

Wisconsin Arts Celebration Project

Celebrating 50 Years of the Wisconsin Arts Board

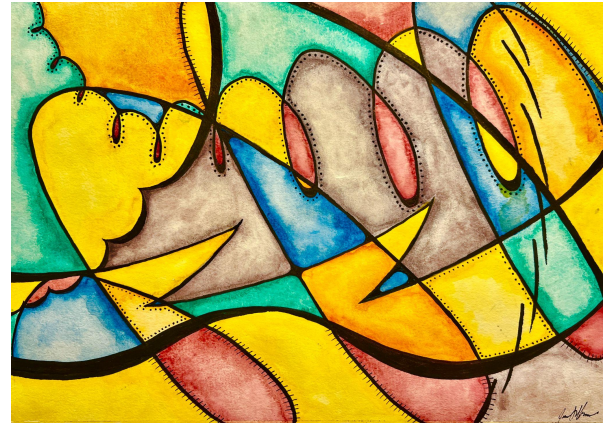
K-2 Visual Art Lesson Plan



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.

K-2 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)

K-2: Create - How can I use words to help create works of art? Present - How can I talk about art using art and design vocabulary? Respond - How can I distinguish between reality and imaginary? Connect - How can I recognize relationships between art and design and other disciplines?

DPI Academic Standards Used

Create	A.A.Cr.2.e: Plan Describe process and choices while creating art.
Present	A.A.Pr.2.e: Communicate Explain artwork through verbal and/or written descriptions using art and design vocabulary.
Respond	A.A.R.2.e: Analyze Distinguish between reality and imaginary when describing a work of art.
Connect	A.A.Cn.1.e: Interdisciplinary Recognize and demonstrate relationships between art and design, and other disciplines.

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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

Line, Movement, 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 make a line move like the wind?

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 type of wind) while you describe and make/play the sounds on different types of wind. Explain that there are no wrong answers! (i.e. slow steady light wind, strong steady wind, strong wind that lightens and gets strong again, swirling wind that makes your hair blow in different directions, super strong wind gusts that blow over trees, light breeze that comes and goes, etc.)

Design

Have the students look at their paper with their moving lines. Tell them they can add more lines anywhere they think they will look good and may repeat their favorite lines that they already drew or they may make new moving lines.

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Construct/Create

Demonstrate how to go over existing lines with colors or bold drawing tools. (For students who struggle with dexterity, this is good practice, but be sure to tell them it is okay if it isn't right on the line because that just adds more moving lines.) *Positive reinforcement is critical at every stage of artistic development for children to continue to want to create art!

Reflect

Ask students to look at all of their wonderful lines on their paper that they created using movement and pat themselves on the back for being such amazing creators! Explain how artists use their imaginations to create artwork that is beautiful, and that it does not have to look like what it is representing to have value. Check for understanding. Then, ask them if they have any white space left on their paper. Demonstrate how to fill in the white spaces with different colors.

Revise

Instruct students to choose colors and fill in the white spaces with colors they choose. Walk around and have 1:1 discussions about the choices being made, prompting students to use the vocabulary to assess understanding.

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.

	Standard	Basic	Emerging	Proficient	Advanced
Create	A.A.Cr.2.e: Plan Describe process and choices while creating art.	Student demonstrates a basic understanding of how to use words to help create art.	Student demonstrates some understanding of how to use words to help create art.	Student demonstrates understanding of how to use words to help create art.	Student demonstrates an advanced understanding of how to use words to help create art.
Present	A.A.Pr.2.e: Communicate Explain artwork through verbal and/or written descriptions using art and design vocabulary.	Student demonstrates a basic understanding of how to talk about art using art and design vocabulary.	Student demonstrates some understanding of how to talk about art using art and design vocabulary.	Student demonstrates an understanding of how to talk about art using art and design vocabulary.	Student demonstrates an advanced understanding of how to talk about art using art and design vocabulary.

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Respond	A.A.R.2.e: Analyze Distinguish between reality and imaginary when describing a work of art.	Student demonstrates a basic understanding of how to distinguish between reality and imaginary when describing a work of art.	Student demonstrates some understanding of how to distinguish between reality and imaginary when describing a work of art.	Student demonstrates an understanding of how to distinguish between reality and imaginary when describing a work of art.	Student demonstrates an advanced understanding of how to distinguish between reality and imaginary when describing a work of art.
Connect	A.A.Cn.1.e: Interdisciplinary Recognize and demonstrate relationships between art and design, and other disciplines.	Student demonstrates a basic understanding of how to recognize relationships between art and design and other disciplines.	Student demonstrates some understanding of how to recognize relationships between art and design and other disciplines.	Student demonstrates an understanding of how to recognize relationships between art and design and other disciplines.	Student demonstrates an advanced understanding of how to recognize relationships between art and design and other disciplines.

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 specialties 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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