

# Art of the Word Arts Integrated Unit Plan

This version prepared especially for FUSD





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. For the 2021/22 school year we offer a blend of virtual and in-person visits (if permitted.)

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)

Scheduling will be arranged for you by Alana Hill  
alana.hill@fresnounified.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

### "Illustration Art Video"

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

(Register with your school email to access videos.)



## 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 animated video, *Illustration Video Presentation* (Length: 16:22min), at [fresnoartmuseum.org/videoaccess](https://fresnoartmuseum.org/videoaccess).
- 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

"Line, Shape, and Color"

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

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](https://www.fresnoartmuseum.org/video-access) (Length: 11:52) at [FresnoArtMuseum.org/VideoAccess](https://www.fresnoartmuseum.org/video-access).
- 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

"Mondrian-Inspired Art Lesson"

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

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



## MATERIALS

- 8 ½" X 11" white cardstock or paper
- Black\*, blue, red, yellow markers
- ruler
- round plastic cup

\*Black permanent markers (Sharpies) work best as they do not smear when other colors are added






# DIRECTIONS

## TEACHER NOTES

- Watch the video, *Mondrian-Inspired Art Lesson* (Length: 10:53), at [FresnoArtMuseum.org/VideoAccess](https://FresnoArtMuseum.org/VideoAccess).
- 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 large square with a fat black marker (use the side of the marker to get a thick line.)
- Draw 2 horizontal lines anywhere inside the square.
- Draw 2 vertical lines anywhere inside the square. Switch between fat and thin markers (or switch between the point and the side of the marker if you only have one size.) It's ok to overlap lines.
- Draw a square anywhere inside your square.
- Use a cup to trace one circle anywhere inside the square.
- Draw a triangle anywhere inside the square.
- Pick some shapes to start coloring in. Be sure to leave some white space. Use primary colors as a way to imitate the style of Piet Mondrian.
- 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 Poetry has a pattern:

3 words in the first line

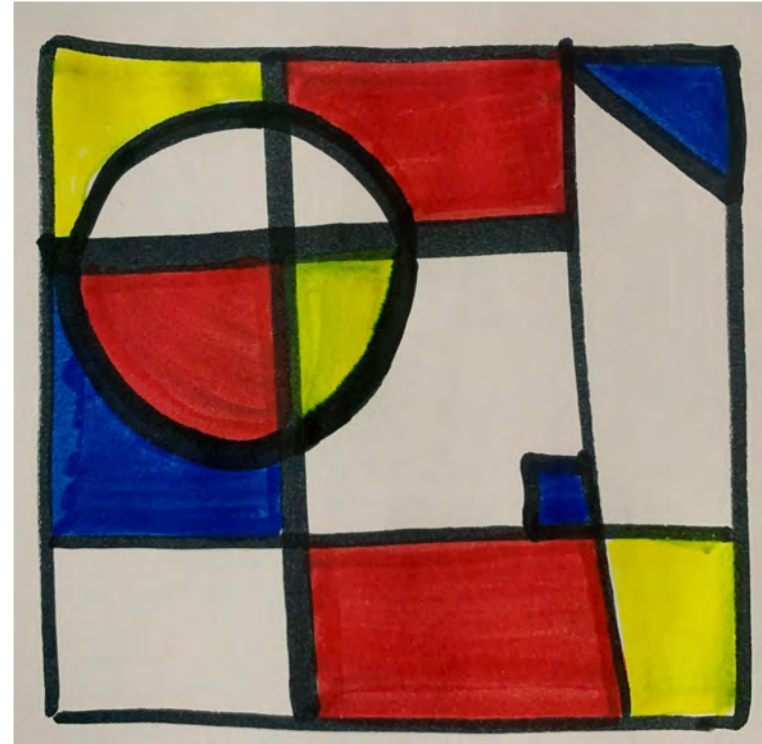
5 words in the second line

3 words in the third line

Write a lune poem that describes your artwork. It can be exactly what you see or just what it makes you think about.

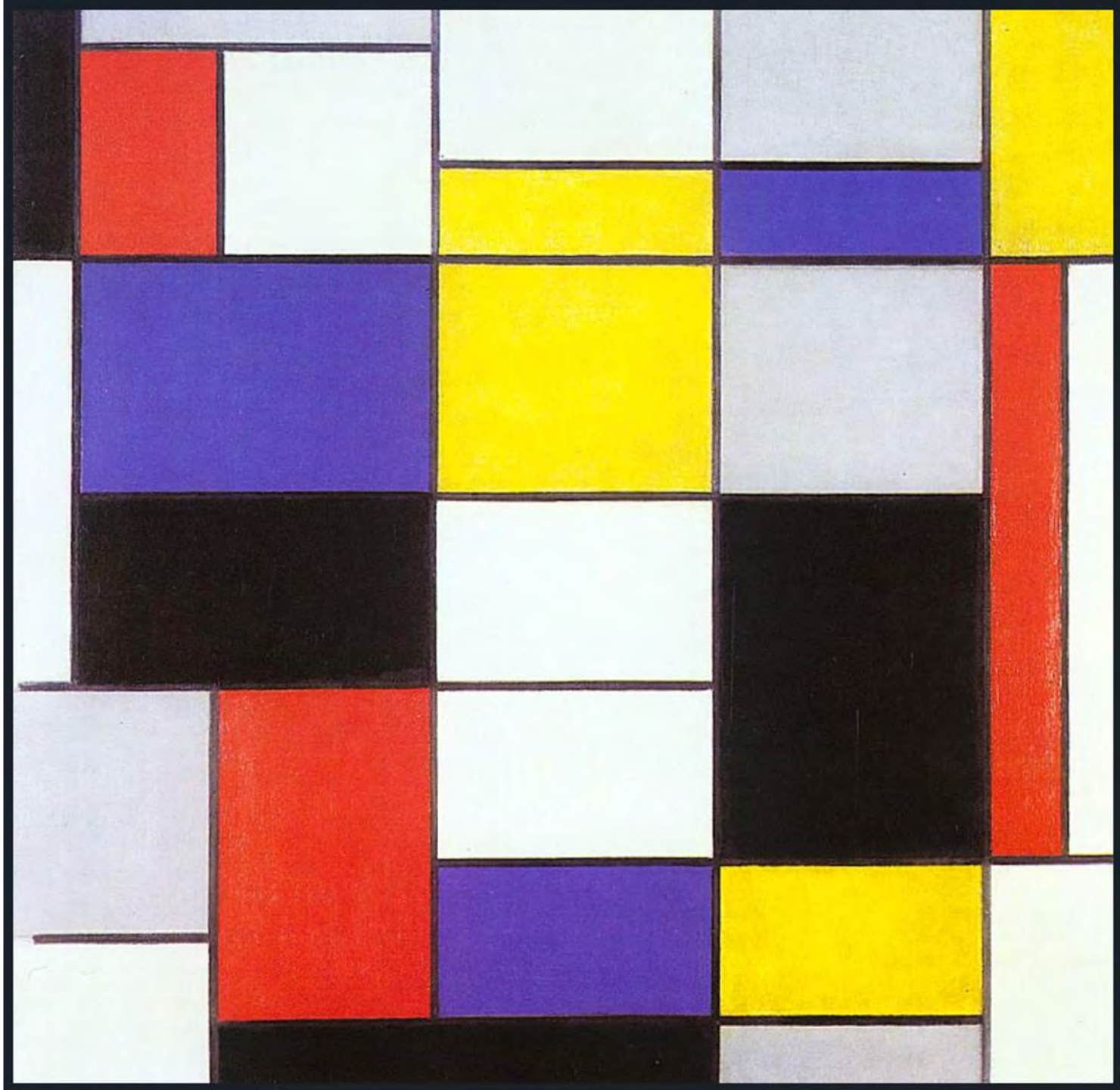
Sample:

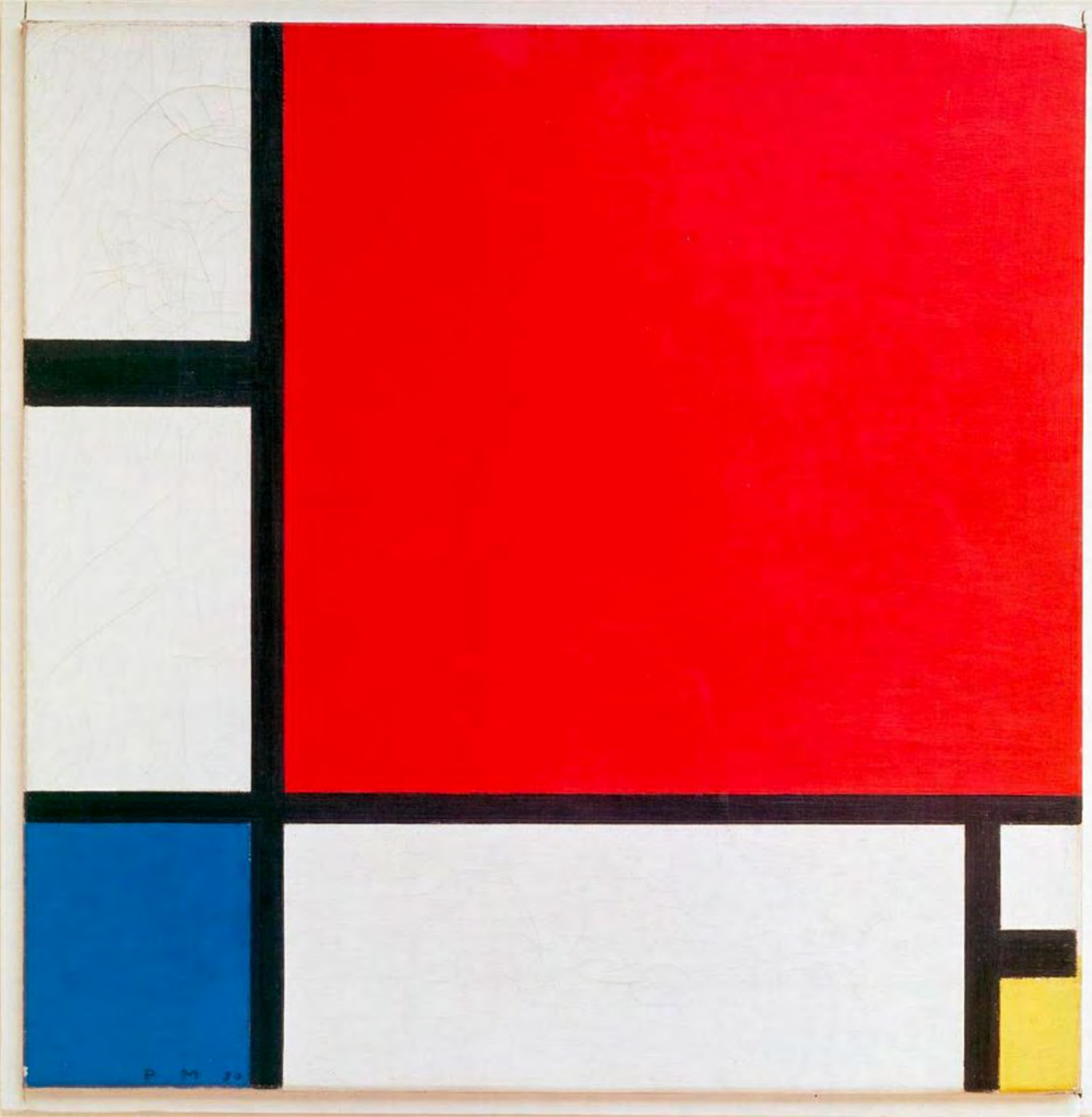
Blocks of color  
red, blue, yellow, white, black  
art plus geometry



Some examples of  
Piet Mondrian's work

Piet Mondrian  
*Composition A*, 1923

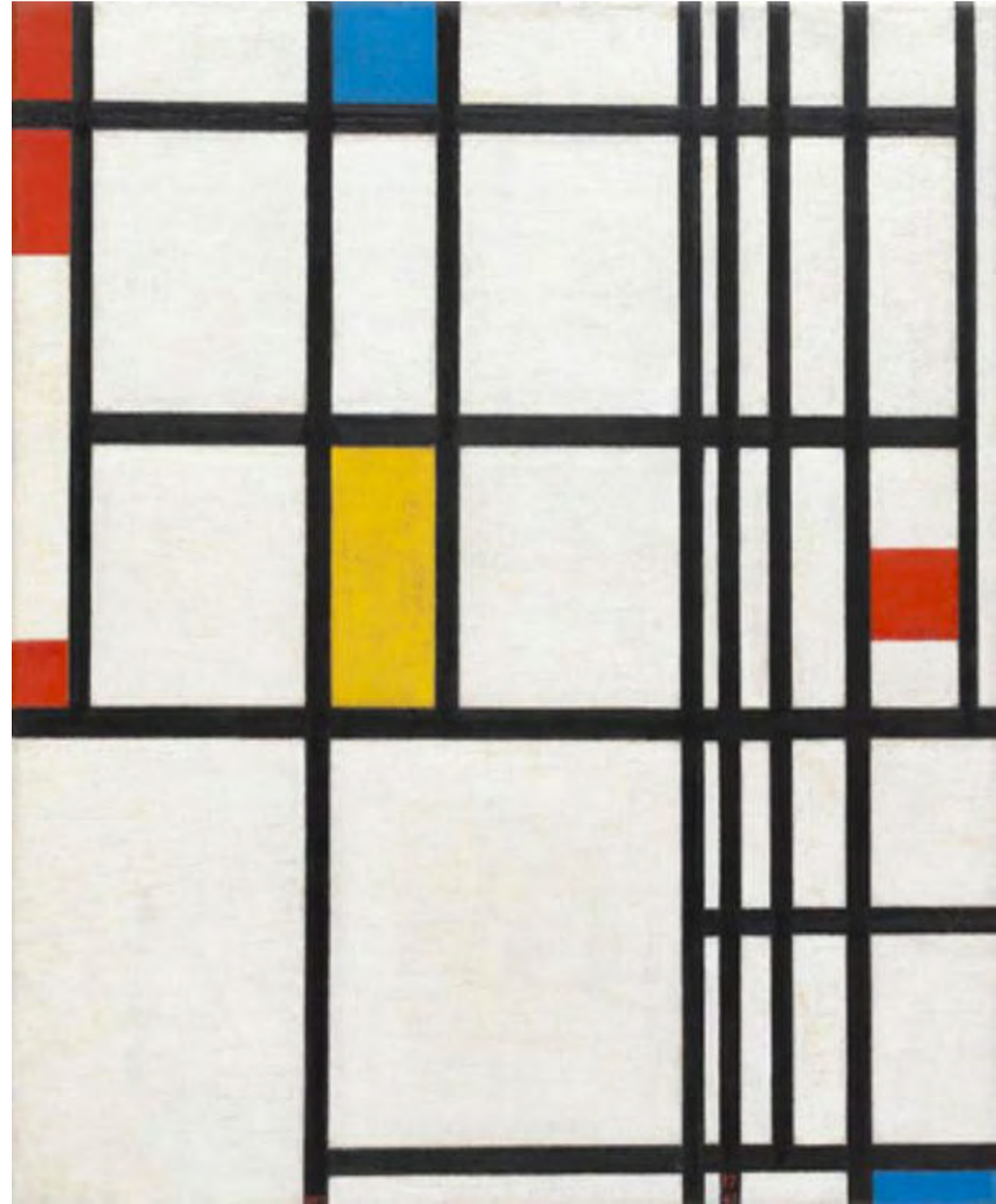


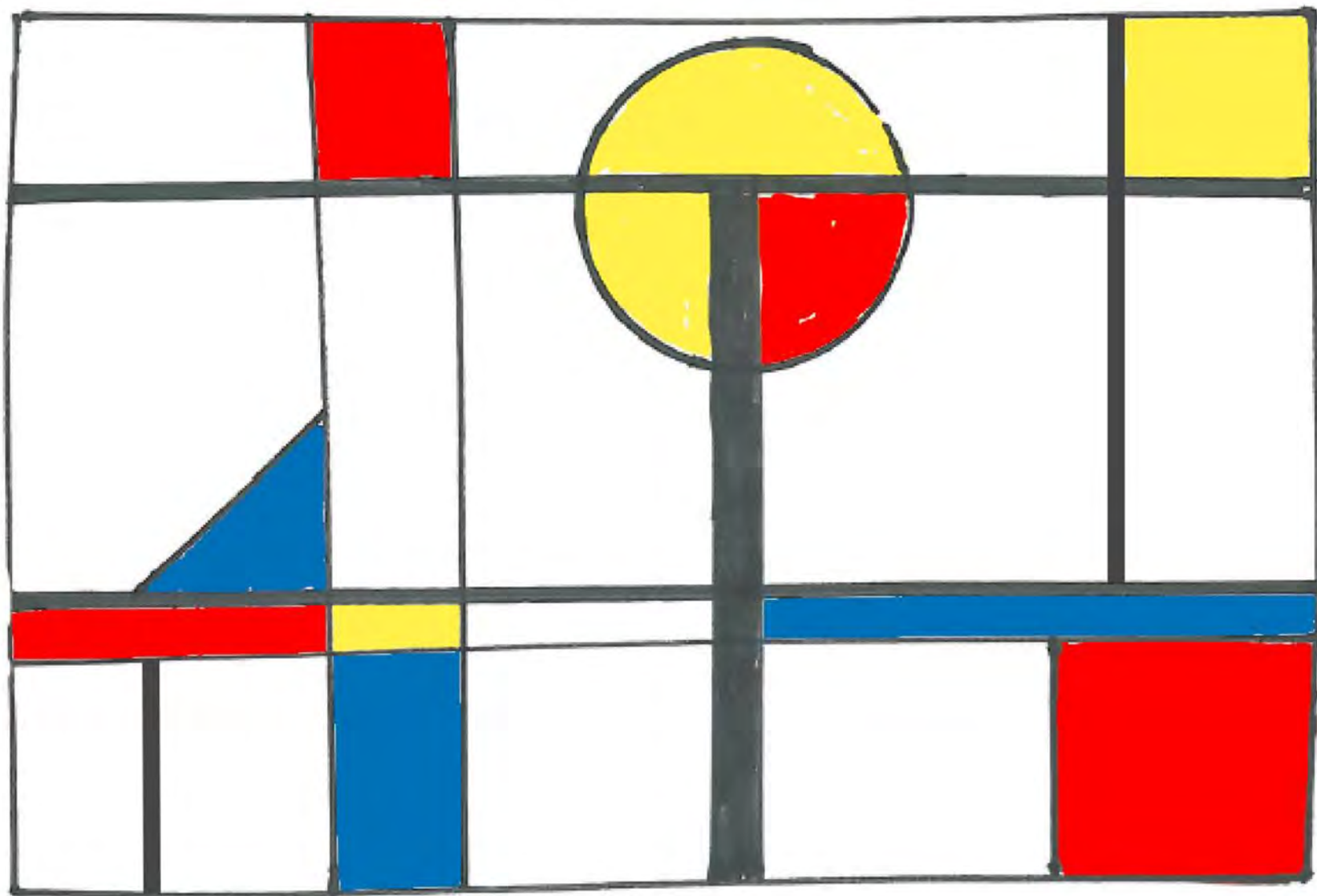


Piet Mondrian  
*Composition with Red, Blue, and Yellow*, 1930



Piet Mondrian  
*Composition in Red, Blue, and Yellow*, 1937-1942





Mondrian-inspired student work



# Lesson 4: Matisse-Inspired Art



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



## Video #4

"Matisse-Inspired Art Lesson"

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)

\*Black permanent markers (Sharpies) work best as they do not smear when other colors are added


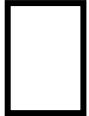


# DIRECTIONS

## TEACHER NOTES

- Watch the video, *Matisse-Inspired Art Lesson* (Length: 16:25), at [FresnoArtMuseum.org/VideoAccess](https://FresnoArtMuseum.org/VideoAccess).
- 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 or phrases.

Line 1 – 3 words

Line 2 – 5 words

Line 3 – 3 words

Drawing lazy lines  
Bold bright colors are nice  
Am I Matisse?



# Some examples of Henri Matisse's work

Henri Matisse  
*The Creole Dancer*, 1946



Henri Matisse  
*Sorrow of the King*, 1952



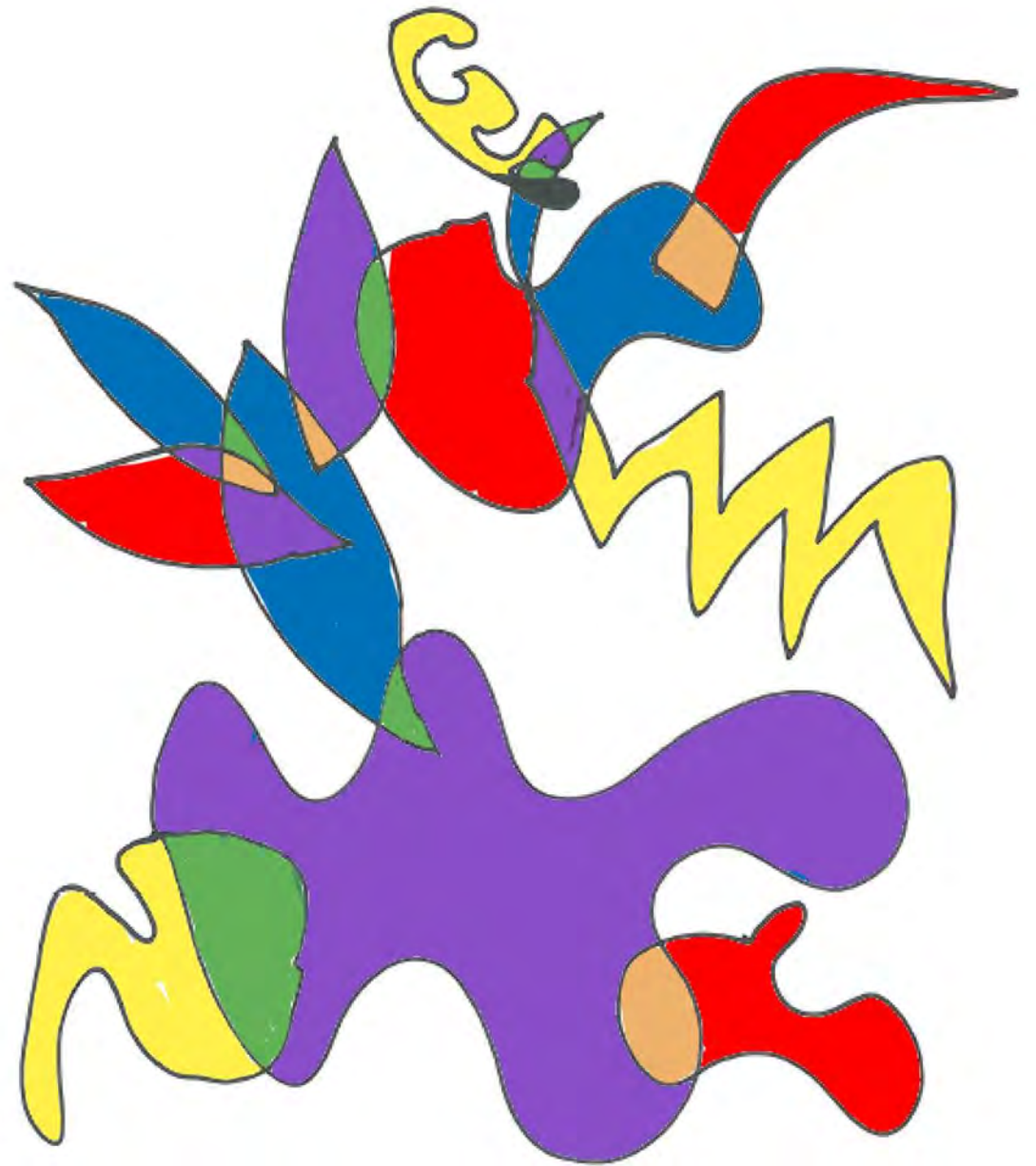




Henri Matisse  
*Los Codomas (The Codes)*, 1947



Matisse-inspired student work





**If you can visit the Museum in-person,** the Museum Tour and art project described on slides 23 to 35 will be similar to what you would experience on the live in-person tour.

You can resume this unit plan after your in-person tour by doing one or more of the Post Museum Lessons and utilizing slides 36 to 38 along with the Post Museum Lessons. You can skip slides 23 to 35 if you will be visiting the Museum in-person.

**If you will be visiting the Museum virtually,** the Museum Tour video and slides 1 to 24 should be utilized BEFORE your synchronous visit. The VTS slides and the Art Making: *What makes you special? Create Your Own Garden* art lesson will be explored DURING your synchronous tour.



# Virtual Tour of FAM Exhibitions

If you can't come in person for a tour, this is the next best thing

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



## Video #5

"Virtual Tour of the Museum"

Find all our videos by going to:  
[FresnoArtMuseum.org/VideoAccess](https://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, sculptures, landscape, textile, still life, illustrations, sketch



## MATERIALS

sketchbook or paper  
pencil

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



# DIRECTIONS

NOTE: If you have scheduled a virtual visit, it is important for you to watch this video beforehand.

**TEACHER NOTES -** If your class cannot come in person, this is the next best thing. No need to watch this video if you have scheduled an in-person visit.

- Watch the video, [Virtual Tour of FAM Exhibitions](#) before your synchronous virtual visit to the Museum with a FAM art instructor, (Length: 23:01), at [FresnoArtMuseum.org/VideoAccess](https://FresnoArtMuseum.org/VideoAccess).
- 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.
- 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** and tour these exhibitions

## **Part 1: Diego Rivera and the Pre-Columbian**

- Quick Sketch: Sketch the sculpture of the dog. You have until the FAM art instructor is done talking.
- Quick Sketch: Sketch the sculpture of a head. You have until the FAM art instructor is done talking.
- Quick Sketch: Sketch the sculpture of a cup shaped like a deer. You have until the FAM art instructor is done talking.
- Quick Sketch: Sketch one the pots you see. You have until the FAM art instructor is done talking. What do you imagine you could fill them with?
- 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: *Delicious: The Art of Food***

- Before you resume the video remind the students what to look for.
- Can you find a favorite food in the exhibition? Can you find three different ways that a pear is depicted in three different artworks. How would you draw a pear? If you were to add a picture of food to the exhibition, what would you add?
- Stretch Break & Discussion: Pause the video. Stand up and turn around 3 times. Touch your toes 5 times.

## **Part 3: *Art of the Word: Celebrating Differences*, Featuring the illustrations of Rafael López from the book *Just Ask! Be Different, Be Brave, Be You* by Sonia Sotomayor**

- See if you can find any children that are like people you may know? Can you see yourself in any of the children in the illustrations? Can you identify challenges some of the children in the illustrations may have? What are your special qualities? Think of positive words that describe who you are. (A list of suggested words is on slide 36.)
- Stretch Break & Discussion: Stand up and turn around 3 times. Touch your toes 5 times. Did you recognize anything you or someone you know may have in common with any of the children in the illustrations? If you could plant a garden, what would you plant? Why would you choose those plants?

## **REFLECTION**

- What is a museum?
- Describe a piece of art you liked and tell why you liked it.
- Describe a piece of art you didn't like and tell 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.)





# Virtual Museum Tour

After you watch the *Museum Tour* Video  
You can interact with a FAM Art Instructor  
live online via Zoom

Email [susan@fresnoartmuseum.org](mailto:susan@fresnoartmuseum.org) to  
schedule a virtual synchronous  
session on Zoom.

1. Look at and discuss art with the FAM art instructor. (Visual Thinking Strategies - art samples follow)
2. Art Making: *What Makes You Special? Create Your Own Garden* inspired by *Celebrating Differences* with guidance from the FAM art instructor.

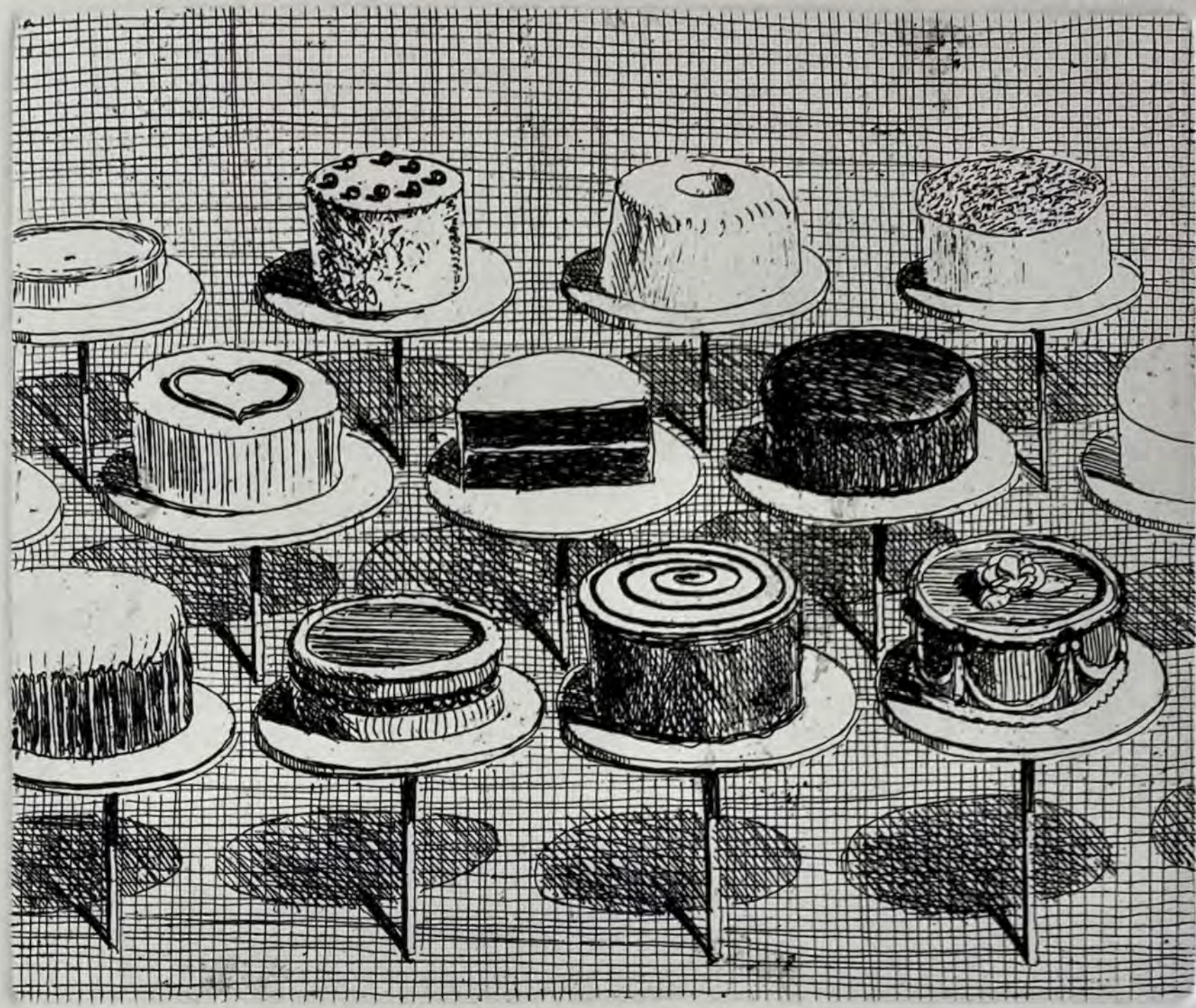




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## Visual Thinking Strategy image credits:

Slide 26 - MASAMI TERAOKA (b. 1936)  
*Tokyo Ginza Shuffle, McDonald's Hamburgers Invading Japan Series*, 1982  
Screenprint on ARCHES 88 paper, 56/83  
Collection of the Fresno Art Museum  
Gift of the Estate of Edward Den La

Slide 27 - WAYNE THIEBAUD (b. 1920)  
*Cake Window* from *Delights*, 1964  
Brush with black ink and watercolor  
72/100  
Collection of the Fresno Art Museum  
FAM2000.1.2

Slide 28 - Teodora Blanco (1928-1980)  
*Female Figure with Ducks*, 1950  
Clay  
Collection of the Fresno Art Museum  
Gift of Mr. and Mrs. William Baxter  
FAM2004.7

Slide 29 - RAFAEL LÓPEZ (b. 1961)  
*Rafael Has Asthma and Paints Stones*, 2020  
Giclée on William Turner Hahnemühle  
100% cotton rag paper  
Courtesy of the Artist

Slide 30 - RAFAEL LÓPEZ (b. 1961)  
*Jordan and Tiana Have Autism*, 2020  
Giclée on William Turner Hahnemühle  
100% cotton rag paper  
Courtesy of the Artist

Slide 31 - RAFAEL LÓPEZ (b. 1961)  
*Friends Celebrate Working Together*, 2020  
Giclée on William Turner Hahnemühle  
100% cotton rag paper  
Courtesy of the Artist



# Art Making: What makes you special?

## *Create Your Own Garden* art lesson

Students will practice using line, shape, and color to create their own garden inspired by the artist Rafael López.



### Video #6

"Create Your Own Garden"

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

Geometric shapes, organic shapes, wavy lines, primary colors, secondary colors, overlap, lune poems, descriptive words



### MATERIALS

- 18" x 6" white construction paper (construction paper cut in half lengthwise) or 17" x 5.5" card stock (tabloid sheet cut in half lengthwise)
- Color markers
- Pencil
- Scrap paper
- A fine point black Sharpie or other permanent black marker





# DIRECTIONS

Note: If you have an in-person tour at the Museum and choose to do the art project during your visit, this is the art project.

## TEACHER NOTES

- The video, *Create Your Own Garden* (Length:TBD), at [FresnoArtMuseum.org/VideoAccess](https://www.fresnoartmuseum.org/videoaccess).
- 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.

## BEFORE YOU WATCH (Prompts for Students)

- What were the children in Just Ask! doing?
- What kind of plants were they growing?
- Did all the children do the same task?
- Ask "What makes YOU special?" Children can write down positive words on their scrap paper
- If you could plant a garden, what would you grow?

## AS YOU WATCH

- Study the flowers and plants that Mr. Lopez created. Practice drawing lines and shapes on a piece of scrap paper.
- Get a 6" x 18" sheet of white or light color paper or 5.5"x 7.5" white card stock
- Write your name on the back. Flip over the paper.
- Turn your paper landscape and with your black pen, draw six to ten wavy lines of different lengths from the bottom of the paper. These will be your plant or flower stems.
- Add leaves to your stems– they can be different sizes and organic shapes
- Add the flower or other blooms at the top of each stem
- Choose words that describe YOU from the list on the next page or choose others that have a positive meaning.
- Using color pencils or crayons color your flowers and plants. Use at least six different colors.

## WRITING

- Write a [lune poem](#) about YOU using the positive words you added to your artwork. See the [lune poem](#) slides for directions and samples.
- Share your poem and your art with the class.

Step 1



Step 2

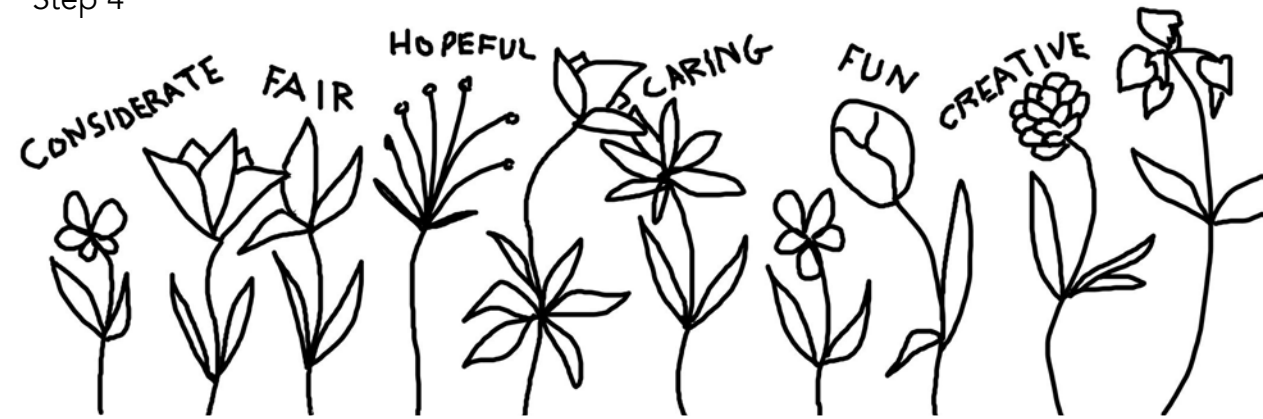


Step 3

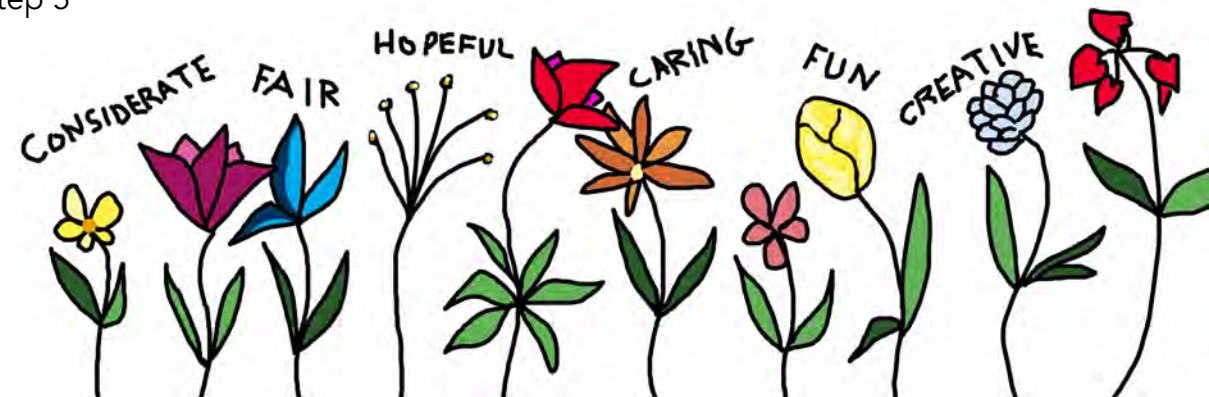


## Steps to create your garden.

Step 4



Step 5





# POSITIVE CHARACTER TRAITS

- artistic
- brave
- charming
- cheerful
- compassionate
- confident
- considerate
- cooperative
- courageous
- creative
- determined
- easy-going
- encouraging
- energetic
- enthusiastic
- flexible
- forgiving
- friendly
- generous
- happy
- hard-working
- helpful
- honest
- humorous
- imaginative
- industrious
- insightful
- intelligent
- kind
- loving
- motivated
- observant
- open-minded
- optimistic
- organized
- outgoing
- patient
- philanthropic
- playful
- positive
- reasonable
- reliable
- responsible
- sensitive
- supportive
- thoughtful
- trustworthy
- understanding
- unselfish
- upbeat
- warm
- witty





# LUNE POEMS

## LUNE POEM

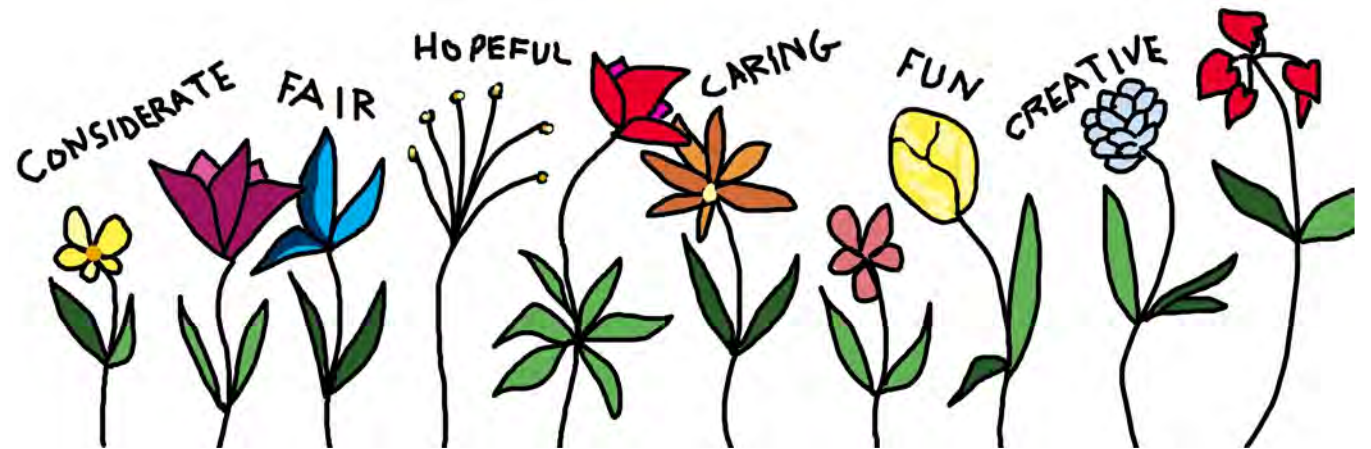
A 3-line poem with a set number of words per line. Can be sentence(s) or random words or phrases.

Line 1 – 3 words

Line 2 – 5 words

Line 3 – 3 words

I am creative  
Being creative makes me hopeful  
Creativity is fun





# 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





# POST-MUSEUM

Select one or more instructional videos to watch and create artworks that might even be exhibited in the Museum next spring.

1. Drawing with Scissors: Bird Collage
2. Marc Chagall-Inspired Art
3. A Garden About You #1
4. Jean Miro-Inspired Art
5. Ir-Resistable Characters
6. A Garden About You #2





# Post Museum Lesson 1

## Drawing with Scissors: Bird Collage



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



### Video #7

"Drawing with Scissors:  
Bird Collage"

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

What inspires artists?

How do artists and designers learn from trial and error?



### VOCABULARY

geometric and organic shapes, collage, cut, glue, overlap, acrostic poem



### MATERIALS

- 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), at [FresnoArtMuseum.org/VideoAccess](https://www.fresnoartmuseum.org/videoaccess).
- 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 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 and think about what positive characteristics your bird may have.
- 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.



Student samples





# 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





# Post-Museum Lesson 2

## Chagall-Inspired Art



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



### Video #8

"Chagall-Inspired Art Lesson"

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, landscape, floating, surreal, figurative, narrative, overlapping, acrostic poems



### MATERIALS

- 10" X 12" dark 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), at [FresnoArtMuseum.org/VideoAccess](https://www.fresnoartmuseum.org/videoaccess).
- 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

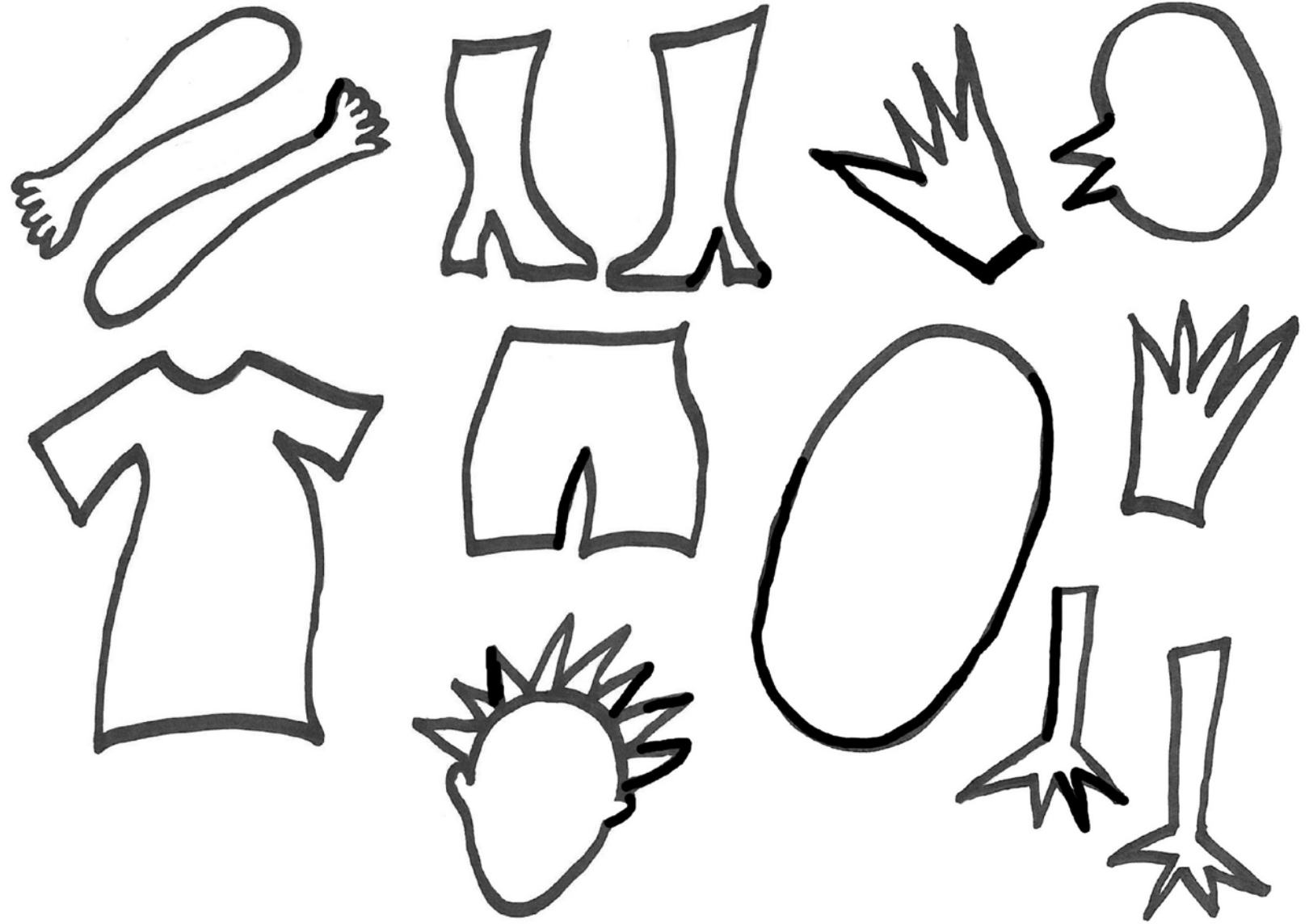
- Look at art by Chagall to get inspiration for your artwork.
- Write your name on the back of a piece of blue construction paper. Flip it over.
- Using your white stock paper, use the point of a black marker to draw the shapes of your character. If you make the shapes too small, they will be hard to 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. See slide following for sample.
- 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.

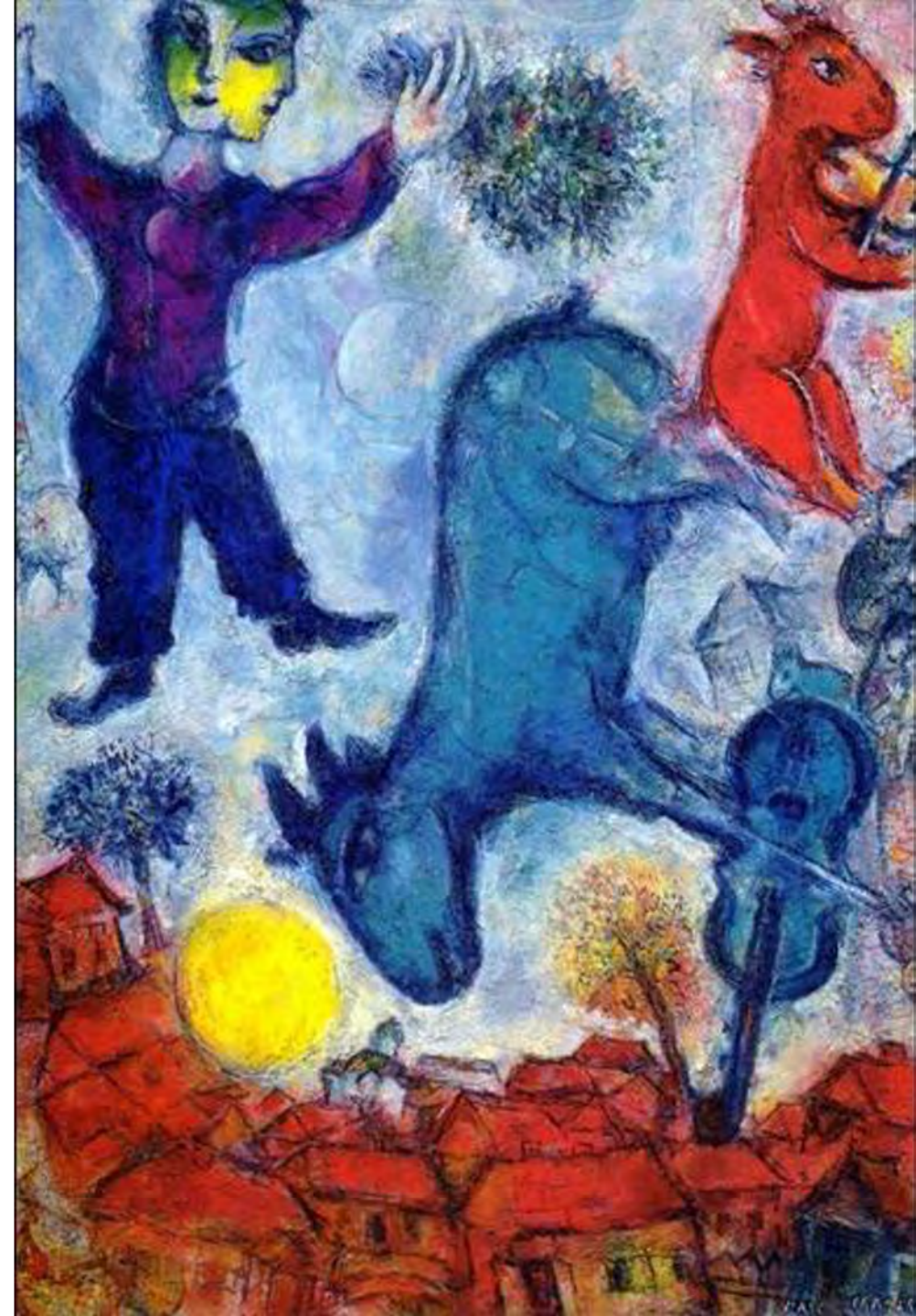


Examples of some  
body parts you can  
draw, cut out, and  
color for your floating  
human or animal.



# Some examples of Marc Chagall's work

Marc Chagall  
*Cows Over Vitebsk*, 1966

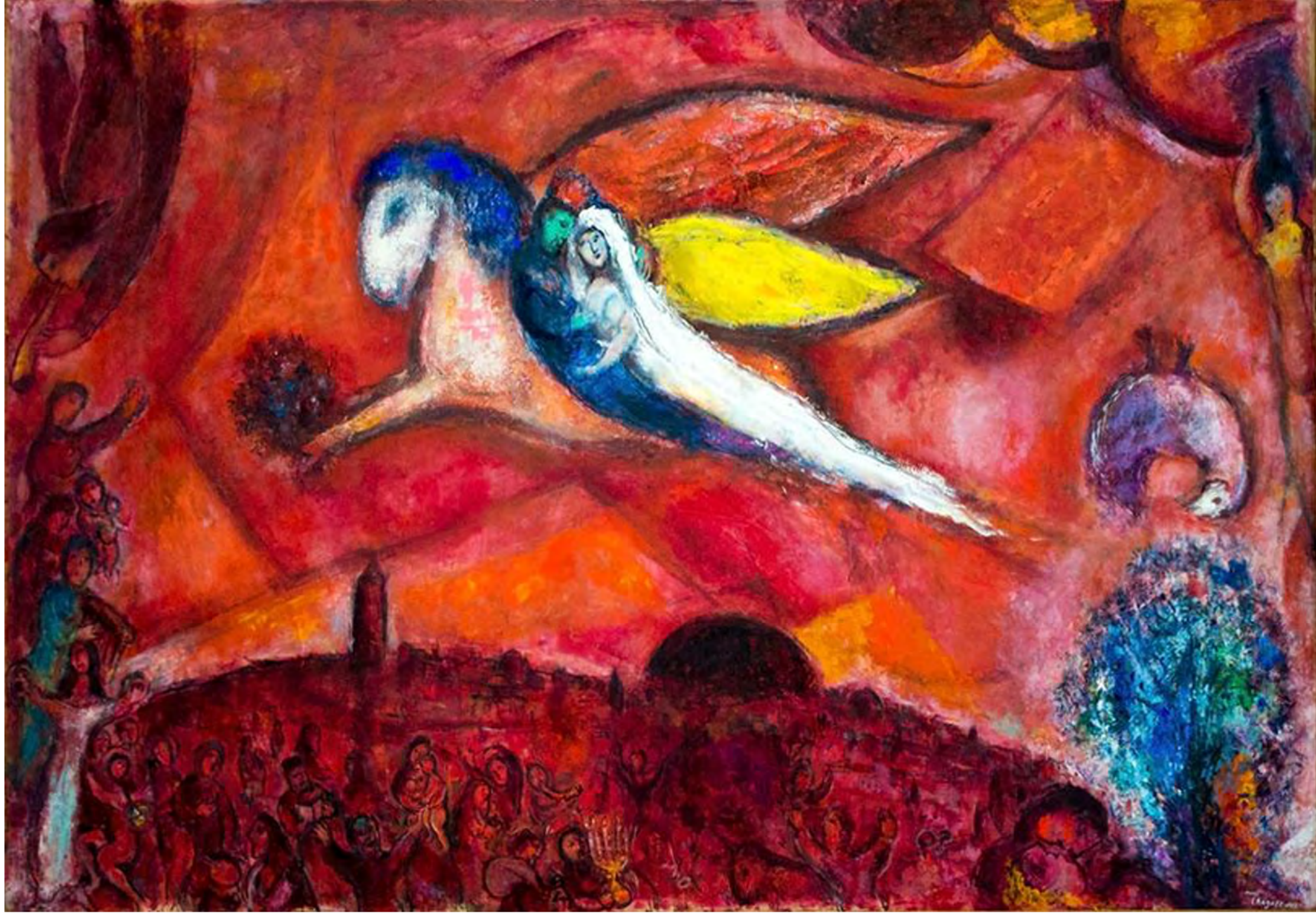




Marc Chagall  
*Over the Town*, 1918







Marc Chagall  
*The Song of  
Songs, IV*, 1958





Marc Chagall  
*The Fiddler*, 1912



# DIRECTIONS

## ACROSTIC POEM

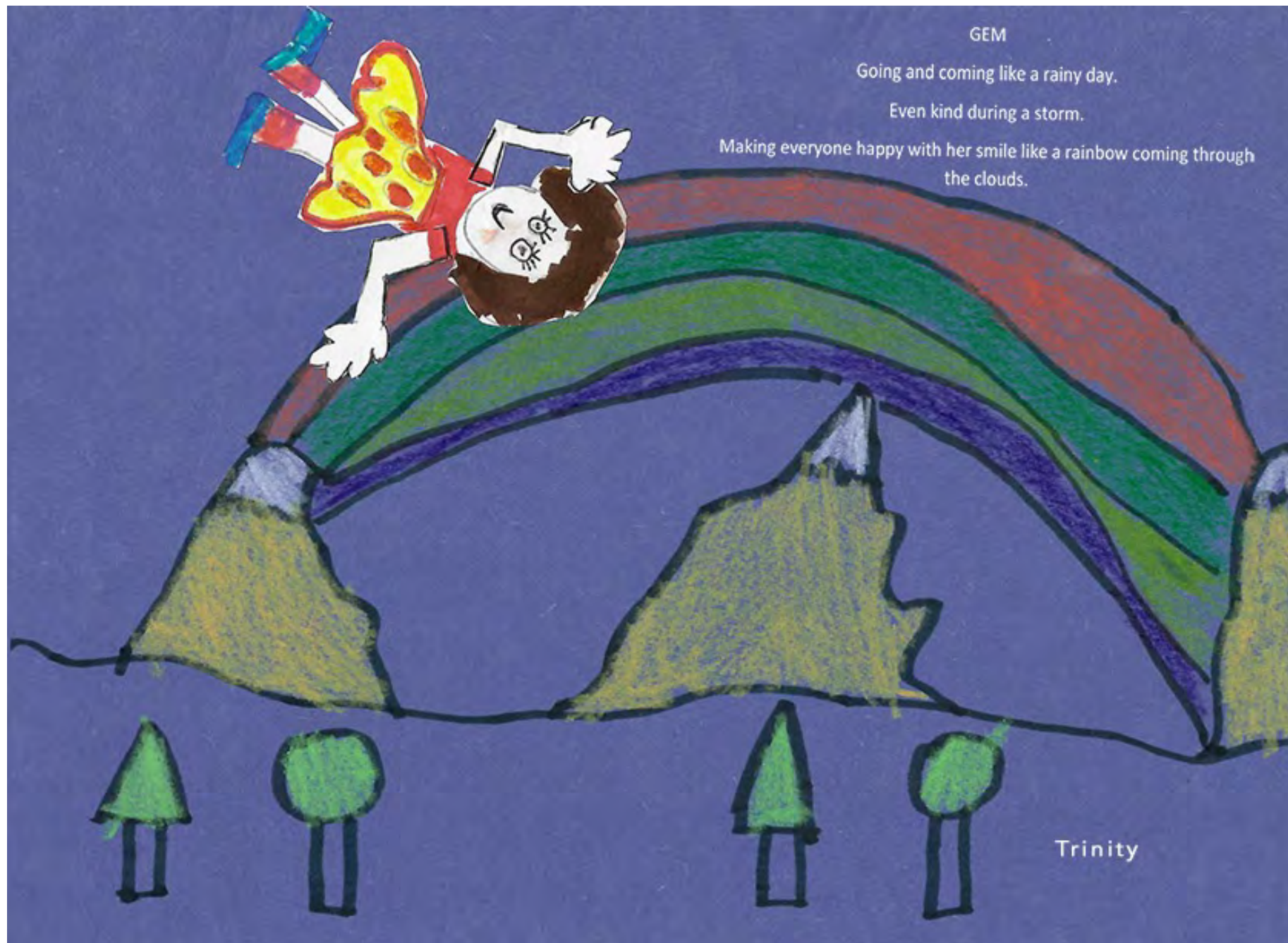
- Write the name of the character vertically.
- Write a word or phrase that starts with each letter to help describe your character.
- The number of lines is determined by the name of the character.

FLO

Flying with grace  
Listening for those in need  
Over the mountains she shines her sparklers,  
spreading joy wherever she goes!







GEM

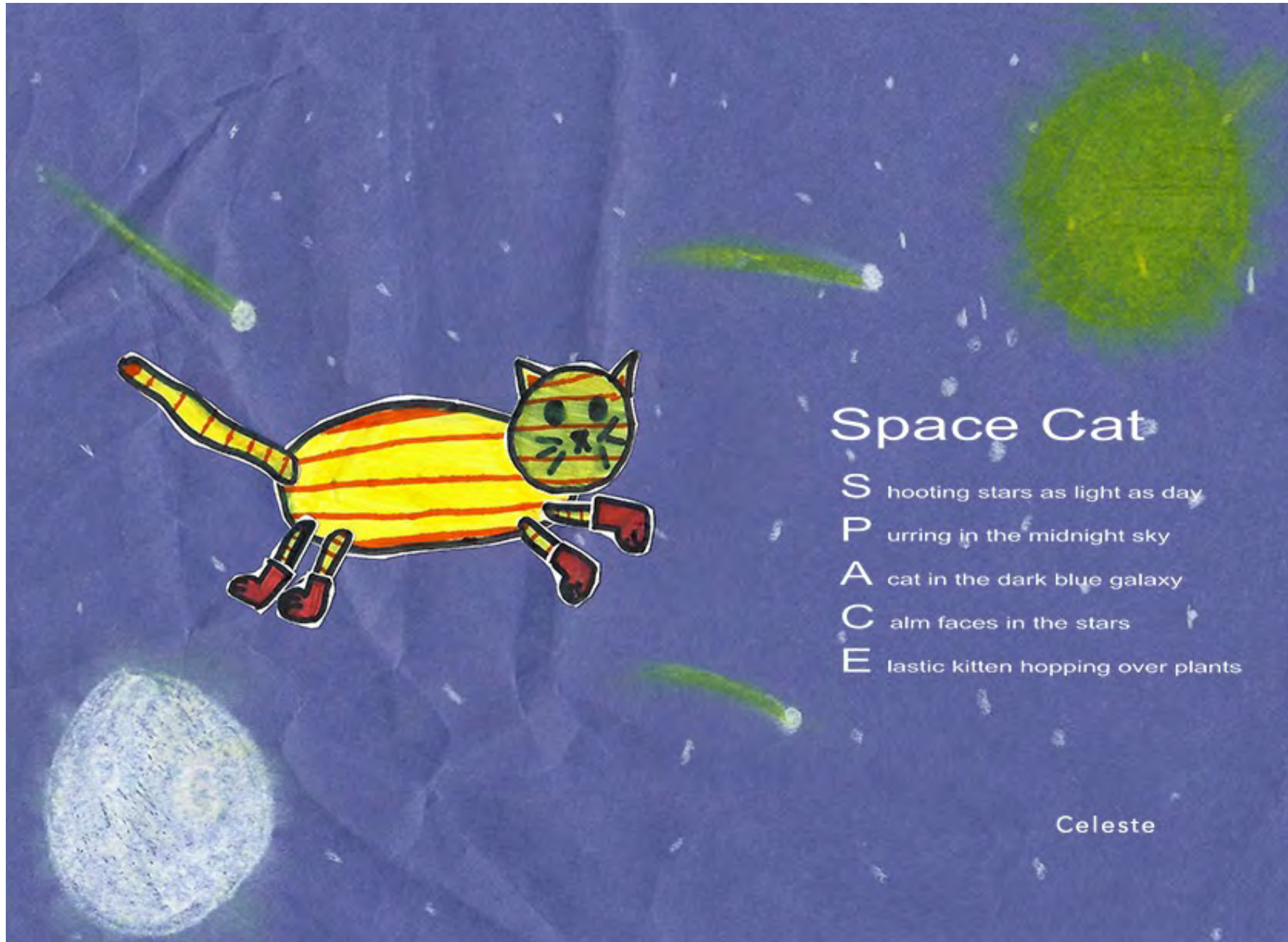
Going and coming like a rainy day.

Even kind during a storm.

Making everyone happy with her smile like a rainbow coming through  
the clouds.

Trinity

student sample



## Space Cat

S hooting stars as light as day  
P urring in the midnight sky  
A cat in the dark blue galaxy  
C alm faces in the stars  
E lastic kitten hopping over plants

Celeste

student sample










# Post Museum Lesson 3

## Miro-Inspired Art

Students will create art in the style of Jean Miro and write a poem to describe the good qualities of the character they include.

 <b>Video #9</b> "Miro-Inspired Lesson" 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? Why do artists experiment? Why do artists use certain colors?
 <b>VOCABULARY</b> geometric shapes, lines, color, floating, surrealism, non-objective, modern art, mixed-media, symbols, acrostic poems		 <b>MATERIALS</b> <ul style="list-style-type: none"><li>• 8.5" x 11" white or grey construction paper (grey preferred)</li><li>• Black fine point Sharpie or other black permanent marker (you can use other black pens, but Sharpies do not run or smear when you add color.)</li><li>• Oil pastels</li><li>• Ink (liquid watercolor, acrylic, tempera, even food coloring)</li><li>• Small plastic spray bottles with water.</li></ul>





# DIRECTIONS

## TEACHER NOTES (2 sessions)

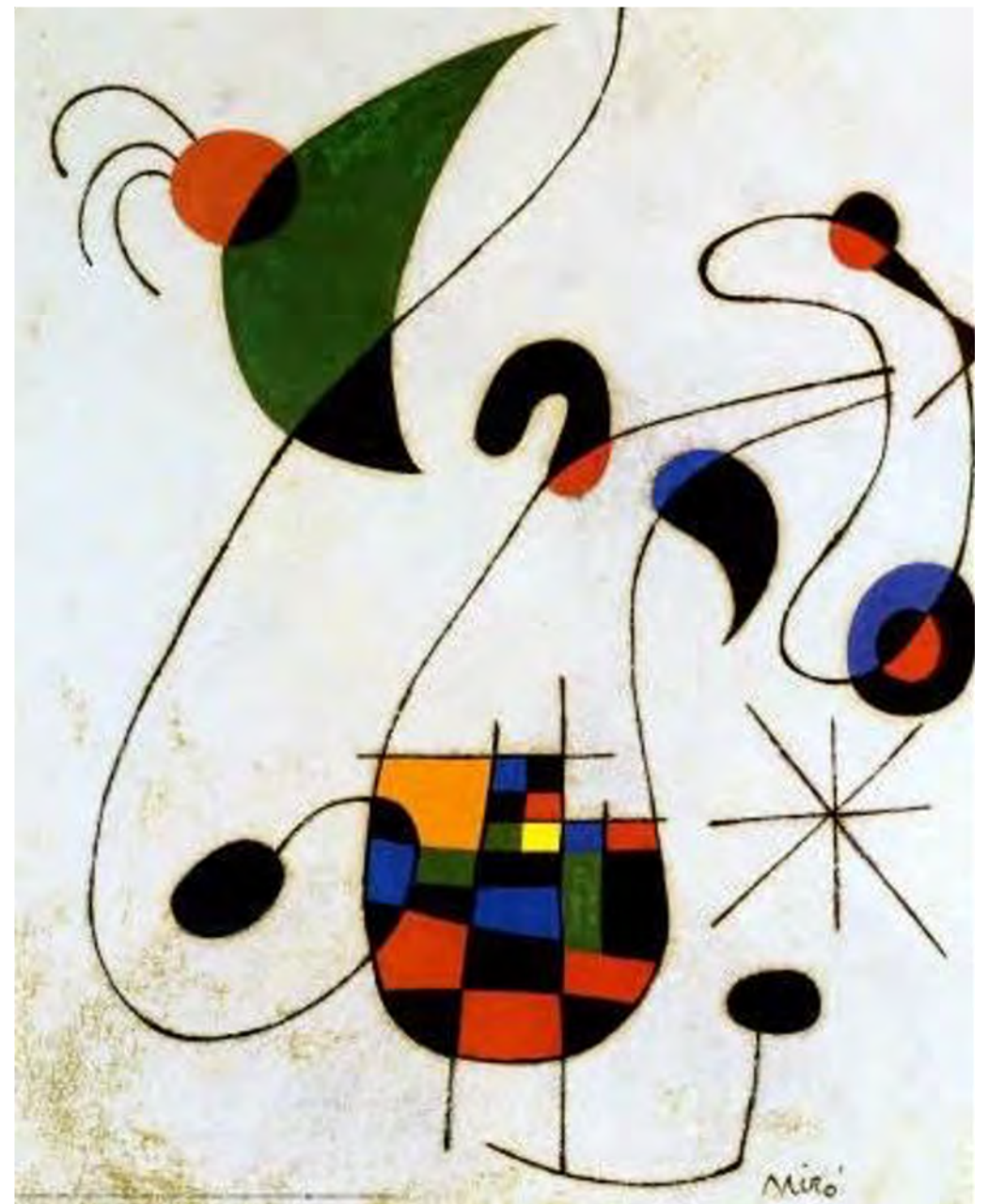
- Watch the video, [Miro-Inspired Lesson](#) (Length: TBD), at [FresnoArtMuseum.org/VideoAccess](https://FresnoArtMuseum.org/VideoAccess).
- The video walks students through the steps of the lesson.
- As students watch, encourage them to have their supplies ready and follow along.
- Students could write 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

- Students will view works by artist Jean Miro and develop images of Miro-Inspired characters using geometric shapes, line and color.
- Write name on the back of a piece of white or light grey construction paper. Flip it over.
- After looking at images by Joan Miro, ask children to select one geometric shape they learned about at the Museum (i.e., an oval, a circle, a triangle, etc.) and filling the center of their paper, draw the shape they choose with a black Sharpie—this will become the main body of their character. When they draw their their shape, it should fill up a large portion of their paper. They may also create more than one character, but they should try to fill up their entire paper with imagery.
- They can then add lines for arms and legs, and other shapes for a head, hands, and feet. They should then fill in the shapes they have drawn with other shapes, both organic and geometric, in the style of Joan Miro. They can add other shapes to the background too, even creating additional, smaller creatures.
- Once done, using oil pastels, they can color in each of the separate shapes with a different color or black (as in the Miro images).
- To add additional interest to their drawing, small spray bottles can be filled with water diluted paint or ink (liquid watercolor, acrylic, tempera, even food-coloring will work— just a few drops necessary, so no need for a lot of pigment).
- Spray the final art with some additional color from the spray bottle (see example). Children should be encouraged to talk about the shapes, lines, and colors they have chosen, using the appropriate language and identifying the color choices.

## WRITING

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



Joan Miro, *Upside Down Figure* (left) and *The Melancholic Singer* (right)





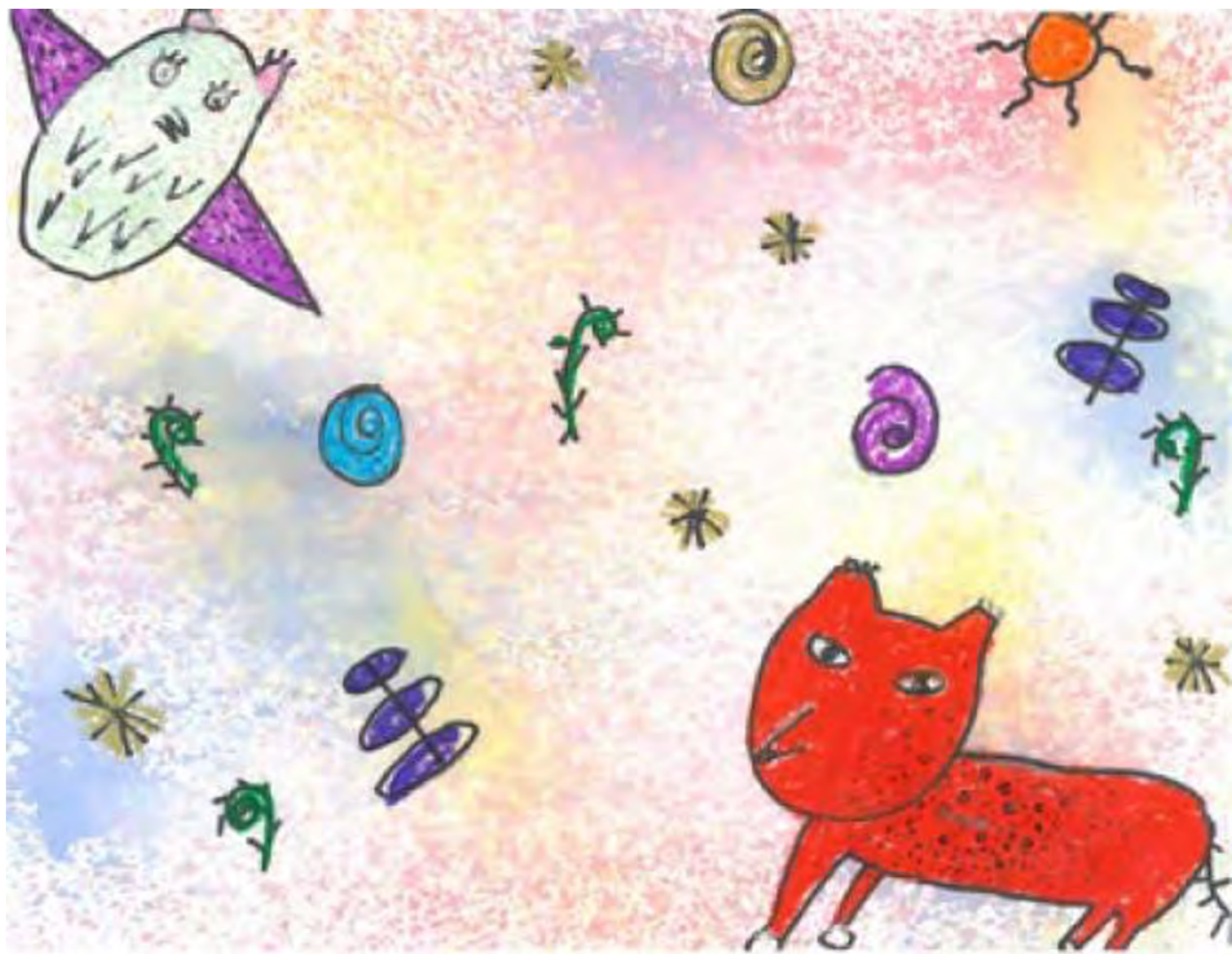
Joan Miro,  
*Harlequin's Carnival*,  
1924-25





Joan Miro, *The Beautiful Bird Revealing the Unknown*, 1941





Two Miro-inspired images created by third grade students at Manchester Gate







# Post Museum Lesson 4

## Ir-Resistible Characters

Students will create art using the resist method and write a poem to describe the good qualities of the character they include.



### Video #10

"Ir-Resistible Characters Lesson"

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?

Why do artists experiment?



### VOCABULARY

geometric and organic shapes, lines, resist, mixed-media, acrostic poems, patterns



### MATERIALS

- 8.5" x 11" white sketching paper
- 8.5" x 11" black construction paper
- Pen or pencil to use only for design stage
- White chalk
- Fabric starch (optional)
- Bottled white school glue that can be squeezed directly from bottle
- Oil pastels or color chalks
- Q-tips (optional)



# DIRECTIONS

## TEACHER NOTES

- Watch the video, [Ir-Resistable Characters Lesson](#), (Length: TBD), at [FresnoArtMuseum.org/VideoAccess](https://www.fresnoartmuseum.org/videoaccess).
- 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

- Once the students develop their poem, they can begin sketching their character in pencil or pen on white sketch paper.
- When they have the basic look and shape, they can redraw their character with white chalk on a sheet of black construction paper. Remind students to be sure to try to fill most of the page with the character.
- They should add a background (filling their entire paper) that will reflect the setting for their poem – they can be encouraged to use repeating shapes to create a pattern if they like.
- Then, with white glue, they can “draw” over their chalk outline. (It is recommended that students practice controlling the flow of the glue on scrap paper first.) The less glue used, the lines will appear black when dry; if they use a lot of glue, they will appear white.
- The glue should be allowed to dry undisturbed overnight.
- Using pastels or colored chalks, students can then color in the character and background. The color of the glue lines will be unchanged as it will resist the pastel colors. (You may also use crayons or construction paper crayons.)
- Students may smear their color into the glue lines with a finger or clean q-tip.
- At the end they will have a resist drawing.

## WRITING

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





Student art samples



Student art sample





# Post Museum Lesson #5

## *A Garden About You*

Students will practice using line, shape, and color to create their own garden inspired by the artist Rafael López.



### Video #11

*A Garden About You*

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



### MATERIALS

- Different colors of construction paper (see notes)
- 1 sheet of construction paper (9" x 12") in a pastel color or white
- Scissors
- 2 or 3 different sizes of cups or other circular objects to use to trace circles
- Glue stick
- Black permanent marker (Sharpie recommended)
- Pencil with eraser
- Scrap paper



# DIRECTIONS

## TEACHER NOTES

- The video, A Garden About You. (Length: TBD), at [FresnoArtMuseum.org/VideoAccess](https://www.fresnoartmuseum.org/videoaccess).
- As students watch, encourage them to have their supplies ready and follow along.

## BEFORE YOU WATCH (Prompts for Students)

- Ask “What makes YOU special?” Children can write down positive words on their scrap paper
- If you could plant a garden, what would you grow?

## AS YOU WATCH

- Using your circular object or cup and your pencil, trace seven circles of varying sizes. Cut out the circles using the three different colors of construction paper and 2 or 3 different sizes of circles.  
Cut the circles – you don’t have to be perfect! (see NOTE below for color choices.)
- Place four of the larger circles on your paper in random positions on the top half of the paper. Using your pencil, trace around them. Remove the circles and put them aside—you might want to number the back of the circles from 1 to 4 with corresponding numbers on your paper so you remember where they go later.
- Using the circles on your paper, take your marker and draw a stem that is made from two parallel lines going down to the bottom of your paper and connecting to your circles—make it wide enough so you can write a word between the two parallel lines later.
- You can add leaves to the stems now or later. Once you have placed your stem, start drawing concentric designs around your circle as in the example on the next slide. They can be zig-zags, wavy or curly lines, little circles or other shapes. You can repeat the shapes and put shapes within shapes.
- When you’re done, you can then glue your large circles where they belong. Then glue three of the smaller circles onto the larger ones—think of complimentary colors or hues in a darker or a lighter color.
- Now you can add leaves and more flowers with your marker if you like.
- Lastly, go to the list of words provided earlier and select four that describe who you are. Write those words with your marker inside the stem of four of your flowers.

**NOTE:** You might want to pick complimentary colors (opposites on the color wheel) like blue and orange, yellow and purple, red and green, and then add one hue of one of those two colors you chose. So if you choose blue and orange, you might want to have a third color that is pale blue or pale orange. If you chose yellow and purple, you might want to choose either pale yellow or pale purple or lilac as your third color; if you choose red and green you may want to use pink or a pale green as your third color. Try to stick to just three colors for your circles.

## WRITING

- Write a lune poem about YOU using the positive words you added to your artwork. See the lune poem slide provided earlier for directions.
- Share your poem and art with the class.





Image created by FAM staff and inspired by Rafael López as an example for this lesson.



Rafael López, *Plant Studies Sketch*, 2019, Black Prismacolor on tracing paper, Courtesy of the Artist, © 2019 Rafael López

# EXTRA ENRICHMENT IDEAS



# Make a Silly Story: Fill in the Missing Words

1. Look at the image on the right from Rafael López. Discuss what words come to mind.
2. Print this page, one copy for every two students. Student A asks student B for words to fill in the blanks with verbs, nouns, etc. using ideas they got from looking at the image.
3. Read the paragraph out loud to hear your silly story.
4. Other ideas:
  - a. Take text from a picture book and eliminate select nouns, verbs, etc. Then work with a partner to fill in the blanks and make a new silly story.
  - b. Make up your own story and then take out certain words to create your very own missing word game.



Image: © Rafael López

I like to \_\_\_\_\_ on rainbows while flying \_\_\_\_\_  
(verb) (adjective-use a color)

\_\_\_\_\_. Sometimes I look at bushes and see \_\_\_\_\_  
(noun) (adjective)

\_\_\_\_\_ made up of \_\_\_\_\_ lines and they remind me of \_\_\_\_\_.  
(noun – use a shape) (adjective - type of line) (noun – use any animal)

My classmates \_\_\_\_\_ and \_\_\_\_\_ like to name the bushes after famous  
(pronoun - name) (pronoun - name)

artists like \_\_\_\_\_ or \_\_\_\_\_. I also like to talk to  
(pronoun - name of a famous artist) (pronoun - name of your best friend)

\_\_\_\_\_ because they are really good at \_\_\_\_\_.  
(plural noun) (verb ending in -ing) (adverb)

## Emerging Art Student Lesson

### RAFAEL LÓPEZ



**WATCH!** Learn about the famous illustrator, Rafael López. He was born in Mexico City, Mexico, August 8, 1961. He likes to work with authors to create illustrations for children's books.

[Rafael López Illustrator Interview | Bravo! Poems About Amazing Hispanics](#) (2:59min)



**READ!** [Drum Dream Girl](#), by Margarita Engle, Rafael López (4:41min). Talk about your favorite page. What did you like about the illustrations? If you liked that book check out, [Tito Puente Mambo King read-aloud](#) (3:28min).



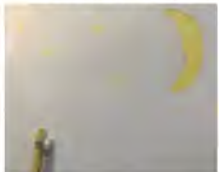
**LISTEN!** Rafael López illustrated a book about the dreams of a young girl named, Millo Castro del Zaldarriaga. Listen to a song she performed with Cuba's first all-girl dance band, [7 Mambo Mami Anacaona The Buena Vista Sisters Club](#) (2:42min).



#### CREATE!

Supplies: paper, crayons, scissors, glue, watercolors, paper towel

- Look at the image from the book, "Drum Dream Girl." What do you think was in the mind of the artist when he was creating this illustration? What is something you dream of doing? What is one object that represents your dream?
- Create an illustration that represents your dream in the style of Rafael López
  - To learn more about his process go to, [bit.ly/LopezProcess](http://bit.ly/LopezProcess)
- Paint a background of a night sky. Using a yellow and write crayon draw stars and a smiling moon. Wherever you draw with crayon the watercolor won't show up.
- Dip the end of a paper towel in water. Dip the wet paper towel in the watercolor paint. Dab your paper to create a night sky. Try using blue, purple and a little black. The more wet your paper the lighter the color.
- While your paper is drying, choose one object that represents your dream. Draw that object in 3-5 different sizes. Color the object in different patterns and colors. Draw a simple image of yourself.
  - For examples of easy to draw objects go to [thenounproject.com](http://thenounproject.com)
- Cut out the images and glue them on your night sky. Try overlapping some of the objects.
- Give your painting a title and description. E.g. *Round the World! My illustration represents my dream to travel all over the world. PS- Those are planes.*



#### LESSON ALIGNS WITH

##### IPG

- 2B Tasks integrate read/speak/listen & language standards
- 3 Student ownership

##### CULTURAL PROFICIENCY

- Multicultural Experiences
- Culturally Responsive Practices

##### ARTS ANCHOR STANDARDS

- Cr 1 Generate art
- Cn 11 Understand history and culture

##### SEL

- Social Awareness
  - Appreciating diversity
  - Perspective taking
- Self-Awareness
  - Personal & Social Identity



[rafaellopez.com/2017/09/29/hispanic-heritage-millo-castro-zaldarriaga/](http://rafaellopez.com/2017/09/29/hispanic-heritage-millo-castro-zaldarriaga/)  
Image taken from the book, *Drum Dream Girl*

*The world needs dreamers and the world needs doers. But above all, the world needs dreamers who do.* -Sarah Ban Breathnach

"Millo's story is about tenacity, equality and following your dreams no matter what. I'm a fan of Cuban music and the island has a long tradition of drumming. Despite being told that only boys can play drums, and her father's disapproval she keeps practicing, dreaming and drumming. Imagine a ten-year-old girl of Cuban, Chinese and African descent changing such a long-held taboo." Rafael

The artist and illustrator, Rafael López has illustrated many books, not just *Just Ask!*

[Click here](#) to download a PDF copy of this bonus lesson plan with links to videos about the artist and more.



FUSD Teachers:

Submit your students' artwork for an opportunity to have one or more student works of art from your class selected for display in a special student exhibition at FAM near the end of the 2021/22 school year. All participating students and their families will have an opportunity to attend a special reception at the Museum. More information available in April 2022.

These lessons and videos were created in partnership with

