

### BASIC LESSON INFORMATION

| PROJECT/LESSON TITLE  | PROJECT SUMMARY (Describe Big Idea or Theme)                                                                                                                                                                                                                                                                                                                                                                                                                                               | INSERT PHOTO/S of PROJECT EXAMPLE                                                   |
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| Class Pool Mini-Mural | <p>Students will each practice figure drawing, cutting and gluing, and oil pastel techniques to create a paper doll self-portrait that they will contribute to our "Class Pool" mini mural inspired by the story and artwork from <i>Our Pool</i> by Lucy Ruth Cummins.</p> <p style="text-align: center;"><b>Big Idea</b></p> <ul style="list-style-type: none"> <li>Art can symbolize group identity: How am I like my family, my friends, members of my team, tribe or city?</li> </ul> |  |
| GRADE LEVEL or CLASS  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                     |
| 3rd grade             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                     |
| TIMEFRAME             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                     |
| 3 days                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                     |

### STANDARDS, OBJECTIVES and ASSESSMENT ALIGNMENT

| NATIONAL VISUAL ARTS STANDARDS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | LEARNING OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | PLAN FOR ASSESSMENT for each learning objective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>Literacy Standards</b></p> <ul style="list-style-type: none"> <li>3rd: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</li> </ul> <p><b>Art Standards</b></p> <ul style="list-style-type: none"> <li>Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life. VA:Cr2.3.3a</li> <li>Elaborate visual information by adding details in an artwork to enhance meaning. VA:Cr3.1.3a</li> <li>Elaborate on an imaginative idea. VA:Cr1.1.3a</li> </ul> | <ul style="list-style-type: none"> <li>I can point out visual aspects from the illustrations in <i>Our Pool</i> that emphasize the author's idea that everyone is different</li> <li>I can create a paper self portrait to contribute to our class mural</li> <li>I can elaborate on my self portrait by using oil pastels to add embellishments such as patterns or designs on my clothes/swimsuits</li> <li>I can imagine and then create an additional object/accessory to add to the mural along with my paper self portrait</li> </ul> | <ul style="list-style-type: none"> <li>Have students come up with answers to this in their table groups and ask that one person from each table group share one way in which the illustrator shows us that everyone is different</li> </ul> <p>Have a spreadsheet with three columns next to each student's name to check off the following things as students hand you their final projects to pin onto the mural:</p> <ul style="list-style-type: none"> <li>did students complete a self portrait and add it to the mural</li> <li>is there evidence of details/patterns done with oil pastels on the clothing/swimsuit?</li> <li>did students add at least one object or accessory to either their portrait or the pool (i.e. slide, beach ball, bag, towel, floatie.)</li> </ul> |

## ACADEMIC LANGUAGE

| KEY VOCABULARY TERMS                                                                                                                                                                                                                                                                                                                                                      | WHERE AND WHEN DO STUDENTS USE THESE VOCAB TERMS?                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>Main Vocabulary</p> <ul style="list-style-type: none"> <li>• Figure drawing</li> <li>• Embellishments</li> <li>• Mural</li> <li>• Collaborative art</li> </ul> <p>Secondary Vocabulary</p> <ul style="list-style-type: none"> <li>• <i>sketch</i></li> <li>• <i>outline</i></li> <li>• <i>collage</i></li> <li>• <i>pattern</i></li> <li>• <i>skin-tone</i></li> </ul> | <p>Students will talk about <i>figure drawing</i> during the first work day as they practice drawing the body part of their paper self-portraits. Students will use <i>embellishments</i> on the second work day when we discuss adding details and patterns to our clothing using oil pastels. Students will learn about <i>murals</i> and <i>collaborative art</i> during discussion of the final product and how we will be working together to create our own class pool mural.</p> |

## LESSON SEQUENCE

| LESSON ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | RESOURCES AND SUPPLIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Day 1: figure drawing and cutting out final body shape for project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Present</b></p> <ul style="list-style-type: none"> <li>• Start with questions <ul style="list-style-type: none"> <li>○ "How many of you like to swim?"</li> <li>○ "Who here has been to a community pool?" Maybe mention a specific pool nearby that students have likely been to</li> </ul> </li> <li>• Introduce book <ul style="list-style-type: none"> <li>○ "So today we are going to be reading a book about a community pool, it's called <i>Our Pool</i>."</li> <li>○ Before reading say "As I read this book I want you to pay attention to artwork in this book. Look closely at the the small details and pay attention to what people are doing, what they're wearing, or what they might be holding because I'm going to ask you about it later."</li> <li>○ Read <i>Our Pool</i> until page 24 (Approx 3.5 min)</li> </ul> </li> <li>• Briefly introduce project <ul style="list-style-type: none"> <li>○ list steps in process so kids have an idea of what will happen and can plan a little bit in their heads, will also help them see the purpose of the figure drawing exercise</li> </ul> </li> <li>• Introduce figure drawing <ul style="list-style-type: none"> <li>○ "In order to create our paper self portraits we need to be able to draw a figure, <i>what do I mean when I say 'figure- drawing'?</i>"</li> <li>○ ask for a volunteer and ask them to pose and draw them as stick figure on the whiteboard ask "what's wrong with this?" "what would happen if I tried to cut this out?" talk about how volume is missing from stick figures</li> <li>○ go the next slide in slideshow with first figure pose and show the the two methods for breaking down figures ask "What's different about these two methods?"</li> <li>○ move to next pose and talk about how method 2 could be more useful for poses with bends at the joints</li> <li>○ pass out printed images in plastic binder sheets of people in different poses and have students use dry erase marker to draw directly on top of the image to break the bodies down into smaller shapes using either method 1 or method 2</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Book: <i>Our Pool</i> by Lucy Ruth Cummins</li> <li>• <a href="#">Slides</a></li> <li>• whiteboard/dry erase marker at front of room</li> <li>• printed images of body poses in plastic binder sheets</li> <li>• dry erase markers</li> <li>• white copy paper</li> <li>• pencils/erasers</li> <li>• skin colored construction paper with wide variety of skin tones, cut to half sheet size (8.5 x 5.5 inches)</li> <li>• black markers</li> <li>• scissors</li> <li>• small plastic bins for each table group to store their work OR ziplock bags for each student/table</li> </ul> |

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| <ul style="list-style-type: none"> <li>○ pass out white copy paper and ask students to draw a line down the middle with pencil, explain that we will do two practice drawings , one together and one individually</li> <li>○ draw pose 2 together, modeling on the whiteboard while students draw along on one half of their paper</li> <li>○ move to next slide and have students choose from one of the 4 figure options to practice on their own</li> <li>● Talk about choosing paper to match skin tone <ul style="list-style-type: none"> <li>○ stress that these are self-portraits and we want them to represent us and look like us</li> <li>○ show slide that shows how to find a good skin-tone match, if you do this you need to make sure you have a wide variety of paper colors so that every student feels they can find a close enough match</li> </ul> </li> <li>● Quickly demo how to go from pencil sketch to outline, students will trace only the outer edges of their sketch with marker so that they know clearly where to cut</li> <li>● Instruct students to write their names on their figure drawings, inside of the outline because this will be the back-side</li> <li>● offer brief tips for cutting tight corners/awkward spaces</li> </ul> <p><b>Work Time</b></p> <ul style="list-style-type: none"> <li>● walk around and take note of things students are struggling with and help individually and verbalize solutions to common struggles for the whole class to hear</li> </ul> <p><b>Clean Up</b></p> <ul style="list-style-type: none"> <li>● be prepared to store figure cut-outs in an organized way that makes sense for your classroom, could be in small bins, folders, or ziplock bags</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Day 2: Wrap up figure creation, move on to hair, clothes, and adding details with oil pastels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Present (approx 15 min)</b></p> <ul style="list-style-type: none"> <li>● Hold up <i>Our Pool</i> and ask students if they remember reading the book last time</li> <li>● turn their attention to the slideshow containing blown up images from the book <ul style="list-style-type: none"> <li>○ skin types page, "float" page, "young folks, old folks, etc.." page</li> <li>○ pause on a page and read the text and tell the students "the author is trying to tell us that everyone is different, how can we see that in the illustrations? what about these images <i>shows</i> us that everyone is different</li> <li>○ talk about how everyone has a unique outfit, accessories (glasses, jewelry), unique skin and hair, different ages, different ways of swimming, enjoying the pool in different ways</li> <li>○ ask the class "what is one thing all of these people have in common?" you might get multiple answers, but the most important one is that they all come together to enjoy the pool</li> <li>○ make point that all of us in the class are different, we like different things, we come from different places, we all look different from eachother but we all come <i>together</i> to make art</li> </ul> </li> <li>● bring it back to the project and reiterate the end goal is to make a small class mural <ul style="list-style-type: none"> <li>○ ask students "can someone tell me what a mural is?" "why do you think artists make murals?" "Do you think artists always work alone to make murals?"</li> <li>○ use the term <i>collaborative art</i> tell or ask students what it means to <i>collaborate</i></li> </ul> </li> <li>● Run through steps of project again and pick up where you left off last time, next step is adding hair and clothes <ul style="list-style-type: none"> <li>○ tell there are two ways to add hair: with oil pastel or by collaging with pre-cut squares of colored construction paper <ul style="list-style-type: none"> <li>■ demo both ways</li> </ul> </li> <li>○ tell that for adding clothes they will have the same two options <ul style="list-style-type: none"> <li>■ demo both ways</li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Book: <i>Our Pool</i> by Lucy Ruth Cummins</li> <li>● <a href="#">Slides</a></li> <li>● pencils</li> <li>● scissors</li> <li>● glue sticks</li> <li>● 2 x 2 inch pre cut squares of colored construction paper (hair colors, organized into piles)</li> <li>● 3 x 3 inch pre cut squares of colored construction paper for clothes/swim suits (rainbow colors, organized into piles)</li> <li>● oil pastels</li> </ul> |

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| <ul style="list-style-type: none"> <li>○ talk about using oil pastels to add details or <i>embellishments</i> <ul style="list-style-type: none"> <li>■ <i>explain oil pastels can be more beneficial than crayons because they show up better on darker/colored background</i></li> </ul> </li> <li>● put slide with image of "float" page back on screen for students to reference during work time</li> <li>● put handouts at each table with line drawings of swimsuit shapes, shirts, shorts, hats, sunglasses, goggles, etc for kids to look at</li> </ul> <p><b>Work Time</b></p> <ul style="list-style-type: none"> <li>● lots of students will have specific questions or little things they will need help with, try to get to as many as you can</li> </ul> <p><b>Clean Up</b></p> <ul style="list-style-type: none"> <li>● at this point students will have lots of small bits make sure they put their initials on unattached pieces before storing them</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Day 3: Students create their objects/accessories and we assemble the mini mural                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Present</b></p> <ul style="list-style-type: none"> <li>● tell students that today is the last day to finish their self portraits and today is also the day to add any objects such as towels, beach balls, floaties, etc..</li> <li>● show teaching sample again</li> <li>● show page from <i>Our Pool</i> on screen and ask students what objects they see, write these on the whiteboard, continue brainstorming other ideas with the class for things they could make to add to the mural after their portrait is done</li> <li>● show how they can add details/<i>embellishments</i> to their objects</li> <li>● discuss process for assembling mural <ul style="list-style-type: none"> <li>○ pin students portraits on the pool background without piercing through their actual paper, they can choose where on the pool they would like you to pin it</li> </ul> </li> <li>● leave slide on screen during work time</li> </ul> <p><b>Work Time</b></p> <ul style="list-style-type: none"> <li>● students might ask you how to draw something, help them by demonstrating on separate paper</li> <li>● as students bring their finished portraits and objects up to you pin them on the mural</li> <li>● give time warnings as work time ends so students can get their portrait pinned up before the end of class</li> </ul> <p><b>Clean Up</b></p> <p><b>Wrap Up</b></p> <ul style="list-style-type: none"> <li>● bring students up to carpet to sit in front of the completed mural</li> <li>● ask students what their favorite part of the mural is</li> <li>● ask students what they found hard/difficult about the project and how they overcame it</li> </ul> | <ul style="list-style-type: none"> <li>● Book: <i>Our Pool</i> by Lucy Ruth Cummins</li> <li>● <a href="#">Slides</a></li> <li>● pencils</li> <li>● scissors</li> <li>● glue sticks</li> <li>● 2 x 2 inch pre cut squares of colored construction paper (hair colors, organized into piles)</li> <li>● 3 x 3 inch pre cut squares of colored construction paper for clothes/swim suits (rainbow colors, organized into piles)</li> <li>● oil pastels</li> </ul> |