

Wisconsin Arts Celebration Project

Celebrating 50 Years of the Wisconsin Arts Board

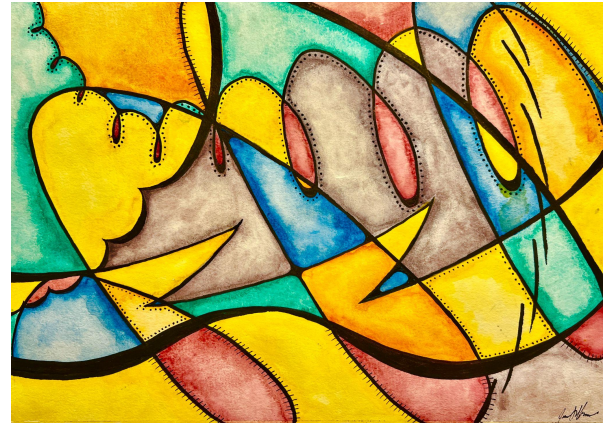
9-12 Visual Art Lesson Plan



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 Svanoë, 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. Svanoë. 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 Svanoë 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.

9-12 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)

9-12: **Create** - How can I analyze and interpret words to formulate original concepts for works of art? **Present** - How can I analyze and describe an artwork's contextual information and its impact? **Respond** - How can I analyze the components, style and preferences of artists? **Connect** - How can I apply interdisciplinary perspectives in my own artistic work?

DPI Academic Standards Used

Create	A.A.Cr.11.h: Plan Formulate original concepts by practice, experimentation, and revision.
Present	A.A.Pr.11.h: Communicate Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
Respond	A.A.R.17.h: Analyze Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.
Connect	A.A.Cn.10.h: Interdisciplinary Apply interdisciplinary perspectives in own artistic work.

9-12 Visual Art Lesson Plan

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, Principles of Design, Movement, Rhythm, Contrast, Unity, Balance, Pattern, Emphasis, Time, 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 and Principles of Design to create artwork representing the poem Like the Wind by Dasha Kelly Hamilton?**

Ideate:

Practice: Give the students paper divided into 4 sections or 4 small pieces of paper and a pencil. 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! Repeat this 3 more times, so that all 4 sections or small papers are completed.

Design

Have the students analyze their 4 ideation exercises and choose one to refine and base their design on for their final project. 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

9-12 Visual Art Lesson Plan

composition. They may or may not incorporate recognizable imagery into their design. Draw a final sketch as a guide for their final project.

Construct/Create

Review the Elements of Art and Principles of Design emphasizing line, movement, rhythm and time. Explain that we will be documenting the process of creating the final project (and the entire creative process) with a series of images, creating a sense of time. Explain that artists and designers think about the Principles of Design when making choices during the processes of planning and creating a work of art and design. Tell students they will be creating a mixed media artwork with their final design using watercolor paper, permanent markers or ink, watercolor paints or pencils, and any other embellishments you choose to add to the options for students. Demonstrate using very light (not too sharp) pencil to layout the lines of the final design sketch on watercolor paper, after it has been prepped (stretched) in whichever method you prefer and have the materials for. Explain that the base layer of the project will be created using watercolor washes filling the openings between the lines using varying colors/values that they will be letting dry and drawing on top of. 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!" Students may choose to add patterns and/or recognizable imagery to further represent the poem.

Reflect

Remind students of the project objectives - to represent the poem using the Elements of Art and Principles of Design. Have the students do a written critique (self-assessment/reflection) using the Feldman Model format where they explain their visual decision making including any subject matter or lack of recognizable subject matter, how they used the Elements of Art and Principles of Design, how their artwork represents the poem, style and preferences and how successful they believe their artwork is and why. Follow the self-critique with a traditional "Send A Sandwich" class or peer critique for outside feedback.

Revise

Instruct students to make revisions to improve their artwork based on their self-reflection and/or peer/teacher feedback.

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.

9-12 Visual Art Lesson Plan

	Standard	Basic	Emerging	Proficient	Advanced
Create	A.A.Cr.11.h: Plan Formulate original concepts by practice, experimentation, and revision.	Student demonstrates a basic understanding of how to analyze and interpret words to formulate original concepts for works of art.	Student demonstrates some understanding of how to analyze and interpret words to formulate original concepts for works of art.	Student demonstrates an understanding of how to analyze and interpret words to formulate original concepts for works of art.	Student demonstrates an advanced understanding of how to analyze and interpret words to formulate original concepts for works of art.
Present	A.A.Pr.11.h: Communicate Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.	Student demonstrates a basic understanding of how to analyze and describe an artwork's contextual information and its impact.	Student demonstrates some understanding of how to analyze and describe an artwork's contextual information and its impact.	Student demonstrates an understanding of how to analyze and describe an artwork's contextual information and its impact.	Student demonstrates an advanced understanding of how to analyze and describe an artwork's contextual information and its impact.
Respond	A.A.R.17.h: Analyze Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.	Student demonstrates a basic understanding of how to analyze the components, style and preferences of artists.	Student demonstrates some understanding of how to analyze the components, style and preferences of artists.	Student demonstrates an understanding of how to analyze the components, style and preferences of artists.	Student demonstrates an advanced understanding of how to analyze the components, style and preferences of artists.
Connect	A.A.Cn.10.h: Interdisciplinary Apply interdisciplinary perspectives in own artistic work.	Student demonstrates a basic understanding of how to apply interdisciplinary perspectives in own artistic work.	Student demonstrates some understanding of how to apply interdisciplinary perspectives in own artistic work.	Student demonstrates an understanding of how to apply interdisciplinary perspectives in own artistic work.	Student demonstrates an advanced understanding of how to apply interdisciplinary perspectives in own artistic work.

9-12 Visual Art Lesson Plan

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.

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