

GRADE 5

ELA5W2: The student demonstrates competence in a variety of genres.

ELA5W4: The student consistently uses a writing process to develop, revise, and evaluate writing.

ELA5C1: 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.

ELA5LSV2: 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

Structure/Form/Organization • Perspective •
Crayon Resist • Narrative Writing



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Modifications, Extensions, and Adaptations Contributed by:
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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 the artists of their own creative stories, while 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?

Process

- Begin this lesson by allowing students to discover the world of N.C. Wyeth and his masterful painting, *The Giant*. Use the questions in your handout to give your students a sense of personal discovery and investigation inspiring them to take a closer look!
- Use this discussion as impetus for a creative writing session. Students will generate their own stories narrating what happens when a giant human or creature comes to visit their town, city, or neighborhood! Encourage the use of descriptive details and adjectives...colors, mood, time of day, etc.
- Students will use these fantastic stories to create images that employ linear perspective, identification and repetition of geometric shapes, overlapping, scale, and creating the illusion of three-dimensional depth.
- Next, use systematic demonstrations to facilitate understanding of Filippo Brunelleschi's ancient system of linear perspective. Begin with identifying the horizon line and discuss the different effects of shallow or vast space that can be achieved by moving the horizon line up and down the picture plane.
- Use images from different genres and time-periods to demonstrate how artists have utilized linear perspective in different ways.
- Demonstrate how to create different types of buildings, rooftops, windows and doors, and display images of other things you might find in a city like cars, trucks, busses, fire engines, and people! Also, show how overlapping images and using different sizes or scales of the elements can help to create the illusion of vast space.
- Students will use crayons and oil pastels to color many of the elements of their design, then color over their entire image with watercolor paints to activate their space and witness the resist effect! Details can be added later with sharpie marker!

Assessment

- Student narratives will include multiple characters and descriptive language, and consist of a minimum of three paragraphs.
- Student visual solutions will include overlapping, changes in scale, and the application of linear perspective to create the illusion of depth.
- Students will orally present their written descriptions and images to their peers.

ESOL Modifications and Adaptations

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

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.

Materials

- color images or transparency of N.C. Wyeth's *The Giant*
- 9" x 12" sheets of tag board
- pencils and erasers
- rulers
- 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

A 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://gardenofpraise.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" include 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 the 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)

ENGLISH LANGUAGE ARTS

GRADE 3

ELACC3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

ELACC3SL5: 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.

ELACC3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE 4

ELACC4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

ELACC4SL5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE 5

ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

ELACC5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

ELACC5L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

ENGLISH LANGUAGE ARTS

GRADE 3

ELA3W1: The student demonstrates competency in the writing process.

ELA3W2: The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.

ELA3C1: 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.

ELA3LSV1: The student uses oral and visual strategies to communicate.

GRADE 4

ELA4W2: The student demonstrates competence in a variety of genres.

ELA4W4: The student consistently uses a writing process to develop, revise, and evaluate writing.

ELA4C1: 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.

ELA4LSV2: 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.