



Lesson 1

Concept: Through story quilts, people can tell their special stories – stories about their history, culture, family, and themselves. People can communicate their ideas and feelings in art.

Elements and Skills of Art Form: The students will explore the questions what is art and why do people create art. Students will learn how Faith Ringgold used the elements of line, shape and space to create a picture in *Tar Beach*.

Student Outcomes:

Students will be able to:

Visual Arts Standards

- CE 2.4 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.
- AV 4.2 Identify and describe various reasons for making art.

Language Arts Standards

- Reading Comprehension 2.2 Students will respond to who, what, when, where, and how questions.
- WOELC 1.1 Write and speak in complete, coherent sentences.

Progression of Content, Skills, and Tasks:

Anticipatory Set:

The teacher will read the story “Tar Beach” by Faith Ringgold. After the story, the teacher will ask the students where the story took place, what happened in the story, could Cassie really fly, how was she able to fly, why did she fly over things.

Assessing Prior Knowledge:

- The teacher will begin by asking the students: – *What is art?*
- The teacher will chart the responses and frame of references on a Circle Map.
- The teacher will ask the students why people make art and chart responses.

Getting Smarter:

- The teacher will ask the students these questions: If you could fly over your neighborhood or city what would you fly over and why? How would it make your family's life better?
- The teacher will model the response in a complete sentence
I would fly over _____ so my family _____.
- Students will pair/share what they would fly over and why.
- Students will share with the class using complete and coherent sentences.

The teacher will ask these questions to help the students understanding of Faith Ringgold's use of line, shape and space.

- How did Faith Ringgold make Cassie look like she is flying? – space, line
- What shapes did Faith Ringgold use to make Cassie's arms, legs, head, and dress? – shape

Becoming an Expert:

The teacher will demonstrate and then direct students to plan and sketch themselves flying over what they want to own. The students' pictures should reflect a basic understanding of line, shape, and space. Students will then share their sketch and making the statement *I would fly over _____ so my family _____.*

Criteria

- Plan and sketch drawing
- Use line, shape, and space to complete the sketch
- Sketch shows understanding of the ideas present lesson
- Present sketch using complete and coherent sentences

Making Connections

- History/Social Science – students locate New York, New York and Los Angeles, California on a map. Students learn about the famous/significant structures in both cities.
- Language Arts – students write a sentence or complete a cloze sentence about their sketch.

Assessment Strategy:

Verbal Assessment

Describe: Describe the shapes you see in Tar Beach.

Discuss: Why did Cassie fly over the bridge, union building and ice cream factory?

Analyze: What would you fly over? How would that help your family?

Connect: Do you ever use your imagination?

Performance-based Assessment: See the rubric.

Key Vocabulary: art, artist, plan, sketch, line, shape, space

Materials:

- Pencils, erasers
- Scrap paper
- Chart paper and marker
- *Tar Beach* by Faith Ringgold

Resources:

Tar Beach, Faith Ringgold

Rubic
Performance Based Assessment

- 4 - Exceeded expectations
- 3 - Met expectations
- 2 - Partially met expectations
- 1 - Did not meet expectations

Students Name _____ Activity _____

| 4 | 3 | 2 | 1 | |
|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Follows directions |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Produces artwork that represents the lesson |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Able to interpret ideas from the lesson |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Expresses ideas, feelings and thoughts |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Presents neat work |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Speaks in complete and coherent sentences |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is able to use lesson vocabulary |

Overall, the student's performance is a (select one):

4 3 2 1