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Howard County
Language Arts and Visual Arts

Lesson Title: Suit Up! Express Yourself!

Grade: 3

Purpose: Understand multiple ways that humans express their personal style.

Fine Arts Standard(s):

3.0 Students will demonstrate the ability to organize knowledge and ideas for expression in the expression of art.

Fine Arts Indicator(s):

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

Fine Arts Objective(s):

- a. Experiment with the art techniques of embossing and engraving to express personal meaning
- b. Manipulate art tools safely

Language Arts Standard(s):

4.0 Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Language Arts Indicator(s):

4. Identify how language choices in writing and speaking affect thoughts and feelings

Language Arts Objective(s):

- a. Select words appropriate to express personal style
- b. Acquire and use new vocabulary
- c. Consider the effect of word choices on the audience

Arts Integrated Objective: The students will both create art with texture and describe texture using effective word choice and vivid adjectives.

Vocabulary: relief, emboss, engrave, texture, metal, suit of armor

Materials & Resources for the Class: aluminum foil, chopsticks, paper clips, wire, wire cutters, needle-nosed pliers (for twisting wire)

Revive, Contemplate, and Integrate

The Walters Art Museum/Young Audiences of Maryland Teacher Workshop 2007-08

Materials & Resources for the Teacher: LCD projector, computer with internet access, collection of picture books about knights

Museum Resources: suit of armor, www.thewalters.org

Teaching Artist Resources: N/A

Prior Knowledge:

Adjectives are a part of speech used to describe a person, place, or thing.
Experience with rich and varied descriptors.
6+1 Writing Traits, especially the trait of word choice

Procedures:

Motivation

Brainstorm three adjectives to describe each item of clothing on the teacher, thinking about purpose and design.

Introduce the vocabulary words by showing the word cards and hinting to how the words will come into the lesson activities.

Use LCD projector to show students The Walters Museum website link to a suit of armor (within Science curriculum/Medieval Period). Zoom in on the detail on the Maximilian Armor. Brainstorm techniques that might have been used to decorate the armor. Describe the armor, also thinking about purpose and design. Use open-ended questioning technique called VTS (visual thinking strategies), asking the students: What do you see, what makes you say that, can you tell me more?

Modeling

Demonstrate how to engrave images into a sheet of aluminum foil, by carefully rubbing a chopstick tip over the surface of the foil. Demonstrate how to emboss, or print a relief image into a sheet of aluminum foil, by carefully rubbing it over a small paper clip or another shaped piece of wire. Describe the finished piece of art using three or more simple descriptors, writing them on an overhead. Offer access to dictionary and thesaurus.

Distribute Student-friendly rubrics for Word Choice and Texture (printed on one sheet of paper, front and back). Explain the expectations of the lesson as described on the rubrics.

Guided Practice

Students work with a partner to plan a piece of art by listing three or more rich and varied descriptors, directing students to improve upon the ones that were given in the modeling step.

Small groups meet with one of the teachers to create a new piece of art that reflects these descriptors using one or both techniques. Offer access to the picture books about knights, in case they need more help with inspiration, texture ideas, or for further reading after the lesson.

Independent Practice

Students may choose the order for these two activities:

1. Write a short paragraph with great word choice to describe their own personal style.
2. Create an aluminum piece of art using relief and or engraving to reflect their own personal style.

Direct students to make both creations have common threads, no matter which one they choose to do first.

Assessment:

Student-friendly rubrics:

6+1 Writing Traits rubric for Word Choice

Texture rubric (adapted from the 6+1 Writing Traits rubric for Word Choice)

Scoring Guide for Teachers

6+1 Writing Traits Scoring Guide for Word Choice

Texture Scoring Guide

Closure:

Apply the term “texture” to describe the pieces of art.

Thoughtful Application:

Students need to express themselves through a variety of methods.

Lesson Extension:

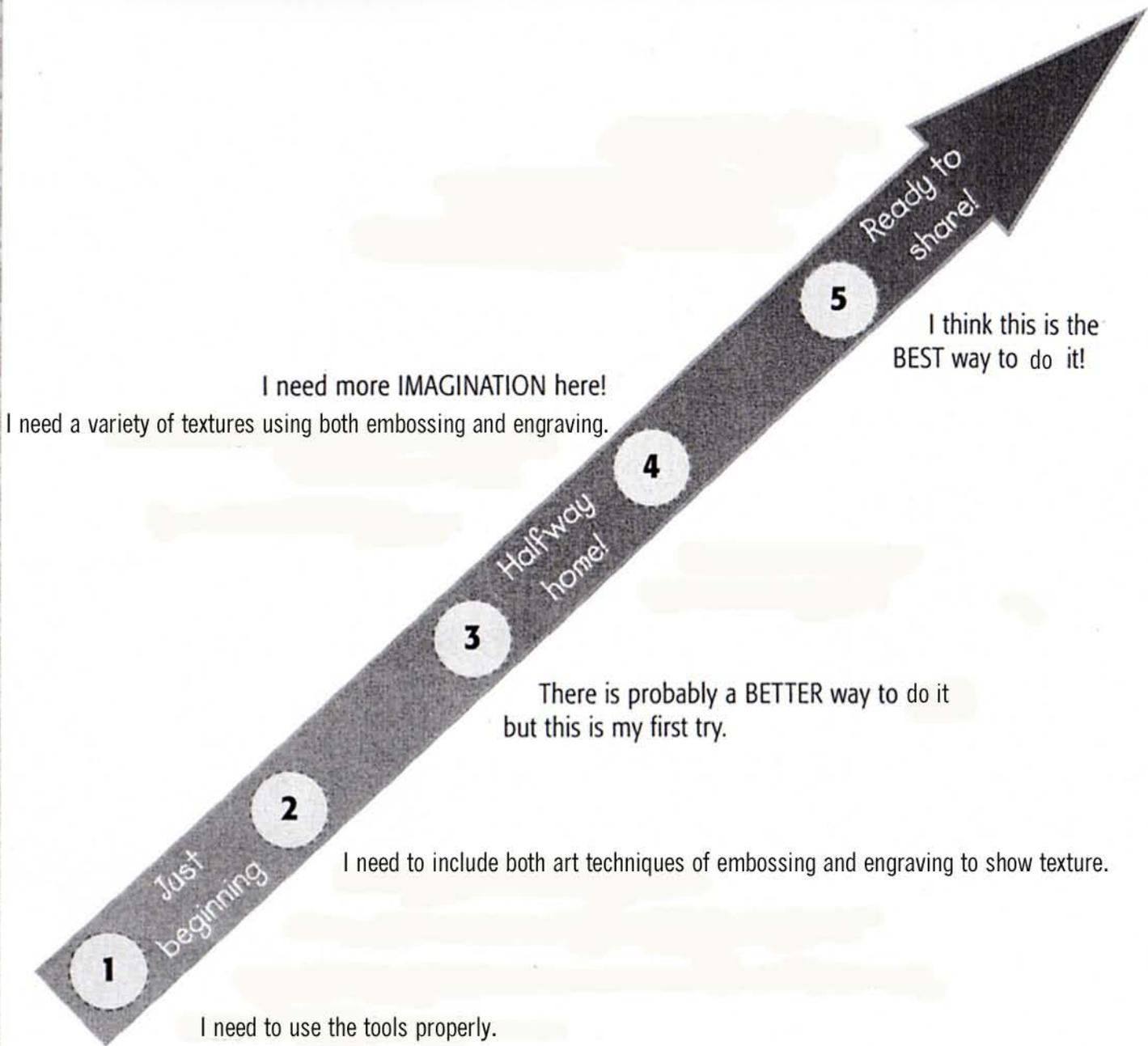
Make a simulated suit of armor as described in the lesson “A Knight in Cardboard Armor” on The Walters Museum website (within Science curriculum/Medieval Period) and add a layer of aluminum foil that has been decorated using the techniques of engraving and relief.

Lesson Adaptations:

Students can work with partners to create the written and art pieces.

Art Technique

Playing with Texture



Scoring Guide: Word Choice

- 5.** Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.
- A. Words are specific and accurate. It is easy to understand just what the writer means.
 - B. Striking words and phrases often catch the reader's eye and linger in the reader's mind.
 - C. Language and phrasing is natural, effective, and appropriate for the audience.
 - D. Lively verbs add energy while specific nouns and modifiers add depth.
 - E. Choices in language enhance the meaning and clarify understanding.
 - F. Precision is obvious. The writer has taken care to put just the right word or phrase in just the right spot.
- 3.** The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.
- A. Words are adequate and correct in a general sense, and they support the meaning by not getting in the way.
 - B. Familiar words and phrases communicate but rarely capture the reader's imagination.
 - C. Attempts at colorful language show a willingness to stretch and grow, but sometimes reach beyond the audience (thesaurus overload!).
 - D. Despite a few successes, the writing is marked by passive verbs, everyday nouns, and mundane modifiers.
 - E. The words and phrases are functional with only one or two fine moments.
 - F. The words may be refined in a couple of places, but the language looks more like the first thing that popped into the writer's mind.
- 1.** The writer demonstrates a limited vocabulary or has not searched for words to convey specific meaning.
- A. Words are so nonspecific and distracting that only a very limited meaning comes through.
 - B. Problems with language leave the reader wondering. Many of the words just don't work in this piece.
 - C. Audience has not been considered. Language is used incorrectly, making the message secondary to the misfires with the words.
 - D. Limited vocabulary and/or misused parts of speech seriously impair understanding.
 - E. Words and phrases are so unimaginative and lifeless that they detract from the meaning.
 - F. Jargon or clichés distract or mislead. Redundancy may distract the reader.



Word Choice

Playing With Language

