

Revive, Contemplate, Integrate Lesson Plan

Your Name: Mary Beth Bauerschub and Regina Ermer

Grade: Second

School: Rockledge Elementary School

County: Prince George's County

Unit of Study: Visual Arts and Language Arts

Lesson Title: Who's Your Mama?

Goal/Purpose: The student will understand messages and determine ideas through examining works of art.

Walters object: *Diptych with Mary and Her Son and Apostles and Saints George and Theodore* found at teachers.thwalters.org/Science/Medieval.

Visual Arts

Content Standard, Objective, Indicator:

2.0 Historical, Cultural, and Social Context

3. Differentiate among works by artists representative of different times and cultures
 - a. Categorize selected artworks by theme, content, and form
 - b. Compare how selected artworks are similar in theme, content, and form

3.0 Creative Expression and Production

1. Create images and forms from observation, memory, and imagination

Language Arts

Content Standard, Objective, Indicator:

3.0 Comprehension of Literary Text

6. Determine important ideas and messages in literary texts

- a. Recognize the main idea or message of the text
- b. Recognize a similar message in more than one text
- e. Identify personal connections to the text

4.0 Writing

2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade

- a. Write to express personal ideas using a variety of forms, such as journals, narratives, letters, and reports

Connected Objective(s):

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- Identify the main idea/theme of several works of art
- Compare works of art
- Create a diptych of their family
- Explain, in writing, the diptych he/she created
- Explain, verbally, the diptych he/she created

Vocabulary:

- Diptych
- Madonna
- Icon
- Collage
- Form
- Color
- Subject

Materials & Resources for the Class:

- Each group will receive a set of four works of art with the theme of mother and child. Each set has a copy of *Diptych with Mary and Her Son and Apostles and Saints George and Theodore* (as seen in the Walters Art Museum).
- Student worksheet divided into four sections labeled A/B/C/D to write three things about four pieces of art (Worksheet 1)
- Plan paper for diptych (Worksheet 2)
- Writing prompt (Worksheet 3)
- Checklist for assessment (Worksheet 4)
- Thick cardboard folded in half
- Collage materials (photos, magazines, scissors, glue, foam brush)
- Art materials (watercolor or tempera paints, water, brushes, bowls, crayons, pencils colored pencils)

Materials & Resources for the Teacher:

- Diptych with Mother and Her Son and Apostles and Saints George and Theodore (Located on www.thewalters.org/ Interactive Media/Science/Medieval/Diptych)
- A selection of artworks with the theme of Mother and Child found in The Walters Museum Collection (see resources at end of lesson)
- A selection of artworks with a variety of themes and formats, such as National Endowment of the Arts' Collection *Picturing America*---Native Americans, photographs, presidents, people gathering, sculptures, buildings

- Teacher models of plan and product

Procedure:

DAY 1: Play, Observe, and Explore

1. Define the vocabulary words **color**, **subject**, and **form** using examples of art.
2. Show 3 works of art with the same **color** (ex. red) and ask the students to identify how the works of art are similar.
3. Repeat with works of art that have similar **subject** (ex. dogs).
4. Repeat with works of art that have similar **form** (ex. sculpture, painting, and drawings).
5. Arrange the students into groups of four.
6. Distribute a variety of artworks to each group of students. Pass out Worksheet 1. Tell students to look at the art on their tables and identify three things about them-- **color**, **subject**, and **form**.
7. In their groups, students will discuss the connections that they made. Each group will share their connections with the class.
8. Ensure that students understand and can recognize similar color, form, and subject before continuing the lesson.

DAY 2: Identify Main Idea/Theme

1. Divide the class into groups of no more than four students per group.
2. Display 4 works of art, including *Diptych with Mary and Her Son and Apostles and Saints George and Theodore*. The artwork will be labeled with letters: A, B, C, and D. Students will look at each work of art carefully. *Refer to end of lesson images #1 - #4.*
3. Distribute Worksheet 1 to each student. This is a piece of paper divided into fourths and labeled with the letters of the artwork the students will write 3 things they notice about the main idea of the art work (what they think the art is “about”). It could be about color, subject, or form.
4. The teacher will stop the students and ask them to consider how all of the works of art are similar. They will discuss it in their groups. They will develop what they think is the theme of the works of art.
5. As a class, they will share the findings about the works. They will ask themselves what is similar about their colors, subjects, and forms. They will also consider what makes them different. The teacher will direct them to explain why the Diptych stands out from the other mother/child art works.
6. The teacher will then inform the students about the format of a diptych. Use the work, Diptych with Mother and Her Son and Apostles and Saints George and Theodore to identify a diptych that they have seen throughout the lesson. Explain that a diptych is a picture or series of pictures painted

on two hinged tablets. This diptych is done with egg tempera paint on wood. These small tablets were carried around. Some people believed that the tablets offered protection or were credited with performing miracles.

7. On the Diptych with Mother and Her Son and Apostles and Saints George and Theodore, the teacher will point out the golden haloes, the angels, the age of the child, the apostles, and George and Theodore being out of place.
8. The teacher will illicit discussion about how we communicate the main idea of mother and child today. The teacher will display modern photos, drawings, and paintings.
9. In groups, students will discuss what they notice about the mother and child works of today and the ones found in the past. What makes them alike/different? Think about color and form. Give about five minutes to do this.
10. The teacher records the findings using a Venn diagram.

HOMEWORK

- Display a teacher-made plan and diptych. Explain how the plan helped to guide the creation of the diptych by giving it a focus.
- Give the students the Plan paper (Worksheet 2) for the diptych. They are to plan and gather materials to make their own parent and child diptych. These materials are to be used in the next lesson.

DAY 3- Make the Diptych

- The teacher will again display the plan and model of his/her diptych. Compare the way this diptych looks with Diptych with Mother and Her Son and Apostles and Saints George and Theodore. Inform the students about the materials and methods used to make the teacher made diptych. *NOTE: This can be a parent or guardian diptych.
- The teacher will then model how to make a diptych using a piece of cardboard folded in half. The teacher will look at his/her plan and go through the steps to create it.
 - If the teacher created a diptych as a collage, model how to collage.
 - If the teacher created a diptych as a painting, model how to sketch lightly first and then paint in the features needed for each figure.
 - If the teacher created a diptych using colored pencils or crayons, model how to sketch lightly first and then color the features needed for each figure.
- Demonstrate how one side tells a parent/child story using photos, drawings, or paintings. The teacher explains the importance of the parent/guardian in his/her diptych. The teacher will also explain the larger size of the parent/child on the diptych.

- The other side illustrates an important event in a parent/child relationship or supporting characters in a child's life such as siblings, grandparents, aunts/uncles, cousins, and friends. These people can be ancestors of the main characters. The teacher explains the significance of the others in his/her life used in his/her diptych. The teacher will explain that these images will be smaller.
- Set up three different art centers around the room for students to create his/her own diptych.
 - Make sure that each student has a folded piece of cardboard or foam board (and a few more for mistakes.)
 - Put down newspaper over all tables being used for the centers
 - Collage center has glue/glue sticks, scissors, extra pictures from magazines, décor such as buttons, ribbon, fabric remnants, etc.
 - Painting center has tempera or water color paints, brushes, water in cups, and paper towels
 - Drawing center has a variety of colored pencils and crayons
- Each student shows the teacher his/her plan and materials before going to a center. Students work independently at a center to create a diptych.

NOTE: Students who are working with paint may need a time to practice using paints before working on the diptych.

HOMEWORK

- The teacher will bring in museum descriptions of works of arts. The teacher will discuss how to describe of work of art---noting title, artist, date of completion, location, as well as the description of the materials used, the subject, and reason for creation.
- Students are given Worksheet 3 with a prompt for writing the description of his/her diptych in the form of an artist's statement.
- Students will write a paragraph answering the prompt and prepare to verbally present his/her description of the parent/child diptych for a class presentation.

DAY FOUR – The Museum Walk and Talk (Closure)

- The student diptychs are displayed around the room with their artist statements.
- Invited guests and students tour the room and read the artist statements.
- Each student artist stands before his/her work and reads his/her artist statement to the class and invited guests. Students are reminded to read clearly, loudly, and with expression.

Assessments

Informal

The student identified main idea/theme of several pieces of art. (3 things are recorded)

The student compared the Madonnas in class/group.

Formal

The student created a diptych.

- Rubric for Content
 - 3) Diptych has large side with mother/child theme and smaller side with important people in their lives
 - 2) Diptych has large side with mother/child theme and the other side is not sized correctly.
 - 1) Diptych has either mother/child or important people, but not both.
- Rubric for Creativity
 - 3) Diptych is an original work of art and stays with the theme. Craftsmanship is neat. Images are clear.
 - 2) Diptych slightly strays from theme. Craftsmanship is slightly off. Images are not clear but the idea is evident.
 - 1) Diptych is copied or not done by the student. Craftsmanship is sloppy or work is incomplete. (Poor execution of theme).

The student created an artist statement of their diptych.

- Writing Rubric
 - 3) Written description clearly explains diptych's subjects and the reason for choosing it.
 - 2) Written description somewhat explains diptych's subjects and the reason for choosing them.
 - 1) Written description does not or poorly explains the diptych's subjects and the reason for choosing them.
- Description Rubric
 - 3) Description has all of the following elements: a title, date of creation, artist's name, location, and materials used.
 - 2) Description has three of the following elements: a title, date of creation, artist's name, location, and materials used.
 - 1) Description has two of the following elements: a title, date of creation, artist's name, location, and materials used.

Image #1



Image retrieved from http://www.thewalters.org/works_of_art/itemdetails.aspx?aid=36313.

Image #2



Image retrieved from
http://www.thewalters.org/works_of_art/itemdetails.aspx?aid=10681.

Image #3



Image retrieved from http://www.thewalters.org/works_of_art/itemdetails.aspx?aid=26104.

Image #4



Image retrieved from http://www.thewalters.org/works_of_art/itemdetails.aspx?aid=23952.

