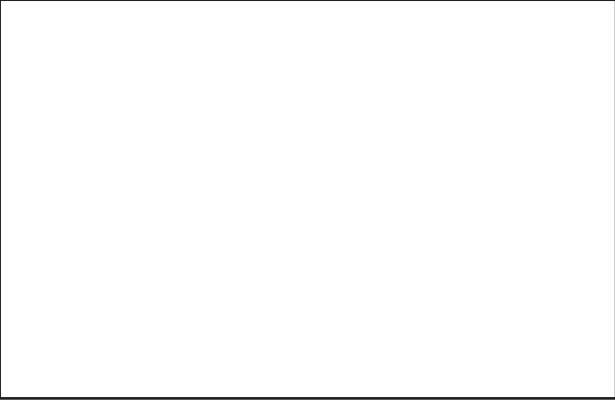
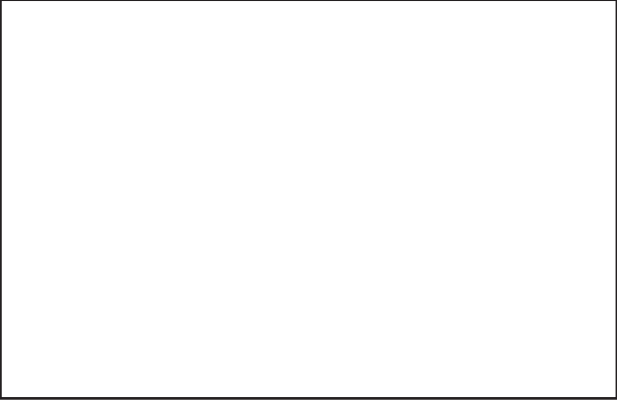
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\_\_\_\_\_  
\_\_\_\_\_

# Character Design

Characteristic	Your Character	Explanation: why?
human / animal / other		
male/ female / other / N/A		
power / special talents		
accessories / gear / tools		
symbol / N/A		
fashion / costume		
colors		
hero / villian / N/A		
associates / sidekicks / friends		
perspectives / emotions		
background information		



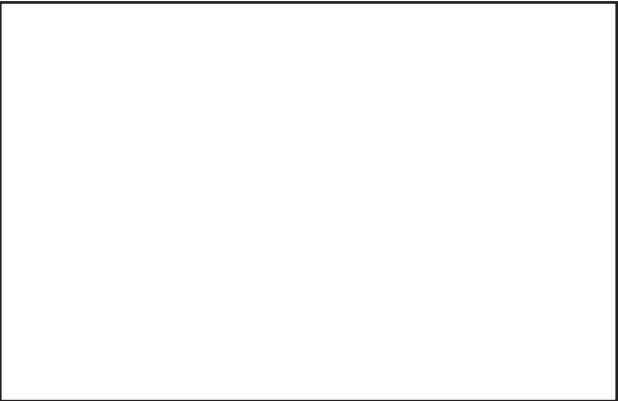
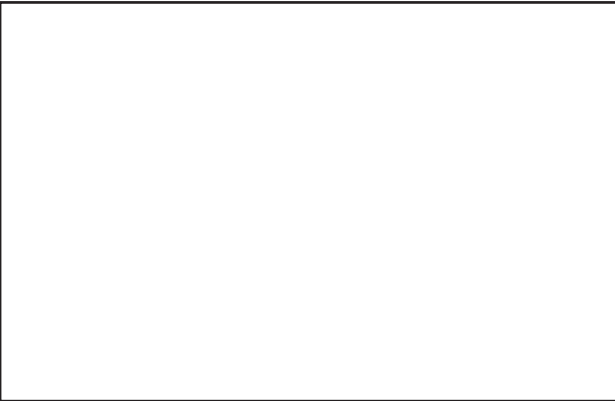
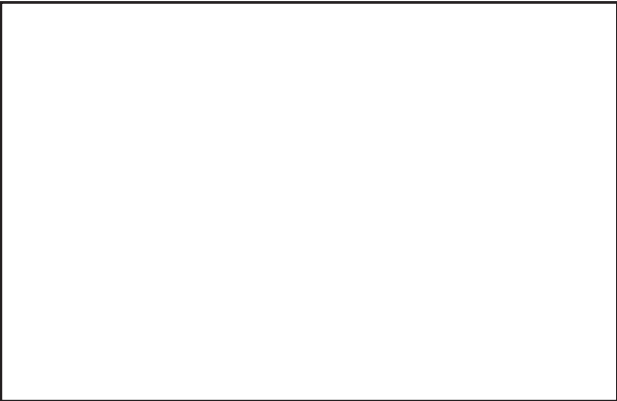
Name: \_\_\_\_\_ Class: \_\_\_\_\_



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