A photograph of the marble columns and wide steps of a classical building, likely a museum or government building, with a black curved overlay on the right side.

# *Art of the Word* Arts Integrated Unit Plan





This exciting unit plan was developed as a collaboration between the Office of the Fresno County Superintendent of Schools, Fresno Unified School District, and the Fresno Art Museum especially for third-grade students in Fresno, California.

The Museum has offered a similar program in support of the Kennedy Center's *Any Given Child* initiative since 2004, but this year, has gone virtual for the first time.

We have made the unit plan and the videos available to all third graders and other elementary students as part of our commitment to the Arts.

[Go to FresnoArtMuseum.org/VirtualVisit to learn more.](https://www.fresnoartmuseum.org/VirtualVisit)

You may schedule a virtual Zoom visit with one of our art instructors to discuss the videos, talk about artworks in the Museum, and create a work of art. To schedule, email: [susan@fresnoartmuseum.org](mailto:susan@fresnoartmuseum.org)



# PRE-MUSEUM VISIT

1. Illustration Art
2. Line, Shape, & Color
3. Mondrian-Inspired Art
4. Matisse-Inspired Art
5. Virtual Tour of FAM Exhibitions



# Lesson 1: Illustration Art

**Students will learn how much illustrations, and the artists who create them, are a part of their lives.**



## Video #1

Find all our videos by going to:

[FresnoArtMuseum.org/VideoAccess](https://FresnoArtMuseum.org/VideoAccess)



## 3.VA: Re7.2

Determine messages communicated by an image.



## ESSENTIAL QUESTIONS

What is an illustration?

Where and how do we encounter illustrations in our world?



## VOCABULARY

illustrator, fashion designer, architect, art, line, shape, color, realist, surreal, abstracted



## MATERIALS

sketchbook or paper  
pencil

[How to Make a No-Staple Booklet](#)



# DIRECTIONS

## TEACHER NOTES

- Watch the video, *Illustration Video Presentation*. (Length: 16:22)
- The video has places to stop and think. You may want to pause and discuss with your students. To fast-forward or rewind the video, do not drag the red dot. Instead, place your cursor on the timeline at the bottom of the screen and click to play from that spot.
- As students watch, encourage them to have their sketchbooks or paper ready to do some quick sketching of the art they see or any other ideas they want to capture.

## AS YOU WATCH (time stamp 0:00)

- 0:53 – Time to Think & Sketch: What is Art? Sketch images, write words or a definition to answer the question.
- 2:30 – Time to Think: How do the artists know what to draw? Sketch images or write words to answer the question.
- 3:30 – Time to Think & Sketch: Do you recognize any real animals that may have inspired the drawing? Sketch or write the names of the animals you think of. Compare your ideas with what they show. Ask yourself what is the same? What is different?
- 5:36 – Time to Think & Sketch: Do a quick sketch of what it would look like for Superman and Batman to be in this scene. Compare the scene they show with what you drew. Ask yourself what is the same? What is different?
- 6:40 – Stop and Think: What emotions do the images communicate?
- 14:35 – Done.

## REFLECT & DISCUSS

- What is an illustration?
- Where do you see art? Look around your room. Find an object or painting to share with the group.



# Lesson 2: Line, Shape, & Color

**Students will learn about three of the elements of art (line, shape, and color) and how to use them in their own art.**



## Video #2

Find all our videos by going to:

[FresnoArtMuseum.org/VideoAccess](https://www.fresnoartmuseum.org/videoaccess)



## 3.VA: Cr2.1

Create personally satisfying artwork using a variety of artistic processes and materials.



## ESSENTIAL QUESTIONS

How do artists work?

How do artists and designers learn from trial and error?



## VOCABULARY

geometric and organic shapes, types of lines: horizontal, vertical, diagonal, perpendicular, parallel, intersecting; primary colors, secondary colors, tertiary colors, warm/cool colors



## MATERIALS

sketchbook or paper  
pencil

[How to Make a No-Staple Booklet](#)



# DIRECTIONS

## TEACHER NOTES

- Watch the video, *Line, Shape, & Color Video Presentation*. (Length: 11:52)
- The video discusses three elements of art and has place to practice drawing. To fast-forward or rewind the video, do not drag the red dot. Instead, place your cursor on the timeline at the bottom of the screen and click to play from that spot.
- As students watch, encourage them to have their sketchbooks or paper ready to sketch the lines and shapes they see or any other ideas they want to capture.

## AS YOU WATCH (time stamp 0:00)

- 1:00 – Time to Think & Sketch: What lines do you know? Sketch as many different types of lines that you can think of. Try to name them. See if you can remember all the lines you saw in the video; add them to your notes.
- 3:32 – Time to Think & Sketch: What shapes can you think of? Sketch as many different types of shapes that you can remember. Try to name them. Are they geometric or organic?
- 7:33 – Pause the video. Name the primary colors. Listen for the answer in the video. (red, yellow, blue)
- 8:06 – Pause the video. Write down the names of secondary colors shown in the video. (orange, green, purple)
- 10:28 – Done.

## REFLECT & DISCUSS

- What is a line? (Continuous mark that goes from one point to another.)
- A line that has a beginning point that connects to its endpoint becomes a shape.
- What is a geometric shape? (Regular shapes that follow the rules, no matter the size; man-made.)
- What is an organic shape? (Objects found in nature; they don't follow any rules.)
- Describe how you think artists use line, shape, and color to create art.



# Lesson 3: Mondrian-Inspired Art

**Students will practice using line, shape, and color to create art in the style of Mondrian.**



## Video #3

Find all our videos by going to:

[FresnoArtMuseum.org/VideoAccess](https://www.fresnoartmuseum.org/videoaccess)



## 3.VA: Cr2.1

Create personally satisfying artwork using a variety of artistic processes and materials.



## ESSENTIAL QUESTIONS

How do artists work?

How do artists and designers learn from trial and error?



## VOCABULARY

geometric shapes, horizontal, vertical, diagonal, primary colors, overlap, lune poems



## MATERIALS

8 ½" X 11" white cardstock or paper  
black, blue, red, yellow markers  
ruler  
round plastic cup




# DIRECTIONS

## TEACHER NOTES

- Watch the video, [Mondrian-Inspired Art Lesson](#). (Length: 10:53)
- The video walks students through the steps of creating artwork. To fast-forward or rewind the video, do not drag the red dot. Instead, place your cursor on the timeline at the bottom of the screen and click to play from that spot.
- As students watch, encourage them to have their supplies ready and follow along.
- If students don't have thin and thick markers, use the point of a thick marker to create thin lines and the side of the marker to create thick lines.

## AS YOU WATCH

- Turn your paper landscape. 
- Draw a rectangle with a fat black marker (use the side of the marker to get a thick line.)
- Draw 2 horizontal lines (overlap.)
- Draw 2 vertical lines (overlap) switch between fat and thin markers (or switch between the point and the side of the marker if you only have one size.)
- Draw a square.
- Use a cup to trace one circle anywhere on the paper.
- Draw a triangle anywhere on the paper.
- Pick some shapes to start coloring in. Be sure to leave some white space.
- Repeat the process and see how your art changes each time.

## WRITING

- Write a [lune poem](#) to describe your artwork. See the following [lune poem](#) slide for directions.
- Share your poem and art with the class.



# LUNE POEMS

## LUNE POEM

A 3-line poem with a set number of words per line. Can be sentence(s) or random words.

Line 1 – 3 words

Line 2 – 5 words

Line 3 – 3 words

**Curious and friendly**  
**Looks like a cute doggy**  
**Actually, all trouble**





# Lesson 4: Matisse-Inspired Art

**Students will practice using line, shape, and color to create art in the style of Mondrian.**



## Video #4

Find all our videos by going to:

[FresnoArtMuseum.org/VideoAccess](https://FresnoArtMuseum.org/VideoAccess)



## 3.VA: Cr2.1

Create personally satisfying artwork using a variety of artistic processes and materials.



## ESSENTIAL QUESTIONS

How do artists work?

How do artists and designers learn from trial and error?



## VOCABULARY

organic shapes, overlap, primary colors, secondary colors, lune poems



## MATERIALS

8 ½" X 11" white cardstock or paper  
markers (black, blue, red, yellow, purple, green, and orange)





# DIRECTIONS

## TEACHER NOTES

- Watch the video, [Matisse-Inspired Art Lesson](#). (Length: 16:25).
- The video walks students through the steps of creating artwork. To fast-forward or rewind the video, do not drag the red dot. Instead, place your cursor on the timeline at the bottom of the screen and click to play from that spot.
- As students watch, encourage them to have their supplies ready and follow along.

## AS YOU WATCH

- Turn your paper landscape  or portrait  your choice!
- Use a black marker to make 6 organic shapes on your paper. Be sure to overlap and fill the whole page.
- Use red, yellow, blue (primary colors) to fill in the shapes. Fill in one shape for each color. For a neater finish outline the shape then fill it in.
- Use orange, purple, green to fill in the shapes. Fill in one shape for each color.
- If you have other colors, choose any of them from your pack of markers to color the remaining shapes. Try your favorite color or a dark color next to a light color. You can also re-use the primary and secondary colors.
- Repeat the process and see how your art changes each time.

## WRITING

- Write a [lune poem](#) to describe your artwork. See the following [lune poem](#) slide for directions.
- Share your poem and art with the class.



# LUNE POEMS

## LUNE POEM

A 3-line poem with a set number of words per line. Can be sentence(s) or random words.

Line 1 – 3 words

Line 2 – 5 words

Line 3 – 3 words

**Drawing lazy lines**

**Bold bright colors are nice**

**Am I Matisse?**





# Lesson 5: Virtual Tour of FAM Exhibitions

Students will see and learn about exhibits that are on display at the Fresno Art Museum (FAM).



## Video #5

Find all our videos by going to:  
[FresnoArtMuseum.org/VideoAccess](https://www.fresnoartmuseum.org/videoaccess)



## 3.VA: Pr6

Investigate and explain how and where different cultures record and illustrate stories and history of life through art.



## ESSENTIAL QUESTIONS

What is a museum?  
Where and how do we encounter art and illustrations in our world?



## VOCABULARY

museum, art docent, exhibits, exhibition, Pre-Columbian, Columbian, sculptures, landscape, textile, mural, illustrations, sketch



## MATERIALS

sketchbook or paper  
pencil  
[How to Make a No-Staple Booklet](#)



# DIRECTIONS

## TEACHER NOTES

- Watch the video, *Virtual Tour of FAM Exhibitions*. (Length: 23:01)
- The video follows FAM art instructors (art docents) as they show and explain some of the exhibitions. This video has three sections. Between sections, pause the video and take a quick stretch break then have a discussion. To fast-forward or rewind the video, do not drag the red dot. Instead, place your cursor on the timeline at the bottom of the screen and click to play from that spot.
- As students watch, encourage them to have their sketchbooks or paper ready to sketch the artwork they see or any other ideas they want to capture.
- Use the time stamps to remind the students when they should try to sketch something the art docent is talking about.
- If you have scheduled a live visit with a Museum art instructor, collect questions that the class can ask when they have their live visit.

## AS YOU WATCH (time stamp 0:00)

### Part 1: Pre-Columbian Exhibition

- 4:45 – Quick Sketch: Sketch the sculpture of the dog. You have until the FAM art instructor is done talking.
- 5:06 – Quick Sketch: Sketch the sculpture of the head. You have until the FAM art instructor is done talking.
- 6:23 – Quick Sketch: Sketch the sculpture of the cup. You have until the FAM art instructor is done talking.
- 8:11 – Quick Sketch: Sketch the pots. You have until the FAM art instructor is done talking. What do you imagine you could fill it with?
- 9:17 – Quick Sketch: Sketch a design on the textile. You have until the FAM art instructor is done talking.
- 10:29 – Stretch Break & Discussion: Pause the video. Stand up and turn around 3 times. Touch your toes 5 times. Share a sketch or a fun fact you learned.

### Part 2: The *ROOTS* Mural

- Before you resume the video remind the students what to look for.
- As the FAM art instructor explains the mural, see if you can find what each of the letters represents.
- The mural is filled with symbols. Try sketching as many as you can find. See if you can remember what they mean. For example, the frog stands for rebirth and rain.
- 14:35 – Stretch Break & Discussion: Pause the video. Stand up and turn around 3 times. Touch your toes 5 times. Did you figure out what all the letters stand for? Rewind the video if you need to check your answers.

### Part 3: *Art of the Word* Exhibition

- Before you resume the video remind the students what to look for.
- See if you can write down all the letters of the alphabet that are shown in the exhibition. Try to sketch what each letter represents.
- 22:30 – Stretch Break & Discussion: Stand up and turn around 3 times. Touch your toes 5 times. Did you figure which letters they showed? Rewind the video if you need to check your answers.

## REFLECTION

- What is a museum?
- Describe a piece of art you liked and why you liked it.
- Describe a piece of art you didn't like and why you didn't like it.
- What questions do you have for the FAM art instructor? (Be ready to ask them during your live visit.)



# Live Lessons

Email [susan@fresnoartmuseum.org](mailto:susan@fresnoartmuseum.org) to schedule a live session.

1. Discuss art with the FAM art instructor.
2. Create your own *Alphabet Monster, with guidance from the FAM art instructor.*

*Hmong Story Cloth*



Will Bullas, *H is for Horizon*,  
© 2006 Will Bullas



© 2006 Will Bullas



Will Bullas, *I is for Impressionism*,  
© 2006 Will Bullas



© 2006 Will Bullas

Will Bullas, *K is for Kahlo*, © 2006 Will Bullas



Will Bullas, *S is for Sculpture*, © 2006 Will Bullas

# Create Your Own Alphabet Monster or Character

Students will practice using line, shape, and color to create an alphabet monster or character.



## Video #6

Find all our videos by going to:

[FresnoArtMuseum.org/VideoAccess](https://FresnoArtMuseum.org/VideoAccess)



## 3.VA: Cr2.1

Create personally satisfying artwork using a variety of artistic processes and materials.



## ESSENTIAL QUESTIONS

How do artists work?

How do artists and designers learn from trial and error?



## VOCABULARY

organic shapes, wavy lines, primary colors, secondary colors, overlap, lune poems



## MATERIALS

10" X 12" black paper  
construction paper crayons



# DIRECTIONS

## TEACHER NOTES

- The video, *Create Your Own Alphabet Monster or Character Art Lesson*. (Length: 5:15)
- The artist will walk through students through the lesson. The artist will have you and your class watch the video.
- As students watch, encourage them to have their supplies ready and follow along.

## AS YOU WATCH

- Practice drawing lines and shapes on a piece of paper. Students can use scrap paper.
- Get a fresh piece of construction paper. Write your name on the back. Flip over the paper.
- Turn your paper landscape or portrait your, choice!
- Start by drawing a wavy or zig-zag line. Connect that line to make an organic shape. This could be the body or the head of the character.
- Choose 5 different letters to use in your drawing.
- Hide the letters in your artwork by using them to create the facial features and body parts of the monster or character. Remember, letters can be turned in any direction.
- Add an environment. You can add as many other letters and colors to make the place where your monster lives.
- Give your monster or character a name.

## WRITING

- Write a [lune poem](#) to describe your artwork. See the following [lune poem](#) slide for directions.
- Share your poem and art with the class.



# LUNE POEMS

## LUNE POEM

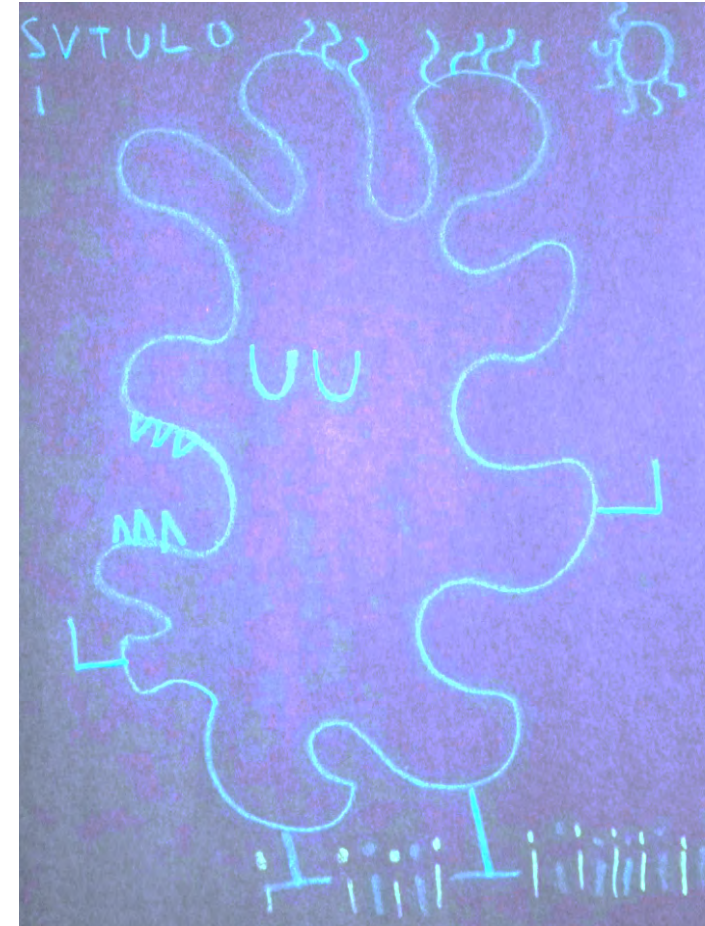
A 3-line poem with a set number of words per line. Can be sentence(s) or random words.

Line 1 – 3 words

Line 2 – 5 words

Line 3 – 3 words

**Burt the blob**  
**Very silent eater of popcorn**  
**Likes playing bongos**









# POST-MUSEUM

1. Drawing with Scissors-  
Bird Collage
2. Chagall- Inspired Art



# Lesson 1: Drawing with Scissors: Bird Collage

**Students will create a bird-inspired collage and write a poem to help tell the story of the bird.**

 <b>Video #7</b>  Find all our videos by going to: <a href="https://FresnoArtMuseum.org/VideoAccess">FresnoArtMuseum.org/VideoAccess</a>	 <b>3.VA: Cr2.1</b>  Create personally satisfying artwork using a variety of artistic processes and materials.	? <b>ESSENTIAL QUESTIONS</b>  How do artists work? How do artists and designers learn from trial and error?
 <b>VOCABULARY</b>  geometric and organic shapes, collage, cut, glue, overlap, acrostic poem		 <b>MATERIALS</b>  10" X 12" blue construction paper multi-color scraps of construction paper glue stick scissors



# DIRECTIONS

## TEACHER NOTES

- Watch the video, [\*Drawing with Scissors: Bird Collage Art Lesson\*](#). (Length: 8:58)
- The video walks students through the steps of the lesson.
- As students watch, encourage them to have their supplies ready and follow along.
- Students could write the [acrostic poem](#) first then create the art or use the artwork to inspire the poem. Either way the poem should represent what is in the artwork, just like illustrators when they create art for books.

## AS YOU WATCH

- Think about all the different features and colors a bird has. They come in all shapes and sizes. Look at images of birds to get inspiration for your art.
- Write your name on the back of a piece of blue construction paper. Flip it over.
- Take any color of construction paper, bigger than the size of your hand, and cut out an organic shape. This is can be the body of the bird.
- Use other colors of construction paper to create the head and other features of your bird.
- Without drawing, using only scissors, cut out organic and geometric shapes for the parts of your birds. E.g., rectangle-shaped neck, heart-shaped head, triangle-shaped feathers, circles for eyes, etc.
- Give your bird a name.
- Repeat the process and see how your art changes each time.

## WRITING

- Write an [acrostic poem](#) to describe your artwork. See the following [acrostic poem](#) slide for directions.
- Share your poem and art with the class.



# DIRECTIONS

## ACROSTIC POEM

- Write the name of the character vertically.
- Write a word or phrase that starts with each letter to help describe your character.
- The number of lines is determined by the name of the character.

**TED**

Towering, strong and able to run fast

Eats lima beans





Dances with dogs





# Lesson 2: Chagall-Inspired Art

**Students will create art in the style of Chagall and write a poem to describe the character in the art.**

 <b>Video #8</b>  Find all our videos by going to: <a href="https://FresnoArtMuseum.org/VideoAccess">FresnoArtMuseum.org/VideoAccess</a>	 <b>3.VA: Cr2.1</b>  Create personally satisfying artwork using a variety of artistic processes and materials	? <b>ESSENTIAL QUESTIONS</b>  How do artists work? How do artists and designers learn from trial and error?
 <b>VOCABULARY</b>  geometric and organic shapes, landscape, floating, surreal, figurative, narrative, overlap, acrostic poems		 <b>MATERIALS</b>  10" X 12" blue construction paper 8 ½" X 11" white stock paper markers (any size or color) construction paper crayons scissors & glue stick



# DIRECTIONS

## TEACHER NOTES

- Watch the video, [Chagall-Inspired Art Lesson](#). (Length: 28:18)
- The video walks students through the steps of the lesson.
- This video is longer because there are several steps involving drawing, coloring, cutting, and gluing. As students watch, encourage them to have their supplies ready and follow along. You may want to pause the video in places to allow students to catch up. There are samples of student artwork at the end of the video.
- Students could write the [acrostic poem](#) first then create the art or use the artwork to inspire the poem. Either way the poem should represent what is in the artwork, just like illustrators when they create art for books.

## AS YOU WATCH

- Look at art by Chagall to get inspiration for your artwork.
- Write your name on the back of a piece of blue construction paper. Flip it over.
- Using your white stock paper, use the point of a black marker to draw the shapes of your character. If you make the shapes too small, they will be hard to cut out. Ideas: oval shape for the body, head shape with hair (any shape for head), draw arms with hands, draw the legs with feet, draw the clothes.
- Color your shapes with patterns, lines and bright colors using markers or crayons.
- Draw a face on your head using any colors you want.
- Cut out your shapes.
- Arrange the body parts to make your character look like he or she is floating in the air. Remember where you want your character to be. Then carefully slide it off your paper.
- Use construction paper crayons to draw and color the background for your character.
- Slide the character back into place. Then glue it down to the blue construction paper.
- Add any other details you want your character to have, like facial details, clothes, belts, ribbons, buttons.
- Give your character a name.
- Repeat the process and see how your art changes each time.

## WRITING

- Write an [acrostic poem](#) to describe your artwork. See the following [acrostic poem](#) slide for directions.
- Share your poem and art with the class.



# DIRECTIONS

## ACROSTIC POEM

- Write the name of the character vertically.
- Write a word or phrase that starts with each letter to help describe your character.
- The number of lines is determined by the name of the character.

**FLO**

Flying with grace

Listening for those in need

Over the mountains she shines her sparklers,  
spreading joy wherever she goes!





EXHIBIT YOUR STUDENT ART AND  
POEMS IN YOUR SCHOOL OR ON  
YOUR SCHOOL WEBSITE

# The lessons and videos are created in partnership with

