

Wisconsin Arts Celebration Project

Celebrating 50 Years of the Wisconsin Arts Board

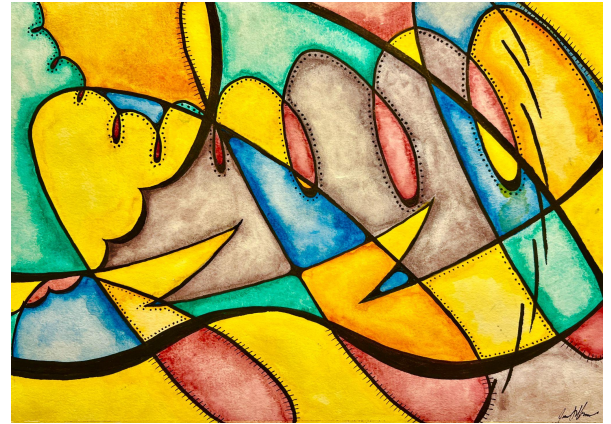
6-8 Visual Art Lesson Plan



Wisconsin Arts Celebration Project

Celebrating 50 Years of the Wisconsin Arts Board

An important state agency turned 50 years old this year on August 2, 2023, and it is time to recognize and celebrate its work on behalf of its citizens and the arts community. The Wisconsin Arts Board (WAB) is based in Madison, Wisconsin, with a mission to "nurture creativity, cultivate expression, promote the arts, support arts education, stimulate community and economic development, and serve as a resource for people of every cultural heritage."



This unique project featuring Wisconsin composer Erika Svanoe, Wisconsin Poet Laureate Dasha Kelly Hamilton, and five exceptional Wisconsin arts educators has been developed to celebrate this anniversary. An original poem commissioned for this project entitled "[Like The Wind](#)" has been created by Ms. Hamilton. The poem focuses on the creative capacity within all of us. This poem served as the inspiration for the creation of three music compositions by Dr. Svanoe. Each composition contains the same thematic material but is distinctly written for each ensemble type (concert band, string orchestra, and SATB choir).

The poem also inspired the creation of a new painting by Wisconsin art educator Jennifer Handrick and new media art by art educator Harry Kellogg. Lesson plans, including videos of their creative process, are included. Wisconsin dance educator Yeng Vang-Strath developed dance lesson plans using students' creativity capacities to "move like the wind." Wisconsin theater educator Ron Parker created lesson plans centering around creative and improvisatory games that can be used in any classroom, enhancing communication, imagination, and expression. Wisconsin music educator Tony Kading crafted lesson plans for instrumental, vocal, and general music classrooms with the goal of going "beyond the notes" to connect the poetry to the music.

The lesson plans, videos, music, and poetry are free to all Wisconsin schools, libraries, and communities during this year of celebration. Please help us celebrate by sharing artifacts, recordings, and photos of students/community members engaging in these resources. Send examples to Chris Gleason, DPI Arts & Creativity Consultant, at christopher.gleason@dpi.wi.gov for use on the DPI website and future publications and videos.

Many thanks to Dasha Kelly Hamilton for the beautiful poem and Dr. Erika Svanoe for the stunning music. Thank you to our five outstanding Wisconsin arts educators for the brilliant teaching plans, materials, and resources. This project is only possible with the help and leadership of George Tzougros, Executive Director of the Wisconsin Arts Board, its members, and staff. Finally, thanks to State Superintendent Dr. Jill Underly, Deputy State Superintendent Dr. John Johnson, Asst. State Superintendent Duy Nguyen and Director of Teaching and Learning, Dr. Laura Roeker for supporting and developing this project.

6-8 Visual Art Lesson Plan

Lesson Title

Create Like the Wind

Lesson Duration

Unit Plan (Duration Varies By Grade Level)

Lesson Overview

Create Like the Wind - This interdisciplinary lesson plan is based on the poem, Like the Wind, by Dasha Kelly Hamilton and focuses on movement and creativity. The overall plan is designed K-12 and portions are broken up by grade band.

Lesson Sample Videos/Images

[Visual Art Lesson Video Link](#)

[Sample Project Image Link](#)

[Sample Project \(no background\)](#)

Lesson Target(s)

Students will be able to **CREATE**: Generate, develop, and refine artistic work. **PRESENT**: Develop, refine, and convey meaning through the production and presentation of artistic work. **RESPOND**: Critically interpret intent and meaning in order to evaluate artistic work. **CONNECT**: Relate their artistic work with prior experience and external context.

Essential Question(s)

6-8: **Create** - How can I analyze words to inspire original works of art? **Present** - How can I communicate the contextual meaning of artwork? **Respond** - How can I compare and contrast the use of art materials, design choices, and context to influence ideas? **Connect** - How can I analyze works of art and design that illustrate interdisciplinary perspectives?

DPI Academic Standards Used

| | |
|---------|---|
| Create | A.A.Cr.8.m: Plan Generate original solutions through exploration and practice. |
| Present | A.A.Pr.8.m: Communicate Communicate the contextual meaning of artwork in written and verbal statements. |
| Respond | A.A.R.12.m: Analyze Compare and contrast the use of media, design principles, and context to influence ideas, emotions, and actions. |
| Connect | A.A.Cn.7.m: Interdisciplinary Analyze works of art and design that illustrate interdisciplinary perspectives. |

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Materials/Equipment

Paper, pencil, choice drawing materials (K-8) Paper, pencil, watercolor paper, watercolor paper stretching materials, permanent markers or inks, choice embellishments (9-12)

Lesson Sequence/Strategies

Vocabulary words

Elements of Art, Line, Shape, Color, Texture, Value, Form, Space, Movement, Rhythm, Creative Process

Engage: 5 min.

Collaborative human sculpture expressing the word "Wind." (like charades - 2 min. to plan) Each groups share their human sculpture.

Explore: 5 min.

Read the poem Like the Wind, by Dasha Kelly Hamilton. (Differentiate based on grade level and special needs.)

Explain: 20 min.

Introduce the [Feldman Model of Visual Art Analysis](#) in an age/grade level appropriate way. Explain how this is a standard model for Visual Art Analysis that may be adjusted and applied to any type of art, including poetry, dance, music, etc. Practice using the Feldman Model in verbal critique of the poem with age/grade appropriate prompts for each of the 4 categories, Describe, Analyze, Interpret, Evaluate. Use/teach the grade level outlined vocabulary as part of the critique process.

Extend/Elaborate:

Creative Process - 1- 6 hours depending on materials, grade and complexity level

Introduce the Art Like the Wind Project. Review the grade level outlined vocabulary. Reread the poem, Like the Wind by Dasha Kelly Hamilton. **Q: How can I use the Elements of Art, Movement and Rhythm to create art inspired by the poem Like the Wind by Dasha Kelly Hamilton?**

Ideate:

Practice: Give the students paper and drawing materials. Have the students make lines on their paper that go from edge to edge (prompt them to rotate their paper between each line) while you read the poem to them again. Instruct them to draw a line for each section of the poem representing or responding to that section. Explain that there are no wrong answers!

Design

Have the students reference the poem again, at their own pace and add any additional lines to represent parts of the poem they may have missed or lines they believe would improve the design of their composition.

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Construct/Create

Discuss the movement and visual rhythm of the piece. Demonstrate adding additional and intersecting marks to change and add rhythm to the piece. Demonstrate how to go over existing lines with black or colored bold drawing tools that have a sharp tip that can transition to a wider tip. (i.e. chisel tip markers, fine point sharpie, sharpened crayons, colored pencil, etc.) Demonstrate how to make some lines thick and bold while other lines are thin. Transition from thick to thin in the same line. Tell students to give each line its own "personality!" Partner Pair Share: Share your in-progress artwork with a partner. Have each partner pick out their favorite line in their partner's artwork and share what they like about it. *Positive reinforcement is critical at every stage of artistic development for children to continue to want to create art! Positive exercises like this where they look at and talk about each other's artwork at the middle school level are an excellent stepping stone preparing them for art critique at more advanced stages of artistic development. *Positive reinforcement is critical at every stage of artistic development for children to continue to want to create art! This stage of artistic development is especially critical as it is common for children to be especially sensitive to criticism causing them to think they are not artistic leading to them opting out of art experiences in the future.

Reflect

Remind students that two of our vocabulary words were **line**, **movement** and **rhythm**, which we have done a lot with so far. Remind them that line is an **Element of Art** and ask them if they remember any of the other Elements of Art. Prompt them to look at their artwork and see if they can see any of the other Elements of Art in their artwork. They should see, with your guidance, **shape**, **space** and possibly **color**, depending on the materials you provided. Discuss how you could use the other Elements of Art to fill in the shapes so that they are no longer empty spaces. Demonstrate how to use mark making to create value and texture to imply form within the empty spaces. (The approaches to this could vary depending on the materials you chose to work with.)

Revise

Instruct students to choose colors and fill in the white spaces with colors they choose while creating form using textures and values. Walk around and have 1:1 discussions about the choices being made, prompting students to discuss how they represent the parts of the poem to assess their ability to communicate the contextual meaning of the artwork. Written Final Reflection: Compare and contrast how you used art materials, design choices including movement, rhythm and the Elements of Art, and the content in the poem to get your ideas.

Evaluate

Use the Feldman Model in verbal or written critique (appropriate for age/grade) of example artwork (grades K-8) and each other's artwork (grades 9-12) with age/grade appropriate aligned prompts for each of the 4 categories, Describe, Analyze, Interpret, Evaluate.

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| | Standard | Basic | Emerging | Proficient | Advanced |
|---------|--|---|--|--|---|
| Create | A.A.Cr.8.m: Plan Generate original solutions through exploration and practice. | Student demonstrates a basic understanding of how to analyze words to inspire original works of art. | Student demonstrates some understanding of how to analyze words to inspire original works of art. | Student demonstrates an understanding of how to analyze words to inspire original works of art. | Student demonstrates an advanced understanding of how to analyze words to inspire original works of art. |
| Present | A.A.Pr.8.m: Communicate Communicate the contextual meaning of artwork in written and verbal statements. | Student demonstrates a basic understanding of how to communicate the contextual meaning of artwork. | Student demonstrates some understanding of how to communicate the contextual meaning of artwork. | Student demonstrates an understanding of how to communicate the contextual meaning of artwork. | Student demonstrates an advanced understanding of how to communicate the contextual meaning of artwork. |
| Respond | A.A.R.12.m: Analyze Compare and contrast the use of media, design principles, and context to influence ideas, emotions, and actions. | Student demonstrates a basic understanding of how to compare and contrast the use of art materials, design choices, and context to influence ideas. | Student demonstrates some understanding of how to compare and contrast the use of art materials, design choices, and context to influence ideas. | Student demonstrates an understanding of how to compare and contrast the use of art materials, design choices, and context to influence ideas. | Student demonstrates an advanced understanding of how to compare and contrast the use of art materials, design choices, and context to influence ideas. |
| Connect | A.A.Cn.7.m: Interdisciplinary Analyze works of art and design that illustrate interdisciplinary perspectives. | Student demonstrates a basic understanding of how to analyze works of art and design that illustrate interdisciplinary perspectives. | Student demonstrates some understanding of how to analyze works of art and design that illustrate interdisciplinary perspectives. | Student demonstrates an understanding of how to analyze works of art and design that illustrate interdisciplinary perspectives. | Student demonstrates an advanced understanding of how to analyze works of art and design that illustrate interdisciplinary perspectives. |

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References

[Teaching For Art Criticism: Incorporating Feldman's Critical Analysis Learning Model In Students' Studio Practice](#)
[THE SIGNIFICANCE OF FELDMAN METHOD IN ART CRITICISM AND ART EDUCATION](#)

Comments/Suggestions

Adaptive art materials and tools can be used for students with special needs.

Curriculum Author

Jennifer Handrick



Jennifer Handrick is a Visual Art Educator and Academic Chair in the Chippewa Falls School district since 1999 and with a Bachelor of Science in Art Education from UW-Stout and Master of Education in Professional Development from UW-La Crosse. She currently serves on the Wisconsin Art Education association as the Advocacy Chair and was part of the Wisconsin Visual Art Standards Writing Committee. In 2013 she was recognized as the Wisconsin Outstanding Secondary Art Educator and has presented numerous times at the district, local, state and national levels. Some of her specialities include being a certified Mindfulness Educator and certified Online Educator. Jennifer has experience teaching art K-12 and currently teaches at the high school level, including six college level (AP or dual credit) courses.

<https://artsymomteacher.weebly.com> <https://www.linkedin.com/in/jenniferhandrick>