GRADE 5
ELASW2: The student demonstrates competence in a variety of genres.
ELASW4: The student consistently uses a writing process to develop, revise, and evaluate writing.
ELASC1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.
ELASL5V2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

VISUAL ARTS
GRADE 3
VA3MC.3: Selects and uses subject matter, symbols, and ideas to communicate meaning.
VA3PR.2: Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.
GRADE 4
VA4MC.3: Selects and uses subject matter, symbols, and/or ideas to communicate meaning.
VA4PR.2: Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.
GRADE 5
VA5MC.3: Selects and uses subject matter, symbols, and/or ideas to communicate meaning.
VA5PR.2: Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

National Standards
ENGLISH LANGUAGE ARTS
NL-ENG.K-12.4: Students adjust their use of spoken, written, and visual (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
NL-ENG.K-12.5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
NL-ENG.K-12.6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
NL-ENG.K-12.11: Students participate as knowledgeable, reflective, creative, and critical members of a variety of literary communities.
NL-ENG.K-12.12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

VISUAL ARTS
Standard 1: Understanding and applying media, techniques, and processes
Standard 6: Making connections between visual arts and other disciplines
Perspective Drawing Inspired by N.C. Wyeth

Students will generate unique fantasy drawings that utilize perspective and create the illusion of depth on a two-dimensional surface. Deriving inspiration from the American painter and illustrator N.C. Wyeth’s The Giant, students will imagine and create a world when a giant has come to visit their town! They will serve as the authors and artists of their own creative stories, employing artistic strategies and techniques from the High Italian Renaissance.

Essential Question:
How can visual imagery serve as a catalyst for the creative writing process?

Materials
- color images or transparency of N.C. Wyeth’s The Giant
- 6 x 12” sheets of tag board
- pencils and erasers
- crayons and oil pastels
- watercolor paints
- black sharpie markers (thin)

Vocabulary
Linear Perspective
Filippo Brunelleschi’s system of drawing created in 1413 to create the illusion of 3-dimensional space, utilizing a horizon line and vanishing point

Horizon Line
The line that separates the ground from the sky

Vanishing Point
The point, in linear perspective, where all objects disappear

Overlapping
To extend over or cover a portion of something else

Scale
A certain relative or proportionate size

Mood
State or quality of feeling at a particular time

Proportion
Comparative relation between things or magnitudes as to size, quantity, number

Contrast
Juxtaposition of dissimilar elements in a work of art

Resources
http://gardenspraise.com/art23.htm

Gifted Modifications and Extensions
Have students research Filippo Brunelleschi and his use of linear perspective. Ask students to identify and research earlier attempts at creating the illusion of vast space on a two-dimensional surface. Then, prompt students to explain how N.C. Wyeth employed Brunelleschi’s invention with great effect. In correlation with a thematic unit, students may use the perspective technique to create a room and then give an explanation to its authenticity. For example, when studying WWII, students may draw what a child’s bedroom of that period may look like. They must then justify the items they included in that room.

Gifted Assessments
Student solutions include numerous examples of past attempts at creating the illusion of visual depth. Student “roomscape” includes a minimum of six items to clearly demonstrate understanding of a given time period. Written justification must accompany drawings.

Special Education Modifications and Adaptations
After looking at the painting of The Giant, the students will generate a 3-5 sentence paragraph depicting what happens when a giant human or creature comes to visit their town. Provide visual representations of different art vocabulary words. Have students create an image from their paragraph to the best of their abilities using visual examples of the art vocabulary.

Special Education Assessments
Student narratives will include descriptive language, and consist of a paragraph of 3-5 sentences. Student visual solutions will include at least one of the art vocabulary terms.

Common Core Georgia Performance Standards
 (*CCGPS implementation year 1: 2012-2013)

ELA CC3 W3:
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELA CC3 S L5:
Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

ELA CC4 W3:
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELA CC4 S L5:
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

ELA CC5 W3:
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELA CC5 S L5:
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

WIDA English Language Proficiency Standards

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Georgia Performance Standards

ELA CC 3:
The student demonstrates competency in the writing process.

ELA CC 4:
The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.

ELA CC 5:
The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA CC 6:
The student uses oral and visual strategies to communicate.

ELA CC 7:
The student demonstrates competency in a variety of genres.

ELA CC 8:
The student considers using a writing process to develop, revise, and evaluate writing.

ESOL Assessments
Same as lesson except that student narratives will include characters and some descriptive language. The narrative will consist of paragraph(s), sentence(s), simple words, or pictures, depending on the language level of the student.

ESOL Modifications and Adaptations
Introduce vocabulary: linear perspective, horizon line, vanishing point, overlapping, scale, mood, proportion, and contrast.

ESOL Assessments
http://garde