

How Artists See Neighborhoods

Second Grade

Adapted by Abby Calhoun

CORE SUBJECT AREA

English Language Arts

ART FORM + ELEMENTS

Visual Art - Drawing/Line

MSCCR STANDARDS

L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

MSCCR CREATIVE ARTS STANDARDS

VA: Re7.1.2: Perceive and analyze artistic work
a. Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

DURATION

30-45 minutes

LESSON SEQUENCE

Ask students what they see where they live each day.

Ask students what they hear in their neighborhoods.

Ask students to draw a quick picture of their neighborhood and share it with their group.

The teacher will explain that we will be using art prints to write descriptive/ complete sentences about what we “see.” The teacher will review how to write a complete, descriptive sentence. The teacher will demonstrate how to analyze the art print using who, what, when, where, how routine and See, Think, Wonder and Feel to generate a list of nouns, adjectives and verbs about the art print. Once student have generated their lists, they will write their descriptive sentences on sentence strips.

After you've chosen 7-8 art prints, display them around the room (as far away from each other as possible to keep students from forming social groups). Explain the Museum walk to your students. There is only looking involved, no touching and no talking. We're using our eyes to analyze art. You are looking for 3 things: nouns, verbs and adjectives to describe the nouns.

Have students walk around the room and look at all of the art prints.

OBJECTIVES

Students will be able to know and/or do...

Compare and contrast different neighborhoods in the art prints

Use capital letters, adjectives, subjects (nouns), predicates (verbs), and punctuation to write a descriptive sentence about the art print.

MATERIALS NEEDED

Different art prints of neighborhoods (rural, urban, backyards, downtowns, farms, etc).

Word cards

Sentence strips

Pencils

See, Think, Wonder, Feel anchor chart

Who, What, When, Where, Why, How anchor chart

VOCABULARY

Neighborhood, descriptive writing, art print, compare, contrast, noun, verb, adjective

Give a word card to each child that has a noun, a verb, or an adjective pertaining to one of the art prints on the museum walk. When you give your signal, have students walk and stand by the art print that contains the word given on the word card. Once all cards have been matched to the correct print, groups will work together to compose a descriptive sentence about their print using the word cards. Example: “I see a _____ (Adj.) _____ (Noun) _____ (verb) in the pond.” The teacher will monitor and assess student understanding and group collaboration. Groups/Individuals will write their sentences on sentence strips.

EXTENDED LEARNING ACTIVITIES

Ask students to imagine that they are an ant; describe what an ant would see/do as it walked through your backyard. (worm’s eye view)

SOURCES

Holly Triplett; Lesson updated & edited by Abby Calhoun

TIPS + FREQUENTLY ASKED QUESTIONS

This lesson can also cover a few third grade standards and would be a good lesson that would still gain interest in third grade. This lesson is very adaptable.