

UMSL Art Education Unit Template
UNIT OVERVIEW
Teacher Name: Michael Plurad
Subject: Art
Grade Level: 3rd
Unit Title: Imaginative Realism
Enduring Concept/ Big Idea: Imagination, Observation, Superheros
Essential Question(s): What is 'imagination'? What makes a hero? How do you make a hero believable?
Unit Rationale: It is part of the mind that imagines things that are not present; a hero is someone who is admired for their courage, selflessness, and noble qualities, willing to take risks or make sacrifices in order to help others; Presenting a person who has character flaws, motivations, a life outside the page (interest, hobbies, eating habits, etc.)
Unit Cross-Curricular and Interdisciplinary Connections: Have students write an origin story for their characters (1-2 pages). Can be adjusted to a bio (name, age, power, weakness)
Number and Titles of Projects in Unit: Drawing From Life, Drawing From Imagination, Drawing Your Superhero
<p>Summative/Post Assessments:</p> <p>Still Life Drawing:</p> <p>Students practiced careful observation of real objects to capture shapes, proportions, and textures. Most students demonstrated growth in looking closely at details and using shading to suggest depth.</p> <p><i>Focus Skills:</i> Observation, proportion, shading.</p> <p>Drawing from Imagination:</p> <p>Students created original scenes that combined realistic elements with imagined ones (e.g., dreamlike landscapes or hybrid creatures). They applied lessons from still life to make imaginary ideas look more realistic.</p> <p><i>Focus Skills:</i> Creativity, perspective, applying realism techniques to imagination.</p> <p>Design Your Own Superhero:</p> <p>Students designed a superhero inspired by real-world traits, materials, or natural forms. This project strengthened their ability to express character and story visually.</p> <p><i>Focus Skills:</i> Character design, symbolism, expressive drawing</p> <p>Assessment Summary:</p> <p>Across all three projects, students showed growth in their ability to combine accurate observation with creative interpretation. They improved their drawing confidence, use of detail, and understanding of how artists can make imaginary worlds look believable. Students also used art vocabulary to describe their process (ex. "value," "texture," "contrast"). SEE RUBRIC BELOW</p>

PROJECT OVERVIEW
Project Title: Drawing From Life
Project Objectives:
The student will be able to...

<input type="checkbox"/> I added shading to show light and dark 3. Think About Your Choices <input type="checkbox"/> I can tell why I drew something that way <input type="checkbox"/> I noticed what was hard and what I did well <input type="checkbox"/> I talked with a friend about my drawing 4. My Self-Check I looked carefully before I drew I checked sizes and proportions I added light and shadow I noticed things I missed at first Teacher Notes/Tips:	Yes/Sometime/Not Yet
Post-Assessment: Students will be able to... -Understand the different degrees of graphite pencils Y(1)/N(0) -Use materials responsibly Y(1)/N(0) -Accurately draw observed forms Y(1)/N(0) -Accurately draw observed value Y(1)/N(0) -Accurately draw observed textures Y(1)/N(0)	
Number of Days in Project:3	
Project Vocabulary: Observation, Graphite Pencils, Form, Value, Texture, Still Life	
Artist(s) or Artwork(s) Being Covered: Caravaggio, Paul Cézanne, Vincent Van Gogh	

DAILY LESSON PLAN
Project Title: Drawing From Life
Day: 1 of 3
Technology Requirements: Clear Touch, Document Camera
Art Supply Materials:Graphite Pencil Cases, Pencils, Plastic Eraser, Sharpeners, Bristol/Drawing Paper
Other Resource Requirements: none
Health or Safety Concerns: pencils will need to be sharp to do work, caution must be used to prevent stabbing of nearby students
Differentiation for Students Who Need Additional Supports: Value Charts will be provided for every table for students to use for reference
Differentiation for Students Who Excel: Teacher may ask them how they would approach drawing different forms such as cylinders, cones, spirals, etc.
Bellringer: 0-5 Minutes: Students will enter the classroom, place Chromebooks on back shelves, retrieve portfolios from middle table, erasers and sharpeners from front desk, proceed to seats
Motivational Activity/Strategy: 5-10 Minutes: Students may request music to listen to if school appropriate
Learning Activities: 10-15 Minutes: Teacher will guide students in discussion about value, and how it adds dimension to the other elements of art, including line, shape, and form

15-20 minutes: With a document camera and Clear Touch, the teacher will demo how to create the value scale (light to dark) with the different degrees of graphite pencils present at each table (HB, 2B, 4B, 6B)

20-30 minutes: Student will then look at and discuss art examples by Caravaggio, Cézanne etc artists who have a great range of value in their work and how it affects the mood and feeling of the artwork

30-45 Minutes: Teacher will lead class in demonstration how to give dimension to 2D shapes (circle to sphere, square to cube, triangle to pyramid) using at least three different graphite pencils

Teacher Demo:



Cleanup Procedures: 45-55 Minutes: Alarm will go off, students will store their work in their portfolios, put their pencils and erasers back in their cases, erasers and sharpeners will be returned to front desk, chromebooks may be retrieved and remain seated until the bell rings

Free Time Activity: If there is any free time, students may use colored pencils and choose a page from a coloring book to work on while they wait, can be stored in portfolio to work on at a later time

DAILY LESSON PLAN
Project Title: Drawing From Life
Day: 2 of 3
Technology Requirements:Clear Touch, Document Camera
Art Supply Materials:Graphite Pencil Cases, Pencils, Plastic Eraser, Sharpeners, Bristol/Drawing Paper
Other Resource Requirements:none
Health or Safety Concerns:pencils will need to be sharp to do work, caution must be used to prevent stabbing of nearby students
Differentiation for Students Who Need Additional Supports:Value Charts will be provided for every table for students to use for reference, not every object in the still life must be present in their work
Differentiation for Students Who Excel:With teacher's permission, additional items may be added to still life or they may draw their still life from another angle
Bellringer:0-5 Minutes: Students will enter the classroom, place Chromebooks on back shelves, retrieve portfolios from middle table, erasers and sharpeners from front desk, proceed to seats
Motivational Activity/Strategy:5-10 Minutes: Students may request music to listen to if school appropriate
Learning Activities:10-15 Minutes: Teacher will have a list of terms learned last class (line, shape, form, value) up on the Clear Touch as well as the value scale and the coinciding graphite pencils 15-20: Teacher will have still lifes of objects of various shape, size and texture set up at each table, students may choose which one to draw 20-25 Minutes: Teacher will demonstrate how to approach drawing a still life, first with a sketch, using a pencil to measure and check proportions on a drawing, and then using at least two other pencils of different degrees to create value in their drawing 25-45: Students will use this time to begin their drawings, using the techniques shown to draw out their still life while the teacher monitors the classroom, providing one-on-one instruction
Cleanup Procedures: 45-55 Minutes: Alarm will go off, students will store their work in their portfolios, put their pencils and erasers back in their cases, erasers and sharpeners will be returned to front desk, chromebooks may be retrieved and remain seated until the bell rings
Free Time Activity: If there is any free time, students may use colored pencils and choose a page from a coloring book to work on while they wait, can be stored in portfolio to work on at a later time

DAILY LESSON PLAN
Project Title: Drawing From Life

Day: 3 of 3
Technology Requirements:Clear Touch, Document Camera
Art Supply Materials:Graphite Pencil Cases, Pencils, Plastic Eraser, Sharpeners, Bristol/Drawing Paper
Other Resource Requirements:none
Health or Safety Concerns:pencils will need to be sharp to do work, caution must be used to prevent stabbing of nearby students
Differentiation for Students Who Need Additional Supports:Value Charts will be provided for every table for students to use for reference, not every object in the still life must be present in their work
Differentiation for Students Who Excel:With teacher's permission, additional items may be added to still life or they may draw their still life from another angle
Bellringer:0-5 Minutes: Students will enter the classroom, place Chromebooks on back shelves, retrieve portfolios from middle table, erasers and sharpeners from front desk, proceed to seats
Motivational Activity/Strategy:5-10 Minutes: Students may request music to listen to if school appropriate
Learning Activities: 10-15 Minutes: Teacher will have a list of terms (line, shape, form, value) up on the Clear Touch and have individual students read them aloud to the class 15-45 Minutes: Students will continue and finish their drawings, teacher will monitor and instruct students on how to add value referring to the value scale and how it can be achieved with different degrees of graphite pencils
Cleanup Procedures: 45-55 Minutes: Alarm will go off, students will store their work in their portfolios, put their pencils and erasers back in their cases, erasers and sharpeners will be returned to front desk, chromebooks may be retrieved and remain seated until the bell rings
Free Time Activity: If there is any free time, students may use colored pencils and choose a page from a coloring book to work on while they wait, can be stored in portfolio to work on at a later time

PROJECT OVERVIEW

Project Title: Drawing From Imagination

Project Objectives:

The student will be able to...

- Understand imagination and surrealism, mixing reality and fantasy
- Create unexpected and imaginative combinations of shapes and objects

National Core Arts Standard(s): VA: Cr1.1.3a Elaborate on an imaginative idea
VA: Cr3.1.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning

Missouri Learning Standard(s): N/A

DOK Level:3-4

Pre-Assessment:

1. Brainstorm Check

Directions: What are 3 ideas that come to mind when you hear the word “imagination”?

- 1.
- 2.
- 3.

Question: What do you think it means to “draw from imagination”?

2.Surrealism Awareness

Look at the words below. Circle the ones you think describe Surrealism:

(Students may circle more than one.)

Dreamlike Realistic Make-believe Everyday life

Strange combinations Predictable Unexpected Fantasy

Question: "What might make a drawing look dreamlike or surreal?"

3. Quick Creative Drawing

Directions:

On a separate piece of paper, draw something real and combine it with something imaginary

Ex. a flying fish made of clocks or a tree that grows candy.

Teacher Criteria (1-4)	1	2	3	4
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Shows imagination and creativity

Combines real and fantasy elements

Adds interesting details or surprises

Uses effort and thoughtful composition

4. Vocabulary Check

Word

Definition

A.Imagination

☐ Thinking of ideas that come from your mind, not just what you see

B.Surrealism

☐ An art style that mixes reality and fantasy, like a dream

Teach Quick Reference Summary (Pre-Assessment Summary):

Skill Area

Strong

Developing

Needs Support

Understands imagination concept

Recognizes surrealism elements

Combines real and fantasy ideas

Uses creative risk-taking

Art vocabulary knowledge

Formative Assessment:

- Students will be monitored while in the process of drawing their shapes and offered guidance throughout project
- Students will use the following checklist during duration of project:

1. Plan Your Idea <input type="checkbox"/> I thought of different ideas before I started <input type="checkbox"/> I made a small sketch or list of my idea <input type="checkbox"/> I chose my favorite idea to draw 2. Draw With Care <input type="checkbox"/> I tried different shapes and sizes <input type="checkbox"/> I used lines and colors to show my idea <input type="checkbox"/> I added details to make my drawing interesting <input type="checkbox"/> I arranged my objects so my drawing looks good 3. Show Your Creativity <input type="checkbox"/> My drawing shows my own ideas and imagination <input type="checkbox"/> I tried something new or different in my drawing <input type="checkbox"/> I explained what my drawing is about 4. My Self-Check		Yes/Sometime/Not Yet
I planned my idea before I started I added details and colors I tried new things in my drawing I can explain my drawing to someone else Teacher Notes/Tips:		
Post-Assessment: Students will be able to... -Define 'surrealism' Y(1)/N(0) -Create 3-5 surreal elements in their work Y(1)/N(0) -Use bold colors and imagery Y(1)/N(0) -Explain how their work connects to surrealism Y(1)/N(0) -Use materials responsibly Y(1)/N(0)		
Number of Days in Project:2		
Project Vocabulary: Imagination, Surrealism		
Artist(s) or Artwork(s) Being Covered: Salvadore Dali, Dr.Seuss, Max Ernst		

DAILY LESSON PLAN
Project Title: Drawing From Imagination
Day: 1 of 3
Technology Requirements:Clear Touch, Document Camera
Art Supply Materials: Drawing Pencils, Colored Pencils, Markers, Crayons, Plastic Eraser, Sharpeners, Scissors and glue, Bristol/Drawing Paper
Other Resource Requirements:none
Health or Safety Concerns:pencils and scissors are sharp, caution must be used to prevent stabbing of nearby students
Differentiation for Students Who Need Additional Supports: Can use images and cut outs from magazines to create collage rather than drawing objects free hand, Examples of work by different artists will be at each table
Differentiation for Students Who Excel: Create a surreal landscape (an artwork that looks like a dream world) rather than a surreal object

Bellringer:0-5 Minutes: Students will enter the classroom, place Chromebooks on back shelves, retrieve portfolios from middle table, erasers and sharpeners from front desk, proceed to seat

Motivational Activity/Strategy: 5-10 Minutes: Ask students “what’s the weirdest dream you ever had?” and allow student to share

Learning Activities:

10-15 Minutes: Teacher will begin a discussion about imagination and introduce ‘surrealism’-mixing real life with imagination or dreams

15-20 minutes: Students will then look at and discuss art examples ranging from the whimsical work of Dr. Seuss to the more complex such as Salvador Dali and Max Ernst;

Questions:

-What makes this picture unusual?

-Why do you think the artist chose to make something so strange?

-How does it make you feel-confused, silly, creeped out?

20-30 minutes: Teacher will lead class in demonstration how to approach drawing imaginary shapes, combinations of real word objects in dreamlike situations

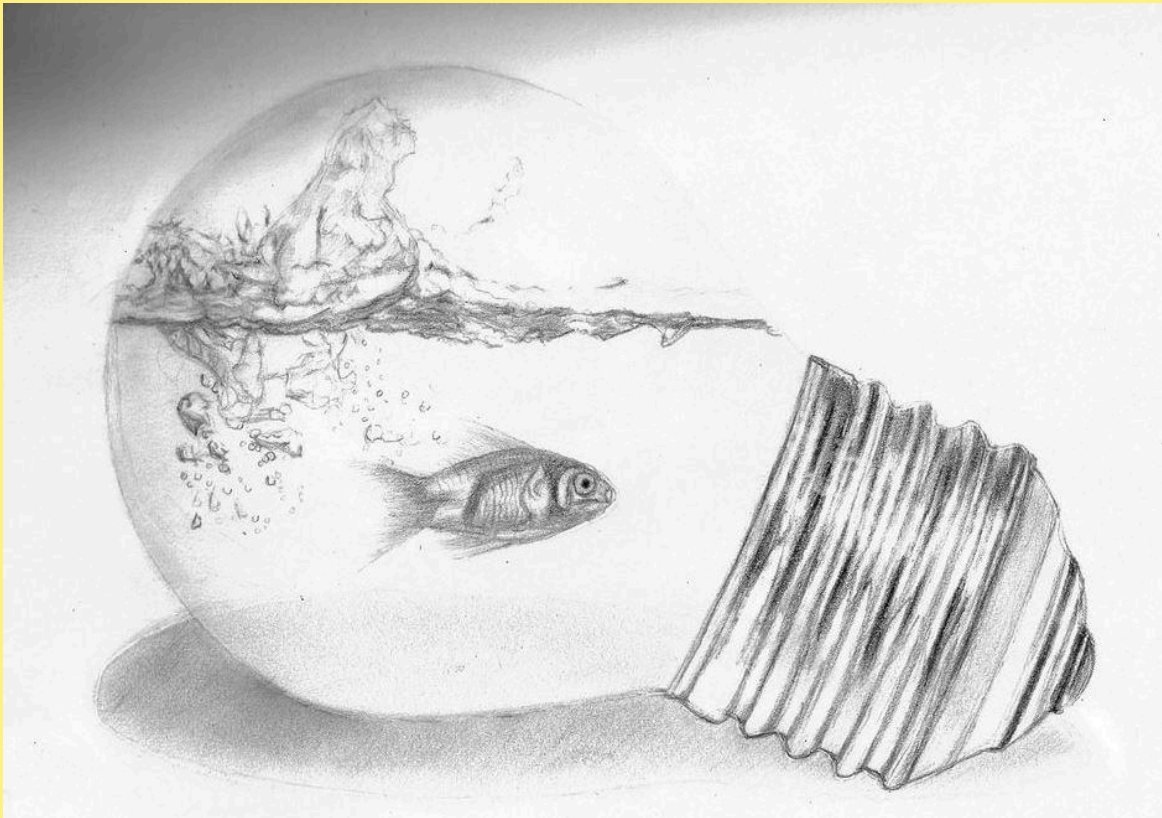
Examples:

-A chair floating with wings

-A pizza in an ice cream cone

-Apples raining from the sky

Teacher Demo:



30-45 Minutes: Students may begin creating their surreal work of art by brainstorming, collaborating and drawing

Cleanup Procedures:

45-55 Minutes: Alarm will go off, students will store their work in their portfolios, put their pencils and markers back in their cases, erasers and sharpeners will be returned to front desk, chromebooks may be retrieved and remain seated until the bell rings
Free Time Activity: If there is any free time, students may use colored pencils and choose a page from a coloring book to work on while they wait, can be stored in portfolio to work on at a later time

DAILY LESSON PLAN
Project Title: Drawing From Imagination
Day: 2 of 3
Technology Requirements:Clear Touch, Document Camera
Art Supply Materials: Drawing Pencils, Colored Pencils, Markers, Crayons, Plastic Eraser, Sharpeners, Scissors and glue, Bristol/Drawing Paper
Other Resource Requirements:none
Health or Safety Concerns:pencils and scissors are sharp, caution must be used to prevent stabbing of nearby students
Differentiation for Students Who Need Additional Supports: Can use images and cut outs from magazines to create collage rather than drawing objects free hand, Examples of work by different artists will be at each table
Differentiation for Students Who Excel: Create a surreal landscape (an artwork that looks like a dream world) rather than a surreal object
Bellringer:0-5 Minutes: Students will enter the classroom, place Chromebooks on back shelves, retrieve portfolios from middle table, erasers and sharpeners from front desk, proceed to seat
Motivational Activity/Strategy: 5-10 Minutes: Students may request music to listen to if school appropriate
Learning Activities: 10-15 Minutes: Teacher will have a list of terms learned last class (surrealism, reality, imagination) up on the Clear Touch as well examples of surreal art 15-45 Minutes: Students may continue creating their surreal work of art while teacher begins one-on-one instruction
Cleanup Procedures: 45-55 Minutes: Alarm will go off, students will store their work in their portfolios, put their pencils and markers back in their cases, erasers and sharpeners will be returned to front desk, chromebooks may be retrieved and remain seated until the bell rings
Free Time Activity: If there is any free time, students may use colored pencils and choose a page from a coloring book to work on while they wait, can be stored in portfolio to work on at a later time

DAILY LESSON PLAN
Project Title: Drawing From Imagination
Day: 3 of 3

PROJECT OVERVIEW			
Project Title: Create Your Own Superhero			
Project Objectives: The student will be able to... -Create an original superhero -Use at least 3 different degrees of graphite pencils to translate forms, values and textures onto their canvas -Use markers or colored pencils to apply color if desired			
National Core Arts Standard(s): VA: Cr1.1.3a Elaborate on an imaginative idea. Missouri Learning Standard(s): VA: Cr2A.3 Create personally satisfying artwork using a variety of artistic processes and materials.			
DOK Level:3-4			
Pre-Assessment:			
1. Superhero Brainstorm			
Directions: Answer the questions below in words or quick sketches.			
1. Who is your favorite superhero or villain?			
2. What makes that character special or powerful?			
3. If you could have any superpower what would it be and why?			
4. Draw or describe one quick idea for an original superhero:			
Ex. A villain who could read minds			
2. Art Skills Review			
Directions:Try out the three pencils provided: HB, 2B and 6B.			
Make a short mark with each, then circle the word that best describes it.			
HB	Light/Medium/Dark	Smooth/Scratchy	Soft/Hard
2B	Light/Medium/Dark	Smooth/Scratchy	Soft/Hard
6B	Light/Medium/Dark	Smooth/Scratchy	Soft/Hard
Question: Which pencil would you use for shadows or dark areas?			
3. Drawing Warm-Up			
Directions: Draw a quick sketch of a superhero <i>pose</i> (standing, flying, or ready for action).			
Focus on shapes, proportions, and movement-not perfection!			
Teacher Criteria (1-4)	1	2	3 4
Uses Clear Shapes and Proportions			
Show confidence and effort in drawing			
Suggests personality or story through pose			
Use light and dark value			
4. Vocabulary Check			
Match the art words with what they mean.			
Word	Definition		
A.Superhero	<input type="checkbox"/> A person who uses their powers to do harm		
B.Villain	<input type="checkbox"/> How light or dark an area looks in a drawing		
C.Texture	<input type="checkbox"/> A person who uses their power to do good		
D.Value	<input type="checkbox"/> A 3D shape with height, width and depth		
E.Form	<input type="checkbox"/> The way something feels or looks like it feels		
Teach Quick Reference Summary (Pre-Assessment Summary):			
Skill Area	Strong	Developing	Needs Support
Understands superhero concept			
Creativity and Imagination			
Understanding of Graphite Pencils			

Use of shape and proportion Art vocabulary knowledge
Formative Assessment:-Students will be monitored while in the process of drawing their still lifes in order to make corrections in real-time -Students will use the following checklist during duration of project: 1. Plan Your Superhero <input type="checkbox"/> I have a sketch or draft of my superhero. <input type="checkbox"/> I know my superhero's name and superpower. <input type="checkbox"/> I can explain what makes my superhero special or unique. 2. Design & Costume <input type="checkbox"/> I thought about the colors I will use. <input type="checkbox"/> My superhero's costume shows their personality or powers. <input type="checkbox"/> I included details that make my superhero stand out. 3. Use of Art Skills <input type="checkbox"/> I used lines, shapes, and proportions to make my drawing clear. <input type="checkbox"/> I used color in a way that matches my superhero's personality. <input type="checkbox"/> I tried at least one new idea or technique in my drawing. 4. Backstory & Storytelling <input type="checkbox"/> I can describe my superhero's powers, strengths, and mission. <input type="checkbox"/> My superhero has a clear goal or story. <input type="checkbox"/> I can explain why people would like or admire my superhero. 5. Reflection What part of my superhero am I most proud of? _____ What could I improve or add if I had more time? _____ Teacher Notes/Tips: _____
Post-Assessment: Students will be able to... -Understand the different degrees of graphite pencils Y(1)/N(0) -Use materials responsibly Y(1)/N(0) -Create a unique superhero Y(1)/N(0) -Accurately depict forms Y(1)/N(0) -Accurately depict value Y(1)/N(0) -Accurately depict textures Y(1)/N(0)
Number of Days in Project:7
Project Vocabulary: Comic Books, Superhero/Villains, Alcohol Markers
Artist(s) or Artwork(s) Being Covered: Stan Lee, Jim Lee, Bob Kane

DAILY LESSON PLAN
Project Title: Create Your Own Superhero
Day: 1 of 2
Technology Requirements:Clear Touch, Document Camera
Art Supply Materials:Drawing paper, graphite paper, pencils, markers, or colored pencils Superhero Character Sheet (superhero traits, powers, weaknesses, origin story)
Other Resource Requirements:None

Health or Safety Concerns:pencils are sharp, caution must be used to prevent stabbing of nearby students
Differentiation for Students Who Need Additional Supports: Prerendered poses will be available to all students to trace with graphite paper, Pre-filled Character Sheets with sentence starters (“My superhero’s name is., “Their power is...”, “They help others by...”
Differentiation for Students Who Excel: Students can include a detailed origin story, more complex traits (beyond powers) and a short comic scenario that demonstrates their character’s development
Bellringer:0-5 Minutes: Students will enter the classroom, place Chromebooks on back shelves, retrieve portfolios from middle table, erasers and sharpeners from front desk, proceed to seat
Motivational Activity/Strategy:5-10 Minutes: Show the ‘Portal Scene’ from <i>Avengers: Endgame</i>
Learning Activities: 10-20 Minutes: Teacher will begin discussion with “What makes a superhero?”, Going through slides of comic book artists and several of the superheroes they helped create (ex. Stan Lee: Spider-Man, Daredevil; Bob Kane: Batman) citing their names, their superpower and how they got their powers 20-30 Minutes: Teacher will lead class in a demo of how to draw a superhero in a basic pose/using one of the templates offered to the class 30-45 Minutes: Students will have a chance to fill out their character’s sheets, teacher will give one on one feedback, giving suggestions and posing questions: -What does your superhero look like? -What is their power and how did they get them? -What is your superhero’s mission? -Who are their biggest enemies and why?
Cleanup Procedures: 45-55 Minutes: Alarm will go off, students will store their work in their portfolios, put their pencils and markers back in their cases, erasers and sharpeners will be returned to front desk, chromebooks may be retrieved and remain seated until the bell rings
Free Time Activity: If there is any free time, students may use colored pencils and choose a page from a coloring book to work on while they wait, can be stored in portfolio to work on at a later time

DAILY LESSON PLAN
Project Title: Create Your Own Superhero
Day: 2 of 2
Technology Requirements:Clear Touch, Document Camera
Art Supply Materials:Drawing paper, graphite paper, pencils, markers, or colored pencils Superhero Character Sheet (superhero traits, powers, weaknesses, origin story)
Other Resource Requirements:None
Health or Safety Concerns:pencils are sharp, caution must be used to prevent stabbing of nearby students

Differentiation for Students Who Need Additional Supports: Prerendered poses will be available to all students to trace with graphite paper, Pre-filled Character Sheets with sentence starters (“My superhero’s name is., “Their power is...”, “They help others by...”

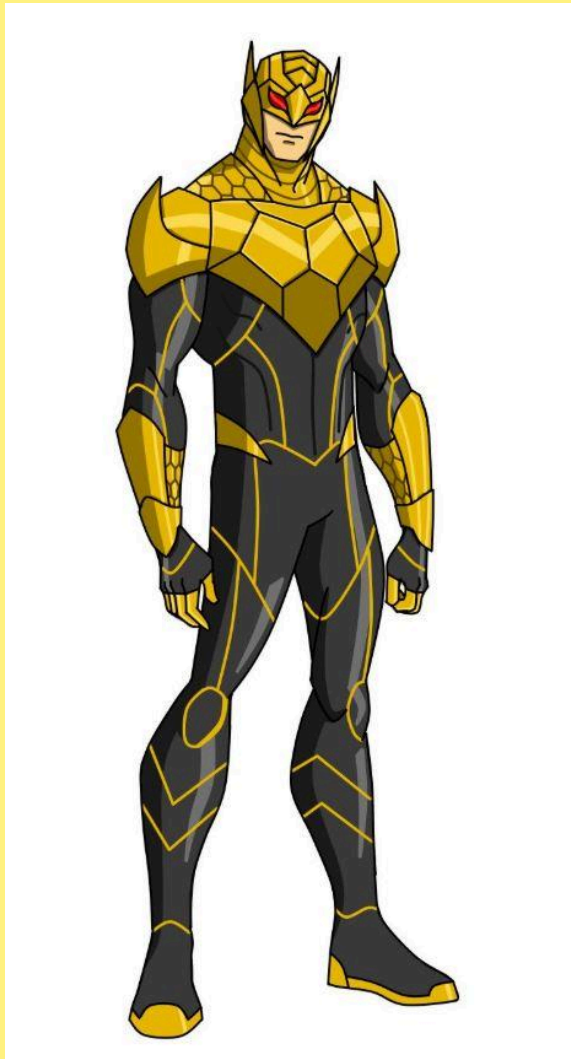
Differentiation for Students Who Excel: Students can include a detailed origin story, more complex traits (beyond powers) and a short comic scenario that demonstrates their character’s development

Bellringer:0-5 Minutes: Students will enter the classroom, place Chromebooks on back shelves, retrieve portfolios from middle table, erasers and sharpeners from front desk, proceed to seat

Motivational Activity/Strategy:5-10 Minutes: Students may request music to listen to if school appropriate

Learning Activities: 10-25 Minutes: Teacher will lead class in demonstration of how to apply color (optional for students)

Teacher Demo:



25-45 Minutes: Students may continue working on their Superhero Character Sheets and may proceed to drawing and coloring their superheroes with markers/colored pencils, Teacher will continue monitoring progress and giving one on one instruction

Cleanup Procedures:

45-55 Minutes: Alarm will go off, students will store their work in their portfolios, put their pencils and markers back in their cases, erasers and sharpeners will be returned to front desk, chromebooks may be retrieved and remain seated until the bell rings

Free Time Activity: If there is any free time, students may use colored pencils and choose a page from a coloring book to work on while they wait, can be stored in portfolio to work on at a later time

IMAGINATIVE REALISM-ART 3 RUBRIC

What We're Looking At	Getting Started	Making Progress	Doing Well	Amazing Work!
Looking Carefully (Still Life)	I didn't look closely at the objects. My drawing doesn't match what I saw.	I looked at the objects but missed some shapes or sizes.	I looked closely and drew the right shapes, sizes, and details.	I looked <i>very</i> carefully and made my drawing look real with shadows and details!
Using Imagination (Drawing from Imagination)	My picture has a simple idea or is copied from something else.	I added some creative parts but didn't show much imagination.	My drawing mixes real and made-up ideas in a cool way.	My picture is super creative! It feels real even though it's from my imagination.
Telling a Story (Superhero Project)	My superhero doesn't show a clear story or power.	My superhero has a power, but it's not easy to tell from the drawing.	My superhero's design shows their powers and story clearly.	My superhero looks awesome and tells a strong story through costume, symbols, and action!
Effort & Neatness	I rushed or didn't finish my work neatly.	I worked carefully but made a few messy spots.	I took my time and used materials carefully.	I worked <i>very</i> neatly and showed amazing effort and care in every part.
Talking About My Art	I can't really explain my art yet.	I can say a little about what I made.	I can explain my choices and use some art words (like shape, texture, color).	I can talk about my art clearly and use lots of art words to explain my ideas!