



## Lesson 2

**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 through art.

**Elements and Skills of Art Form:** The students will develop an understanding of the reasons why people make art. Students will learn that artists use a variety of media to create art. Students will learn to express their ideas or feelings through art.

### **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.

#### Theatre Standards

- CE 2.1 Demonstrate skills in pantomime, tableau, and improvisation.
- HCC 3.3 Describe the roles and responsibilities of audience and actor.

#### Language Arts Standards

- WOELC 1.1 Write and speak in complete, coherent sentences.

### **Progression of Content, Skills, and Tasks:**

Anticipatory Set: Review the story *Tar Beach* by Faith Ringgold. Teacher will guide students to understand that artists express their ideas and feeling through art by asking these questions:

- Why does Cassie imagine she can fly?
- Why did Cassie fly over the bridge and union building?
- How does she feel when she is lying on tar beach?
- Faith Ringgold is telling us a lot about herself. How is she giving us this information?

### Assessing Prior Knowledge:

Read page 8 of *Talking to Faith Ringgold* to the students and ask them to explain why Faith Ringgold became an artist. Then ask the students to think of a time when someone told them they were not good enough to do something. Ask them to think about how those situations made them feel. Have the students pair-share. Then have several students share with the class.

#### Getting Smarter:

- Introduce the students to the song *You Can Be Anything* by Gwendolyn.
- Sing the song with the students several times.
- Ask the students if music/song is considered art. Tell students that music is one form of art.
- Ask students to explain what the song is about, and to explain the message the artist is trying to relay.
- Ask the students to think about a job they would like to do when they get older.
- Students will then pantomime the job they would like to have while the other students try to guess the job. Teacher will review with the students the roles and expectations of the audience and remind them that the actor cannot talk during the pantomime.
- After the pantomimes are over, ask the students to explain what they were trying to communicate to the audience.
- Ask the students if acting is considered art. Tell the students that acting is one form of art.
- Teacher adds the words music/singing/acting to the Circle Map from Day 1.

#### Becoming an Expert:

The students will then tell what job they would like to have and why. The students will plan and draw a picture of them doing the job they would like to have. Students will use a variety of lines and shapes to draw their body, uniform, setting, and tools.

#### Criteria

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

#### Making Connections

- Language Arts: research various jobs, interview parents about their job, and write about the job they would like to have
- Social Science: field trips to local business and services

**Assessment Strategy:**

Verbal Assessment

Describe: Describe different ways artists can tell you their ideas?

Discuss: Tell about a time someone told you you weren't good enough to do something. How did it make you feel?

Analyze: The next time someone tells you your not good enough, how will you react?

Connect: How did you show me what you want to be when you grow up?

**Performance-based Assessment:** See the rubric.

**Key Vocabulary:** sketch, artist, line, shape, space

**Materials:**

- Pencils, erasers
- Scrap paper
- CD player
- Music cd *Gwendolyn and the Good Time Gang*

**Resources:**

Tar Beach, Faith Ringgold

Talking to Faith Ringgold, Ringgold, Freeman, and Roucher

**Rubric**  
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