A photograph of a classical building's entrance, featuring several large, fluted marble columns and a wide set of marble steps leading up to them. The image is partially obscured by a black circular graphic on the right side.

# Art of the Word Arts Integrated Unit Plan

**FAM** **FRESNO**  
ART MUSEUM



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 2014. Since the 2020/21 school year we have offered a blend of virtual and in-person visits. While most visits are now in-person, some schools/classes still choose to visit virtually for a number of different reasons.

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 are welcome to utilize these materials from any school district. If you are outside Fresno Unified, please tell us how you used these lessons and any other thoughts by writing to Susan@fresnoartmuseum.org



# PRE-MUSEUM VISIT

If you are visiting the Museum in-person or virtually, it is recommended that before you watch the following videos:

1. Illustration Art Video Presentation
2. Line, Shape, & Color Video Presentation

And you should also watch the next two videos and do the art lessons before your virtual or in-person tour to get the full benefit of this program.

3. Mondrian-Inspired Art Lesson
4. Matisse-Inspired Art Lesson

[Link to videos](#)



# 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:  
<http://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 [https://youtu.be/rv\\_QnN35utU](https://youtu.be/rv_QnN35utU)
- 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://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) at <https://youtu.be/ywxISyvevkU>
- 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://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, 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 <https://youtu.be/rxMIsbZP0LM>
- 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

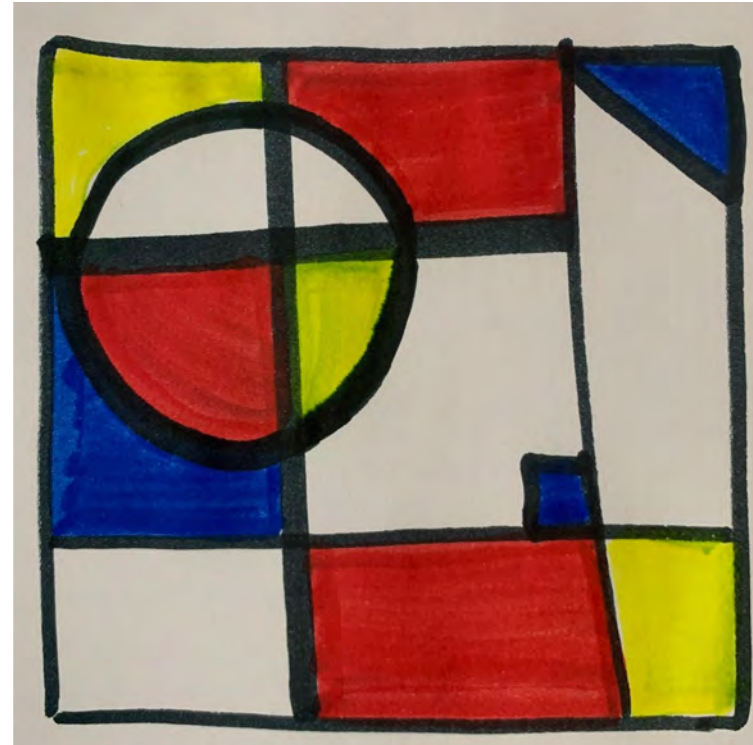
Write a lune poem that describes your artwork. It can be exactly what you see or just what it makes you think about.

Sample:

**Blocks of color**

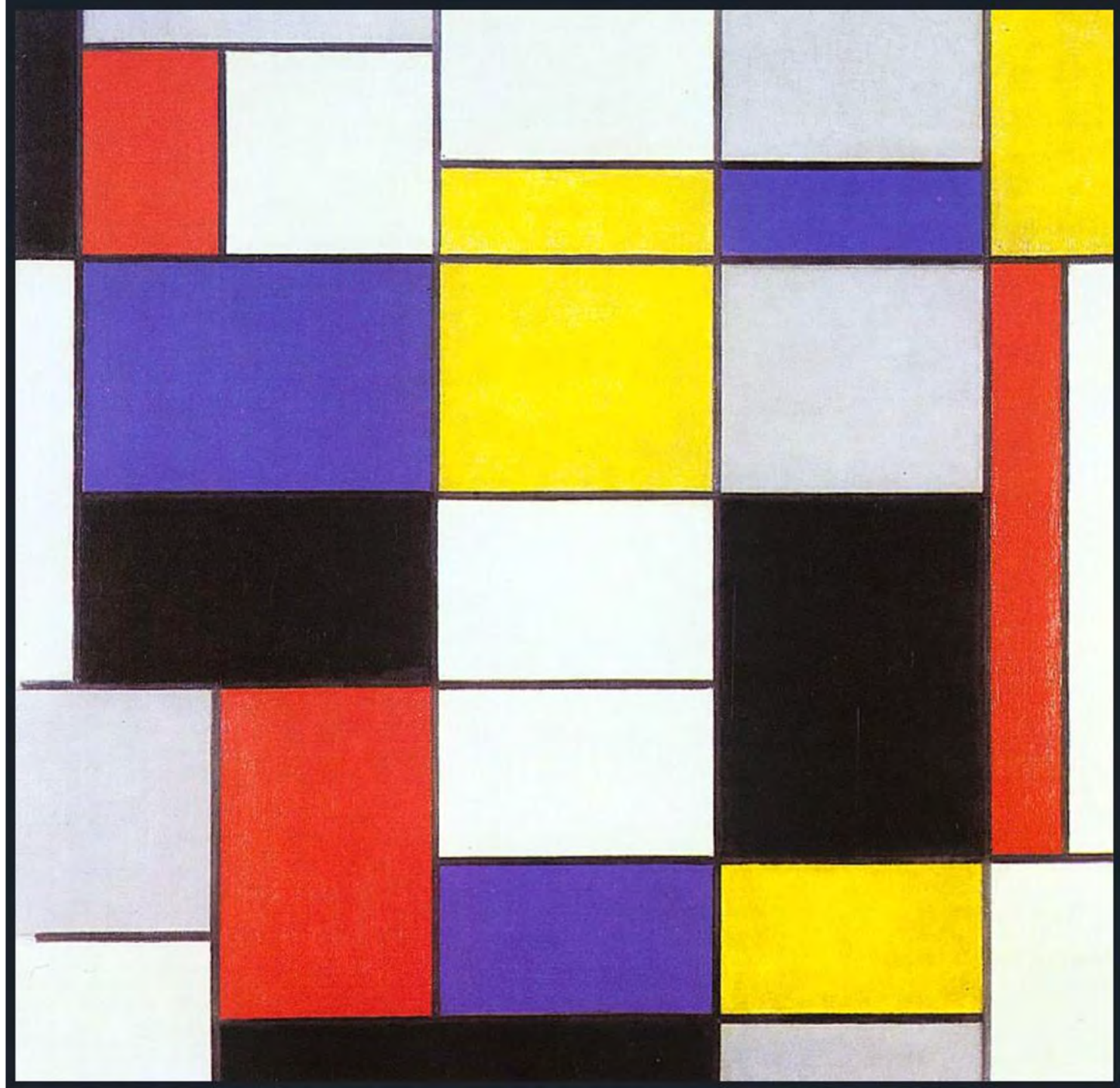
**Red, blue, yellow, white, black**

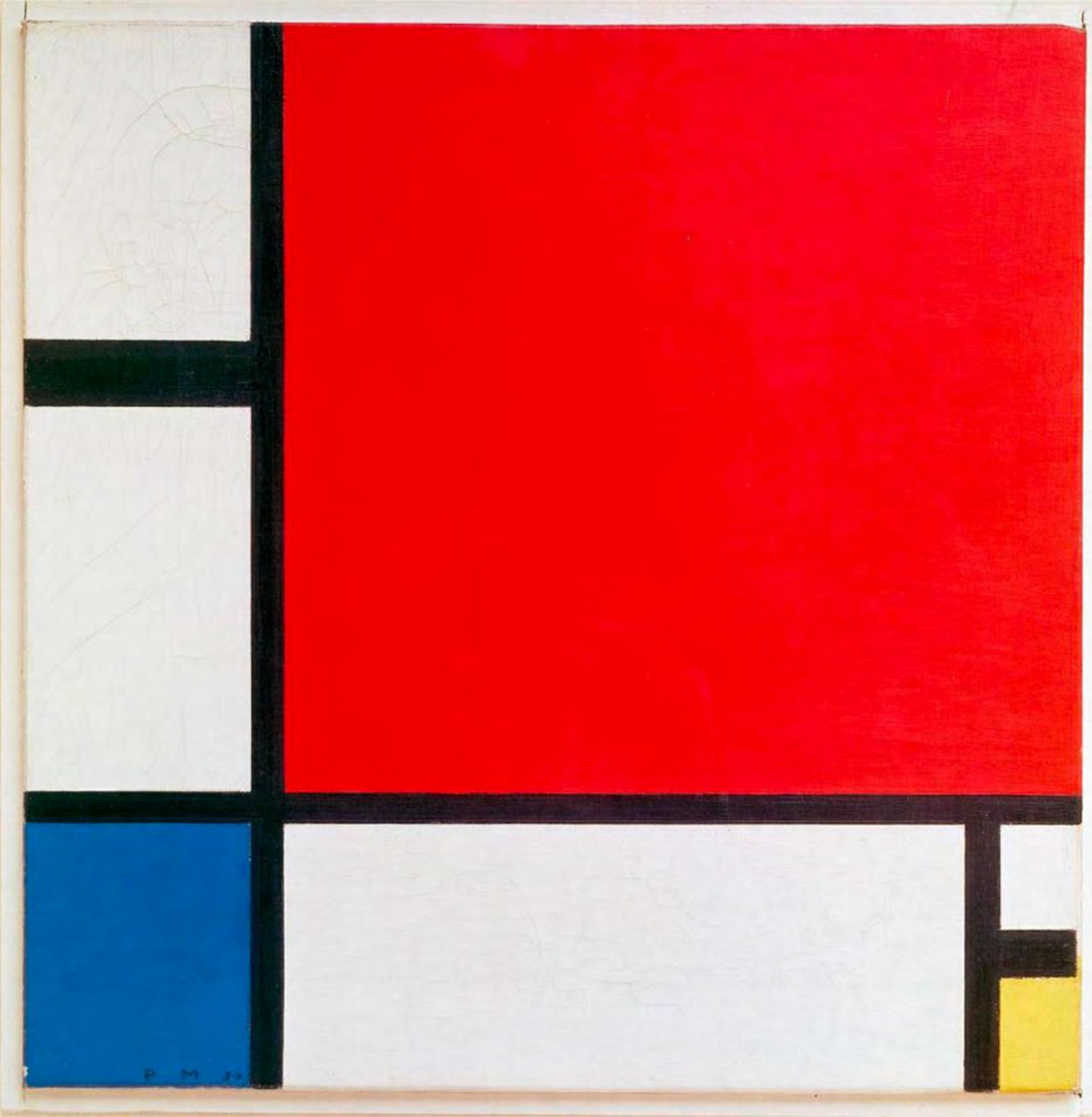
**Art plus geometry**



Some examples of  
Piet Mondrian's work

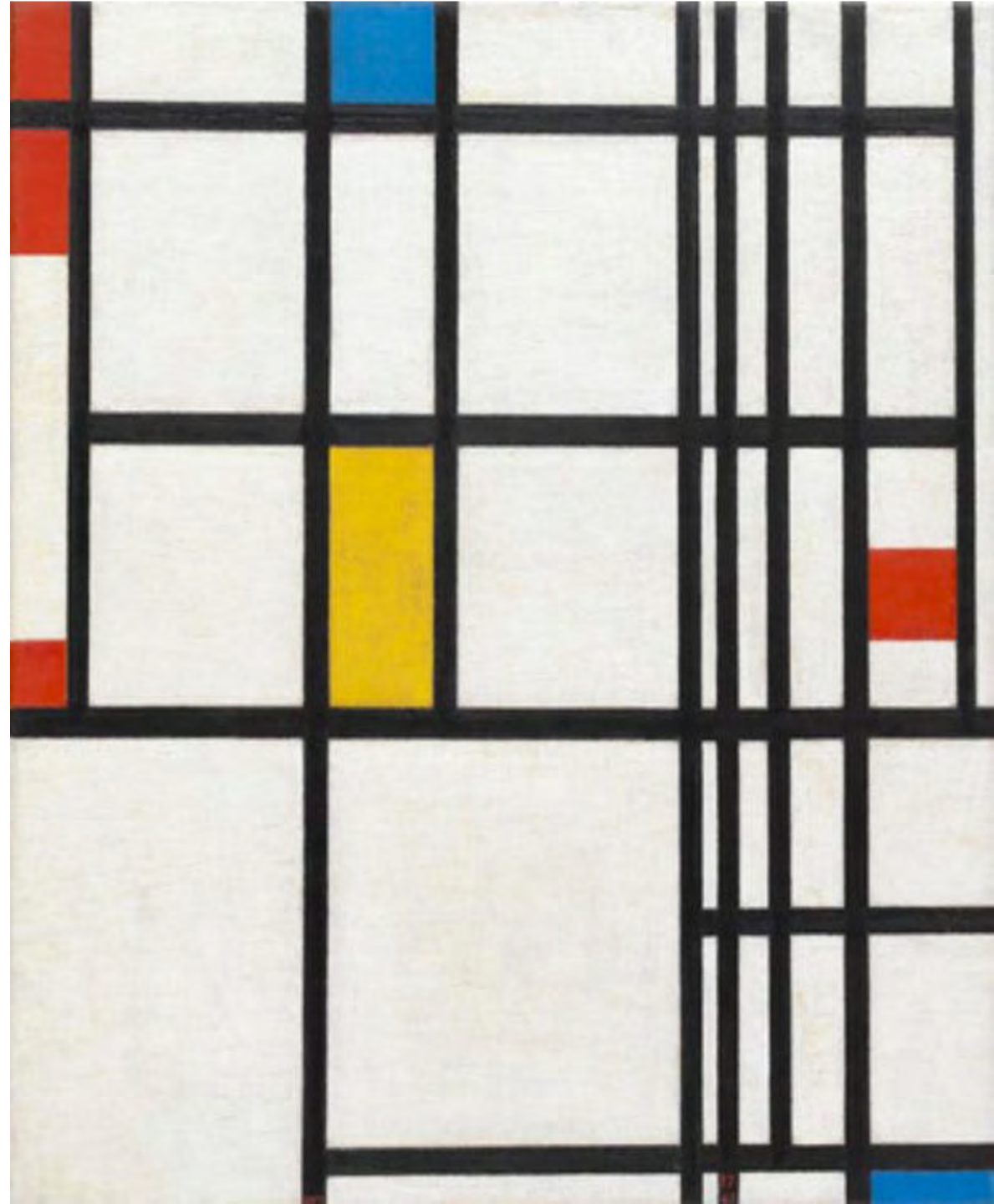
Piet Mondrian  
*Composition A*, 1923

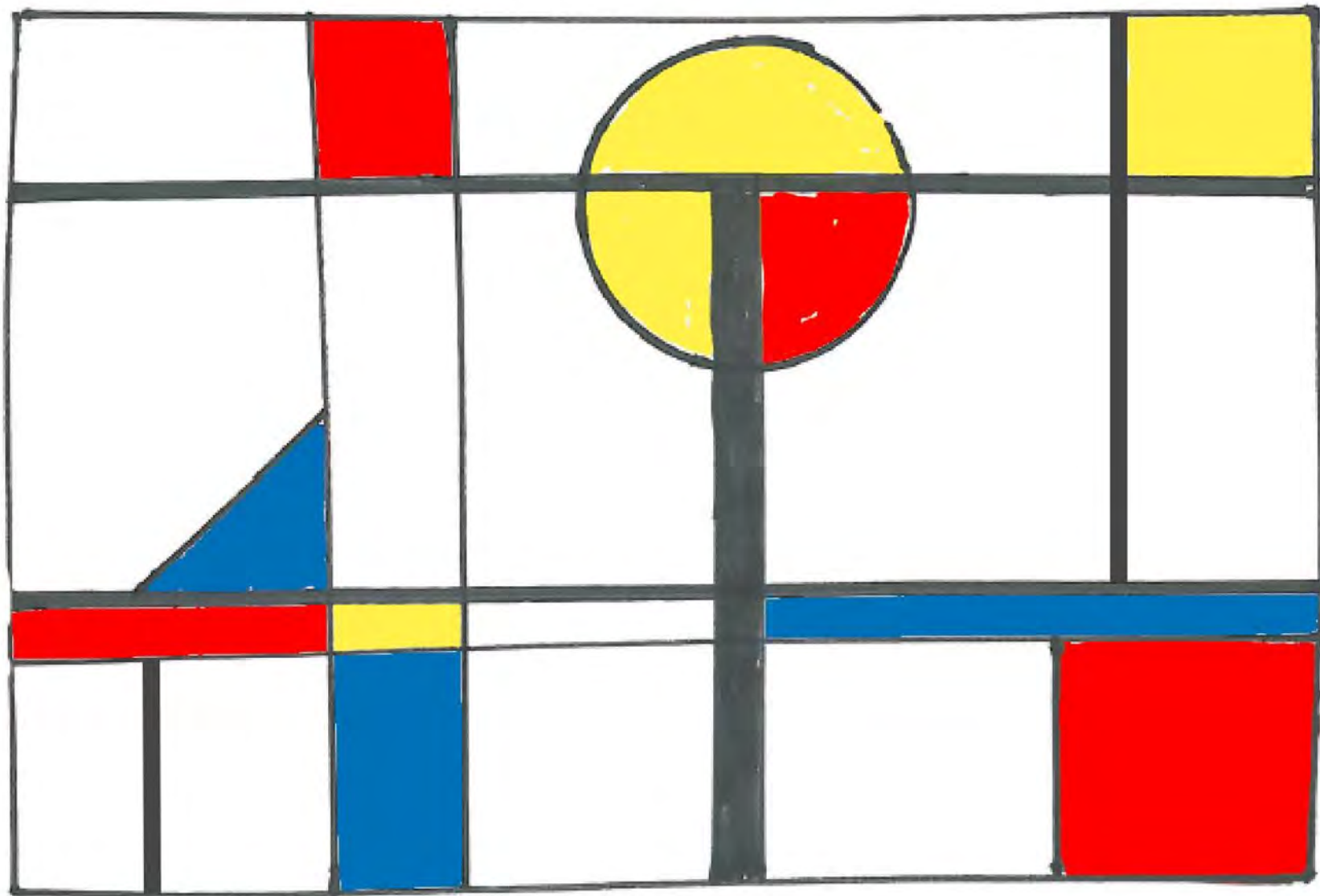




Piet Mondrian  
*Composition with Red, Blue, and Yellow*, 1930

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://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

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 <https://youtu.be/W6eNveWLZLk>.
- 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



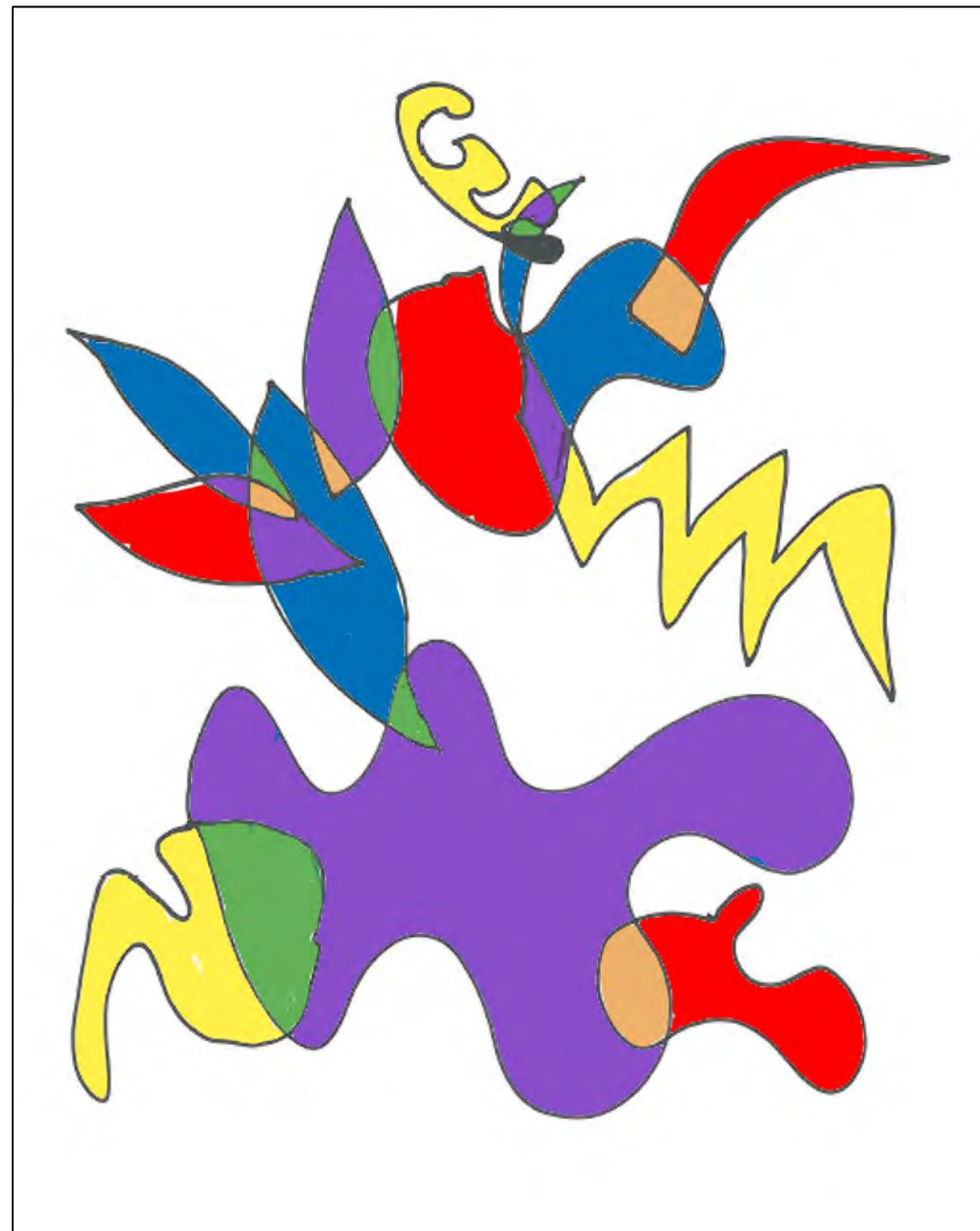
Henri Matisse  
*Sorrow of the King*, 1952





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

Matisse-inspired student work





# VIRTUAL TOURS OF THE GALLERIES – 2023/2024

If you will be visiting the Museum virtually or in-person, please do the pre-visit lessons preceding this page and watch the videos BEFORE your synchronous visit.

Also, for virtual visitors, watch the gallery tour of *Growing an Artist* before your virtual session with a FAM art instructor.

The VTS slides and the art making: **(Inspired by *Growing an Artist*)** art lesson will be explored DURING your synchronous tour.


Additional virtual tours of *Maurice Sendak: 60 Years of Wild Things* and *The Magic and Flair of Mary Blair* will be available to view by special request only. Send request to [susan@fresnoartmuseum.org](mailto:susan@fresnoartmuseum.org)




# Virtual Walkthrough & Tour of *Growing an Artist*


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

Students will see and learn about an exhibition that is on display at the Fresno Art Museum (FAM).


 **Video #5**  
"Virtual Walkthrough of some of the Museum galleries and a tour of *Growing an Artist* lead by a FAM art instructor"

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, installations, sculptures, landscape, landscape architecture, blueprint, concept art

 **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.

**No need to watch this video if you have scheduled an in-person visit.**

**TEACHER NOTES - If your class cannot come in person, this is the next best thing.**

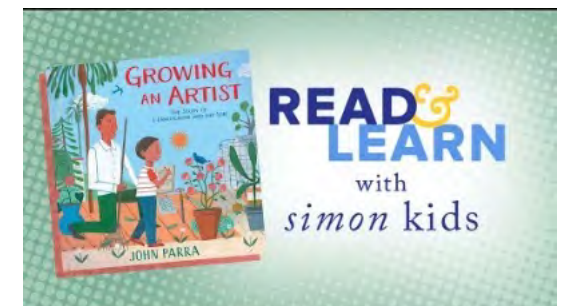
- Read the book *Growing an Artist: The Story of a Landscaper and His Son*. Or you can have the children watch the author and illustrator John Parra read the book by clicking the image below.
- Watch the video, [Virtual Tour of FAM Exhibitions](#) before your synchronous virtual visit to the Museum with a FAM art instructor, (Length: TBD), at TBD [YouTube link].
- The video follows a FAM art instructor (art docent) as she walks through some of our exhibitions and then focuses on the exhibition, *Growing an Artist: The Story of a Landscaper and His Son* based on the book written and illustrated by John Parra
- As students watch, encourage them to have their sketchbooks or paper ready to sketch the artwork they see, write down word thoughts or any other ideas they want to remember.

**AS YOU WATCH** the tour of *Growing an Artist* think about the following questions. You can pause the video at any point to discuss what you see and focus on answering the questions that the instructor on the video asks.

- What does a landscaper do?
- Would a landscaper who creates beautiful gardens and outdoor environments be a kind of artist?
- Do you know what your mom or dad does for a living?
- Have you ever helped your mother or father with their job?
- Have you ever been ignored by a classmate? How did it make you feel?
- Juanito was passionate about creating art? Do you have a passion?

## 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 for *Growing an Artist*

Email [susan@fresnoartmuseum.org](mailto:susan@fresnoartmuseum.org) to schedule a virtual synchronous session on Zoom if you cannot visit in- person.

1. Look at and discuss art with the FAM art instructor. (Visual Thinking Strategies - art samples follow)
2. **Art Making:** If you could design a park, what would you put in it? Learn how to draw a park landscape with guidance from the FAM art instructor.











## Visual Thinking Strategy image credits:

Slide 26

JOHN PARRA

*Growing an Artist* cover design

From the book *Growing an Artist: The Story of a Landscaper and His Son*

Acrylic on illustration board

© 2022 John Parra

Courtesy of the Artist

Slide 27

JOHN PARRA

*Maintenance and Classmate*

From the book *Growing an Artist: The Story of a Landscaper and His Son*

Acrylic on illustration board

© 2022 John Parra

Courtesy of the Artist

Slide 28

JOHN PARRA

*Layout Plans*

From the book *Growing an Artist: The Story of a Landscaper and His Son*

Acrylic on illustration board

© 2022 John Parra

Courtesy of the Artist

Slide 29

JOHN PARRA

*Landscaping to Make Friends*

From the book *Growing an Artist: The Story of a Landscaper and His Son*

Acrylic on illustration board

© 2022 John Parra

Courtesy of the Artist

Slide 30

JOHN PARRA

*Family and Friends*

From the book *Growing an Artist: The Story of a Landscaper and His Son*

Acrylic on illustration board

© 2022 John Parra

Courtesy of the Artist



# POST-MUSEUM

FUSD Teachers: Choose one or more of these lessons to do in class. Submit one COMPLETED artwork from each of your students for the fall or spring showcase event at the Fresno Art Museum by the due date.

1. Design a Park Landscape  
(inspired by *Growing an Artist*)
2. Create a Wild Thing—This project to coincide with *Maurice Sendak: 60 Years of Wild Things* (fall 2023 semester)
3. A Garden About You
4. Jean Miró-Inspired Art
5. Ir-Resistable Characters
6. Drawing with Scissors:  
Bird Collage
7. Marc Chagall-Inspired Art

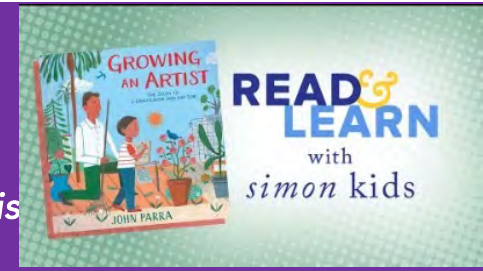




# Post Museum Visit – Lesson 1

## Design a Park Landscape

(Inspired by *Growing an Artist*)



Students will create a landscape design for a park.



### Video #6

“Design a Park Landscape”

This video will show students how to draw their own landscape for a park that they would like to visit

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 would be in your park?
- Will your park be a place just for kids or will it have something for everyone?
- What would be your favorite part of your park?
- Do you think you can grow an artist? What do you think that means?



### VOCABULARY

Geometric shapes, organic shapes, wavy lines, patterns, primary colors, secondary colors, overlapping, landscapes, features in a landscape design (see “Directions” for features)



### MATERIALS

- 1 sheet of 8.5” x 11” card stock (heavy paper works best) or drawing paper
- Color pencils preferred, but crayons are an option
- Pencil and eraser
- Ruler and compass (optional)



# DIRECTIONS

## TEACHER NOTES

- The video, [Design a Park Landscape Lesson](#) (Length: TBD)
- The art instructor will walk students through the lesson as you watch the video.
- As students watch, encourage them to have their supplies ready.

## BEFORE YOU WATCH (Prompts for Students)

**Think about what you would have in your park** (write down a list on scratch paper if you like):

- Paths made of brick, wood, stone or something else.
- Trees, bushes, and shrubs
- Flowers and green plants (like ferns or palms)
- Water features: A pond, a stream, a fountain, a swimming pool
- Rocks and benches and picnic tables
- Bridge, buildings, a stage, bandshell
- Playground with slide, swing set, merry-go-round, jungle gym
- A maze
- Wall or fence
- Baseball diamond or tennis court

## AS YOU WATCH

- You'll need one sheet of a 8 ½ x 11" sheet of white paper or card stock. Scratch paper where you can list your features from the list above.
- Follow the directions given in the video
- **Draw your landscape design in pencil**
- **Color in your design with color pencils**

## WRITING

- Write a [lune poem](#) about the things you would have in your park and maybe why you chose them or what your favorite part of your design is.
- See the [lune poem](#) slides for directions and samples.
- Share your poem and your art with the class and tell why you included what you did in your landscape and your favorite part.

# What would be in your park?

Trees, bushes, and shrubs

Wall or fence

Paths made of brick, wood, stone or something else

Bridge, buildings, a stage, bandshell

Flowers and green plants  
(like ferns or palms)

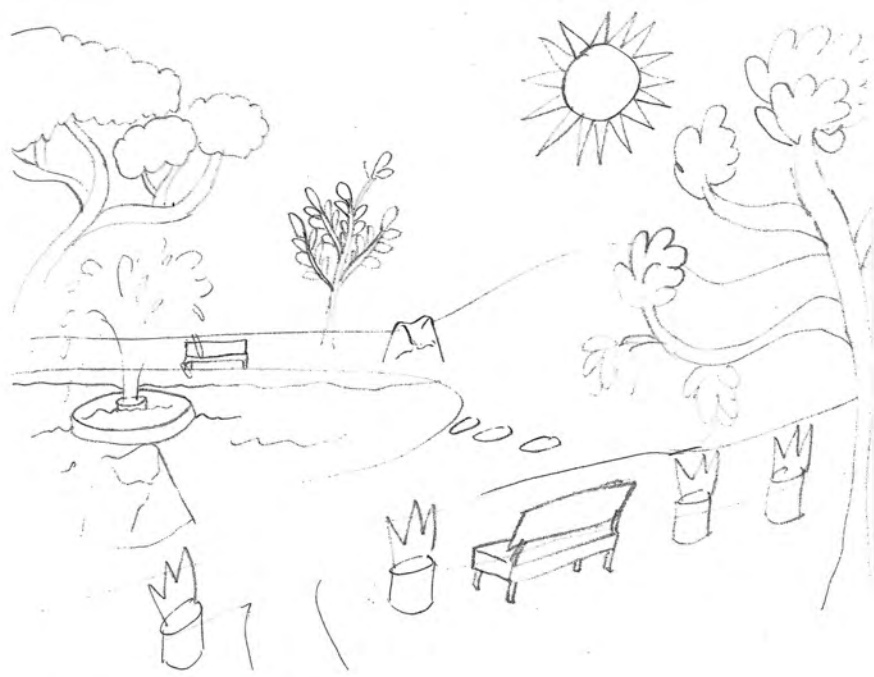
A maze

Baseball diamond or tennis court

Rocks and benches and picnic tables

Water features: A pond, a stream,  
a fountain, a swimming pool

Playground with slide, swing set,  
merry-go-round, jungle gym



pencil drawing samples



color-pencil samples





Some samples from the book to inspire ideas.



Images: © 2022 John Parra



# 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

Love my park  
My friends all play here  
It is special

Swings are fun  
I can fly up high  
Without leaving Earth



# 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 Visit – Lesson 2

## Create a Maurice Sendak Inspired Wild Thing



Students will practice using line, shape, and color to create their own wild thing inspired by the artist Maurice Sendak



### Video #6

“Create a Maurice Sendak-Inspired Wild Thing”

Access Maurice Sendak exhibition tour at [link to be provided]



3.VA: Cr2.1

Create personally satisfying artwork of your very own wild thing (monster.) Create new wild things by sharing head, body and legs with classmates at end in a fun game based on the surrealist game called *The Exquisite Corpse*.



### ESSENTIAL QUESTIONS

- How do artists use their imagination?
- What animals will your wild thing resemble?
- How do artists and designers learn from trial and error?



### VOCABULARY

Geometric shapes, organic shapes, wavy lines, primary colors, secondary colors, overlap, surrealist, mis-matched, lune poems, descriptive words



### MATERIALS

- construction paper – any color – if for binder, cut to 8 ½” x 11” before you begin
- Construction paper crayons
- Scissors
- Tape (optional)





# DIRECTIONS

## TEACHER NOTES

- The video, *Maurice Sendak: Sixty Years of Wild Things Tour* should be watched before following the video Lesson unless you made a personal visit to the Museum to see *Maurice Sendak: Sixty Years of Wild Things*
- The art instructor will walk through students through the lesson. The art instructor will have you and your class watch the video.
- As students watch, encourage them to have their supplies ready and follow along.
- It is suggested that you read the students *Where the Wild Things Are* by Maurice Sendak or watch a read-aloud video like the one found here: <https://youtu.be/9KwslXaaR7c?si=EtKTCkEJyDg3pHy5>

## BEFORE YOU WATCH THE ART LESSON VIDEO (Prompts for Students)

- Study the wild things created by Maurice Sendak that you saw when you came to the Museum or watched the video tour or read the book
- Fold your paper into three sections as illustrated on the next slide. Write your name on the back three times, once in each section. Flip over the paper to get ready to create your wild thing.

## AS YOU WATCH THINK ABOUT

- Did Maurice Sendak base his wild things on animals that already exist? Can you identify the animals?
- Think about your wild thing. Will he or she look like a combination of different animals? Which ones?
- Will your wild things have sharp teeth, horns, tusks, sharp claws, a tail, wings? How many heads will it have? A long nose? A tail? What kind of ears? How many arms and legs? How many eyes? Will it have feathers like a bird or scales like a snake?
- As you create wild things, think about details. Encourage your students to take their art a step further– not just circles for eyes– add irises, pupils, eyelashes, eyebrows.

## 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.

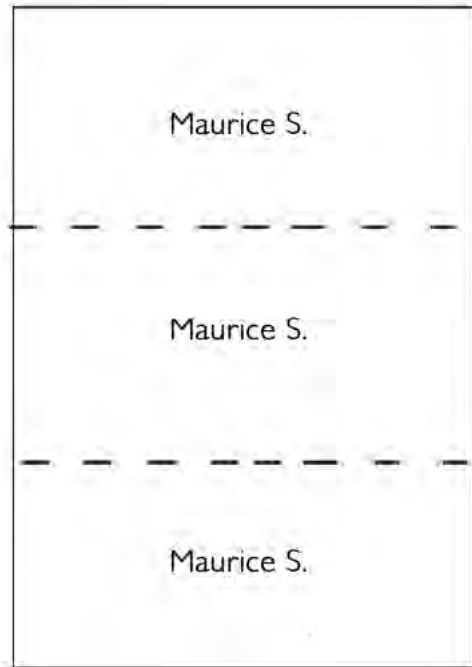
### Step One

Fold your paper in three equal sections as illustrated below



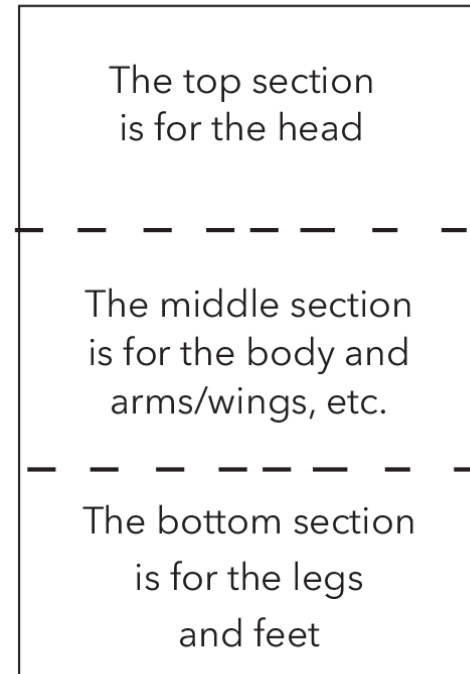
### Step Two

Write your name on the back, once in each of the three section



### Step Three

Plan your Wild Thing, keeping in mind placement of head, body and legs.



### Step Four

Create your Wild Thing. Be sure to have the body parts connect



# PLAY THE GAME!

Trade your head, body, and leg sections with your classmates to create totally new and crazy *wild things*. Have fun!

At the end, each child can get back their three sections to make their wild thing whole again.

If you submit a *wild thing* in the binder, please retape the original one together **ON THE BACK** and insert in the sleeve.

Note that the sleeves are smaller than a sheet of 9x12 construction paper so please cut construction paper to 8 ½" x 11" before the children create their *wild thing*.





# Post-Museum Visit - Lesson 3

## *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

\* If you are a public school in Fresno County, you have the book *Just Ask*, illustrated by Rafael López in your school library in Spanish and English



### MATERIALS

- Different colors of construction paper (see notes)
- 1 sheet of construction paper (8.5" x 11") 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: 17:43), at <https://youtu.be/cyg49TXCPiw>.
- As students watch, encourage them to have their supplies ready and follow along. You may pause the video as needed.

## BEFORE YOU WATCH (Prompts for Students)

- Ask “What makes YOU special?” Children can write down positive words on their scrap paper (See slide 36 of this Unit Plan for word suggestions.)
- 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 limerick about YOU using the positive words you added to your artwork. See the limerick slide provided earlier for directions.
- Share your poem and art with the class.



# 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



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



Students works from Gibson Elementary (left)  
and Manchester GATE (right)

Note that the Manchester student did not use the collage method, but just drew and colored directly on the paper to mimic the same concept. That is an option. Both students added extra content in addition to the flowers.







# Post-Museum Visit - Lesson 4

## *Miró-Inspired Art*




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


 **Video #9**

“Miró-Inspired 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?  
Why do artists use certain colors?

 **VOCABULARY**

geometric shapes, lines, color, floating, surrealism, non-objective, modern art, mixed-media, symbols, acrostic poems

 **MATERIALS**

- 8.5" x 11" white or grey construction paper (grey preferred)
- 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.)
- Oil pastels
- Ink (liquid watercolor, acrylic, tempera, even food coloring)
- Small plastic spray bottles with water.



# DIRECTIONS

## TEACHER NOTES

Watch the video, [Miró-Inspired Lesson](https://youtu.be/1SWI3ZnU220) (Length: 10:17), at <https://youtu.be/1SWI3ZnU220>

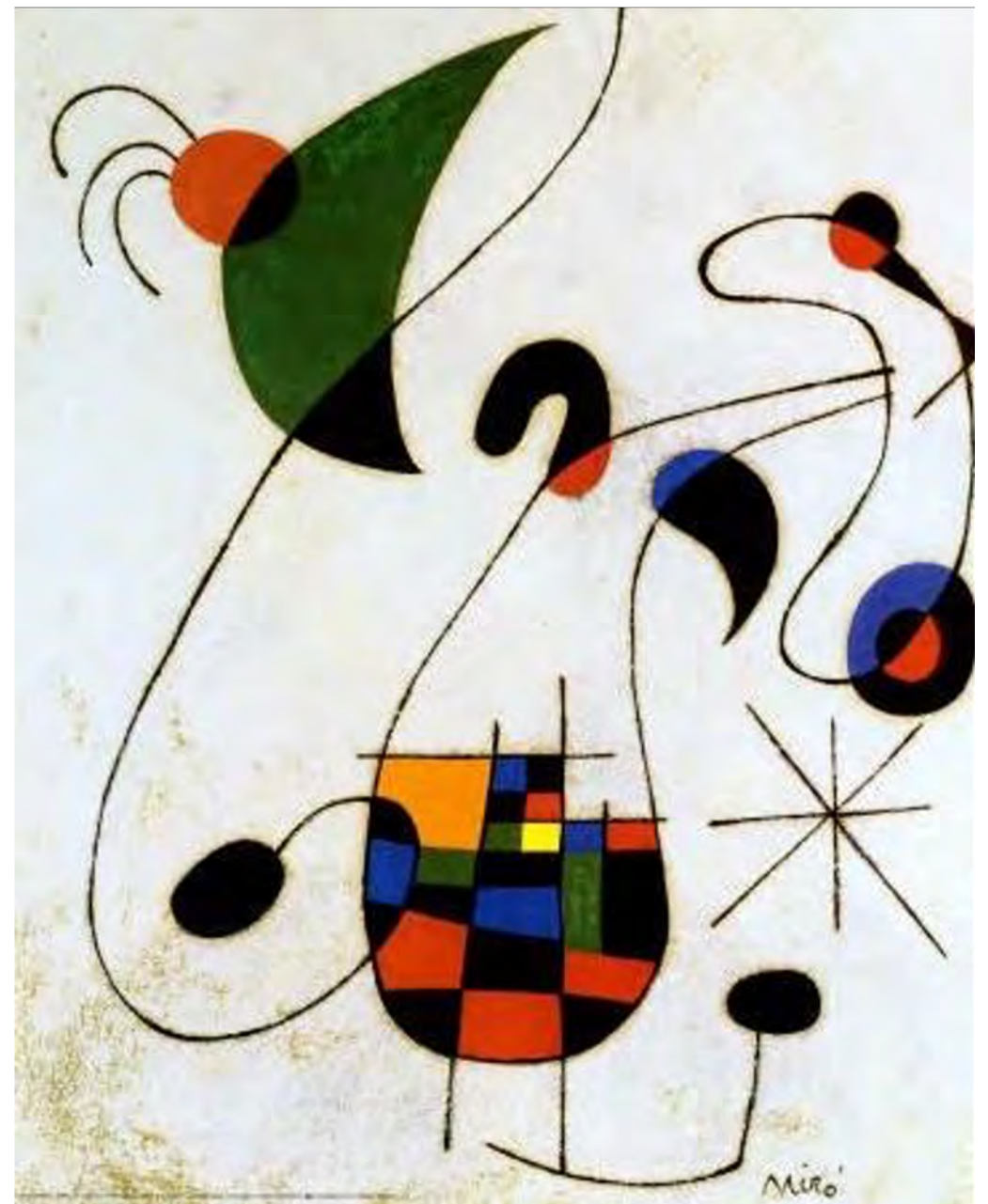
- The video walks students through the steps of the lesson.
- As students watch, encourage them to have their supplies ready and follow along. You may pause the video as needed.
- Students could write the [acrostic poem](#) first then create the art or use the artwork to inspire the poem. Either way 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 Miró and develop images of Miró-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 Miró, 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 Miró. 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 Miró 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 Miró, *Upside Down Figure* (left) and *The Melancholic Singer* (right)



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



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



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



# Post-Museum Visit - Lesson 5

## *Ir-Resistible Characters*



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



### 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 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** (2 sessions - need time to allow glue to dry after first steps)

- Watch the video, *Ir-Resistable Characters Lesson* (Length: 13:44), at <https://youtu.be/J5pTEfJSF98>
- The video walks students through the steps of the lesson.
- As students watch, encourage them to have their supplies ready and follow along. You may pause the video as needed.
- 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 Visit - Lesson 6

## *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

- 8.5" x 11" 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](https://youtu.be/qbbS2FWEnZw), (Length: 8:58), at <https://youtu.be/qbbS2FWEnZw>
- The video walks students through the steps of the lesson.
- As students watch, encourage them to have their supplies ready and follow along. You may pause the video as needed.
- 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 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 Visit - Lesson 7

## *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

- 8.5"x11" dark blue construction paper
- 8.5"x11" white stock paper
- markers (any size or color)
- construction paper crayons
- scissors & glue stick



# DIRECTIONS

## TEACHER NOTES

- Watch the video, [Chagall-Inspired Art Lesson](https://youtu.be/gmflqU1oCeY), (Length: 28:18), at <https://youtu.be/gmflqU1oCeY>
- 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

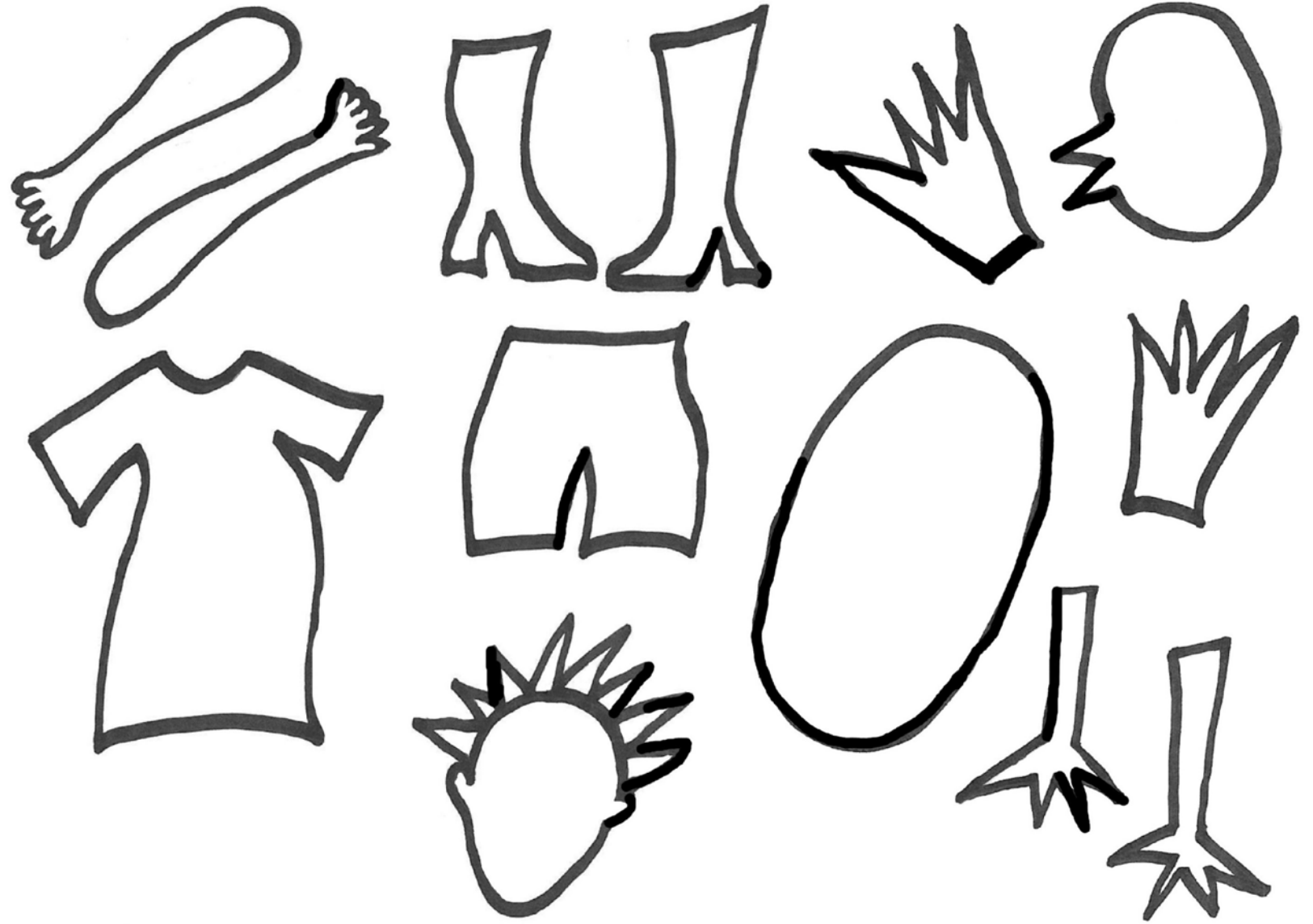
- Look at art by Chagall to get inspiration for your artwork.
- Write your name on the back of a piece of blue construction paper. Flip it over.
- Using your white stock paper, use the point of a black marker to draw the shapes of your character. If you make the shapes too small, they will be hard to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

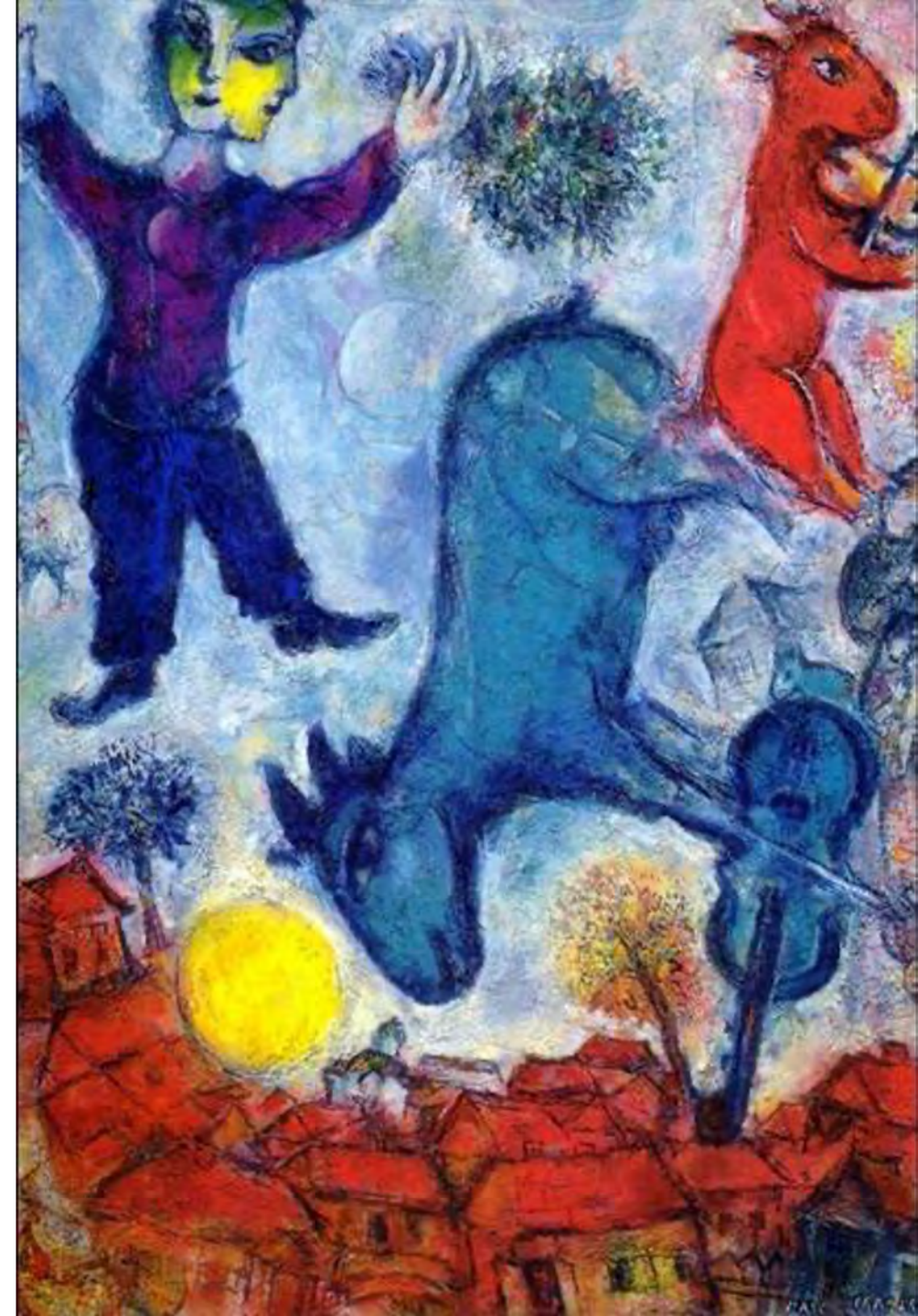


Examples of some body parts you can draw, cut out, and color for your floating human or animal.



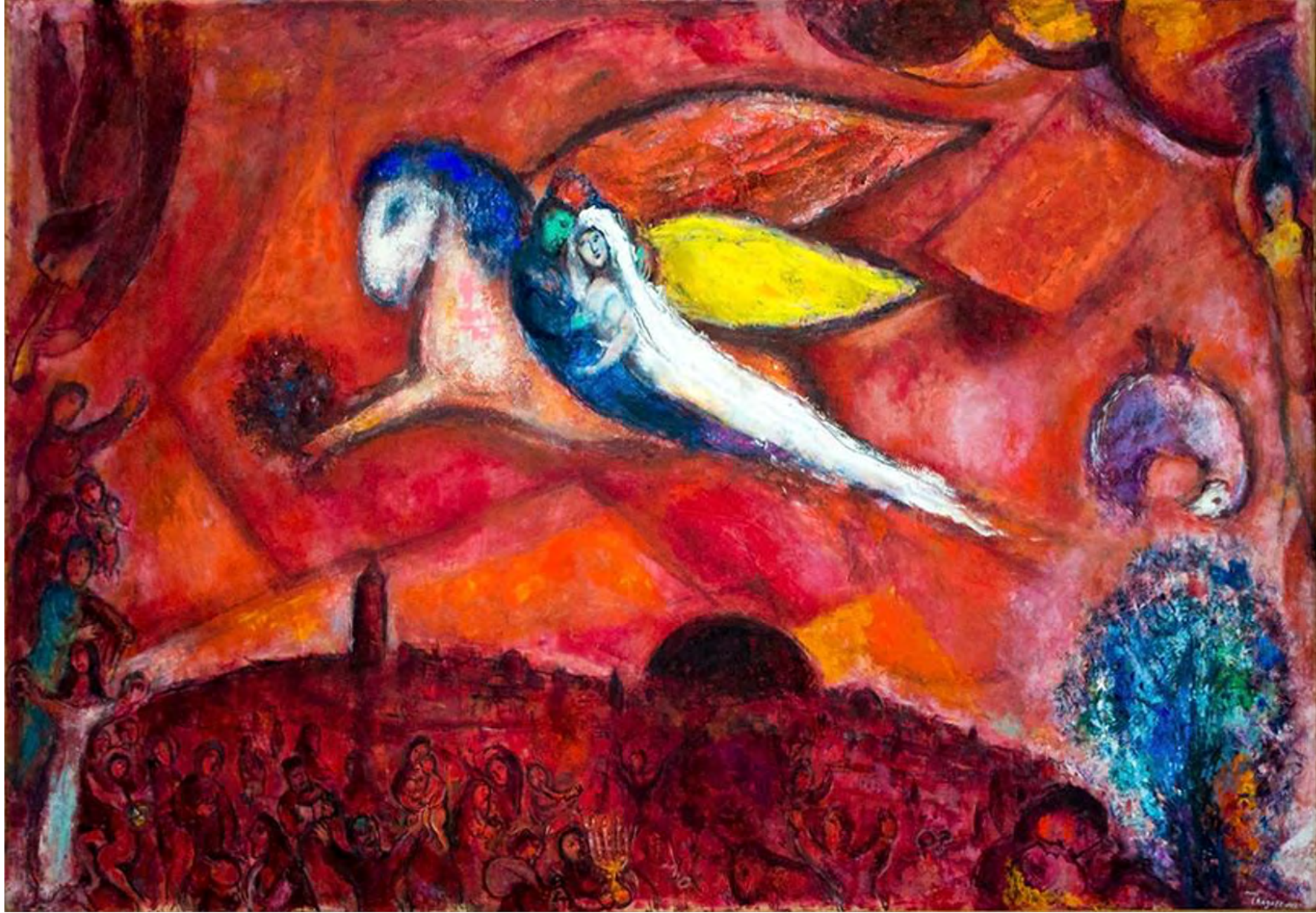
# Some examples of Marc Chagall's work

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.

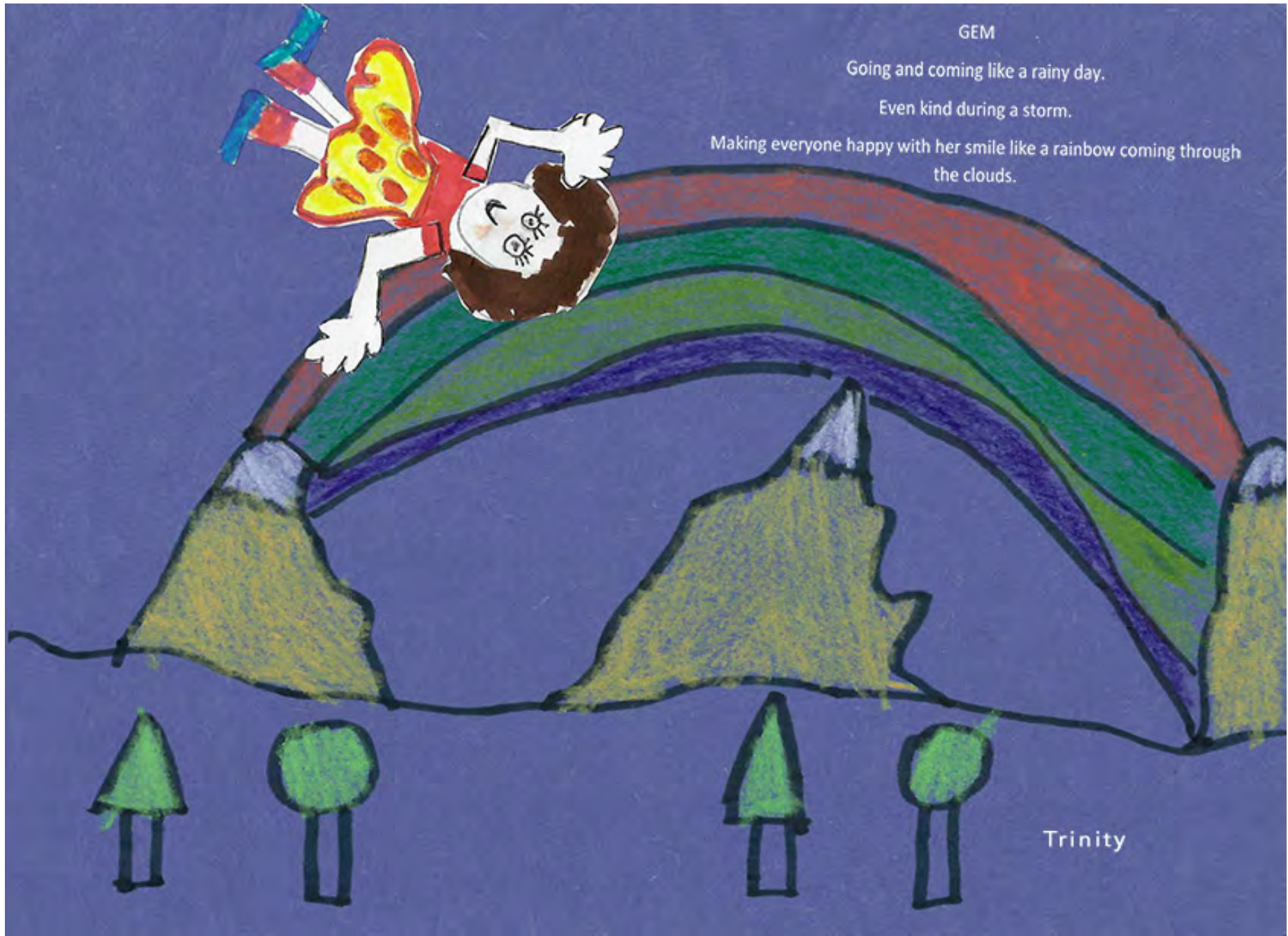
FLO

Flying with grace

Listening for those in need

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





GEM

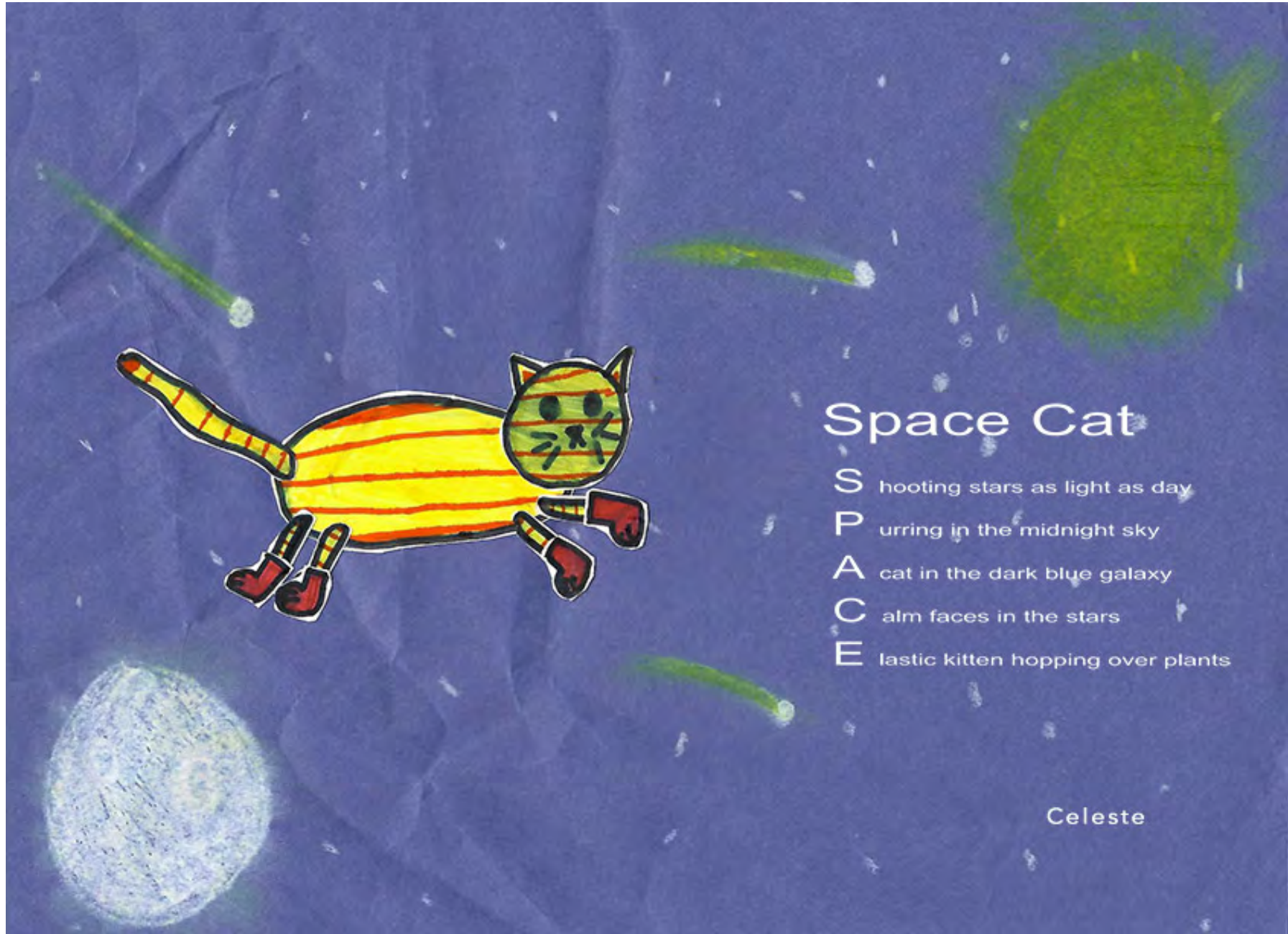
Going and coming like a rainy day.

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



These lessons and videos were created in partnership with

