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Lesson Theme: Investigation and Unanticipated Results

Grade Level: Second Grade

Time: 3 class periods, 45 minutes each

Lesson Overview: Students will recognize how artists create work with unanticipated results. They will recognize that abstract shapes can have multiple interpretations by investigating photos of clouds and how they can make up forms. Students will then be introduced to the work of Eric Carle and explore the method of collage making. They will create their own collage with unanticipated results, and discuss their work and what kinds of thoughts and feelings it evokes.

Visual Culture Component/Relevance: Clouds are a common image that every student has been exposed to. Many children look at clouds and interpret the abstract shapes as recognizable images. Students will be able to explore this technique in a different way through the creation of their own art, and recognize that sometimes art is created without a specific end result in mind.

Virginia Standards of Learning:

Visual Art Standards

- 2.2- The student will incorporate unanticipated results of art-making into works of art.
- 2.18- The student will distinguish between natural objects and objects made by man in the environment.
- 2.21- The student will describe the meanings and feelings evoked by works of art.

Grade 2 Standards

- Science 2.1- The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which
 - c) observations are differentiated from personal interpretation
 - e) two or more characteristics or properties are used to classify items

Lesson Objectives:

The students will:

- Recognize how artists can create work with unanticipated results
- Investigate the shapes found in clouds and how this imagery can have multiple interpretations
- Investigate an abstract shape drawn by a classmate and then add to that shape to create a recognizable image
- Create a collage with an abstract cloud shape that is transformed into something recognizable
- Discuss the unanticipated results of their own work (and that of their classmates) using art vocabulary

Vocabulary Words for Visual Analysis:

- Abstract- using elements of art (line, texture, shape, color, etc) to create a piece of art

- Imagination- the formation of a mental image of something that is neither perceived as real nor present to the senses
- Incorporate- to give form to
- Observation- the act of gathering information by noting facts or occurrences
- Unanticipated- something that is not expected
- Unintentional- something done without intention- by “accident”
- Collage- a picture made up of cut or torn paper

Historical/Cultural/Artist Information:

- Eric Carle is an acclaimed picture book writer and illustrator. He creates his images by painting paper and then cutting the painted paper to make collages.
- Paints and how to effectively make different types of lines (will be reviewed during demonstration)
- Clouds and their composition- what are clouds made of? (tiny water droplets, clouds are formed when warm, moist air comes into contact with cool air) discuss while looking at images of clouds

Image Descriptions:

- Photos of clouds: These will be shown to students to demonstrate just a few of the possibilities of types of clouds they could create. These photos will help to generate discussions on what types of weather might result from these clouds, as well as what types of imagery can be seen.



• Illustrations from Eric Carle's book "Little Cloud". Use the page with the Shark cloud for discussion on the artist's technique and the questions listed under the "Eric Carle Shark" category. This will help students to visualize the technique they will be using for their project.

Questioning Strategies:

Cloud Photos: (ask these questions while displaying all three cloud pictures)

- What are all of these photographs of? Do you think they were taken on the same day? Why or why not?
- What do you think the weather was like in each of these pictures?
- What kinds of shapes can you point out in the pictures?
- I could see a big fluffy ice cream cone in the first picture. (Point to where the ice cream cone would be) What kinds of things do you see in the clouds?
- Do you think the ice cream cone could also look like a flower? What else could it look like?

Warm-Up Activity:

- What kind of shape did you start out with?
- Did you know that you would be drawing a (insert whatever subject of drawing is) when you started this activity?

- What is it called when you create something without knowing what the result will be at the end?

Eric Carle Shark Page:

- What do you think this is a picture of?
- Could it be both a cloud and a shark?
- How do you think Eric Carle made this?
- What kinds of shapes did he cut out?
- What do you think the paper looked like before he cut out the shapes?

When students are sharing work with the class: (call on other students to discuss work)

- What makes (student)'s cloud look like a (subject matter)?
- What kind of weather do you think (student)'s cloud would bring?
- How does (student)'s cloud make you feel?

Lesson Procedures:

Day 1

- When students arrive, the teacher will explain that the class will be reading a book by Eric Carle, who is an author and an artist.
- The teacher will read "Little Cloud" by Eric Carle aloud to students, making sure everyone can see the illustrations.
- The teacher will explain that Eric Carle used his imagination to come up with pictures in the clouds, and then ask the class if anyone has ever looked at clouds and used their imagination to find pictures.
- Next, the teacher will show the class the three cloud images. The teacher will facilitate a discussion based on the questions listed under the "Cloud Photos" section under "Questioning Strategies". The term "Observation" should be defined during this discussion.
- The teacher will gather students around one table for the first demonstration. The teacher will take a piece of construction paper and draw a random, irregular shape using a marker. At this time, the teacher should be sure to define the term "abstract".
- The teacher will then ask the class what they think could be made from this shape. After a few ideas are expressed, the teacher should choose one and show how to make the abstract shape into something recognizable. At this time, the teacher should explain the concepts of "unanticipated" and "unintentional".
- The teacher will allow students to return to their seats and create their own "unanticipated" picture by using the same process. First, the teacher will instruct students to draw their own abstract shape. Next, the teacher will tell students to trade drawings with someone at their table, and then create something recognizable from their classmate's drawing.
- The teacher will pick a few volunteers to share what they made with the class, using the questions listed under the "Warm-Up Activity" Section.
- The teacher will lead the class through the clean up procedure, making sure all materials are placed in their containers in the middle of the table.

Day 2

- The teacher will briefly review the activities the class did when they last met by showing children examples of “unanticipated” pictures and going over vocabulary terms by asking for volunteers to say what they remember.
- Next, the teacher will show the students the illustration from “Little Cloud” of the shark cloud, facilitating the discussion with the questions listed under the “Eric Carle Shark Cloud” section.
- The teacher will gather students around one table for a second demonstration. The teacher will explain that the students will be making their own cloud creations in the style of Eric Carle. The teacher will then show children how to create ‘cloud paper’ by covering the entire paper in blue and white brushstrokes (make sure this is done before the background so that it can dry while students work on the background), and then demonstrate the abstract background using two colors (cover the entire 18x24 sheet with paint).
- Next, the teacher will show students how to draw an abstract shape on the back of their “cloud paper” and then cut the shape out.
- The teacher will allow students to go back to their tables, getting a volunteer from each table to gather supplies.
- The students will work on their projects until they have completed a sky and a cloud. Students should save the rest of their “cloud paper” in case they finish early during the next class.
- Ten minutes before the end of class, the teacher will ask students to clean up their tables. A box should be provided for usable scraps, and all scissors, paint supplies, glue, pencils, and markers should be placed in their containers in the middle of the tables. Students may use paper towels to clean up any paint spilled in their area. Paper should be placed on the drying rack.
- The fastest table to clean up gets the first review question. To review, the teacher will ask students to define the terms *collage*, *abstract*, *unanticipated*, and *observation*.

Day 3

- The teacher will quickly review the vocabulary terms with the class, and ask students to pass out clouds and backgrounds.
- Next, the teacher will call students to one table for the last demonstration, explaining that the students will be making their clouds into something recognizable. The teacher will glue the cloud shape to the background, and brainstorm potential objects for the cloud to be turned into with the students.
- Once an object has been decided on, the teacher will show students how to cut additional pieces from their ‘cloud paper’ and use the Sharpie marker to draw details to transform their abstract cloud shape into something recognizable.

- The teacher will show students more examples of the project, and hang these examples on the board so that students can see multiple interpretations of the project.
- Next, students will be sent back to their tables to complete their projects. Early finishers may add multiple clouds to their collages.
- A few volunteers will be selected to share their cloud paintings, and the teacher will ask other students to comment on the work using the questions listed under the “students sharing work with the class” section of questioning strategies.

Evaluation:

Did the Student...	Accomplished	Emerging	Not Yet Observed
Participate in a discussion of how artists can create work with unanticipated results			
Investigate the shapes found in clouds and how this imagery can have multiple interpretations			
Investigate an abstract shape drawn by a classmate and then add to that shape to draw a recognizable image			
Create a collage with an abstract cloud shape that is transformed into something recognizable			
Discuss the unanticipated results of their own work (and that of their classmates) Using art vocabulary			

Materials and Preparation:

The materials needed for this lesson are:

- The children’s book “Little Cloud” by Eric Carle
- 3 large images of clouds
- 1 large (18x24) sheet of white paper per child
- Construction paper (to be painted to use for collages, any colors, about 2 sheets per child)
- Painting supplies: tempera in a variety of colors (students may use any colors for sky background, but only blue and white for clouds), brushes, one water container per table, paper towels to wipe brushes
- Scissors
- Glue
- Sharpie markers to add details
- Examples of the warm-up activity and the final project

To prepare for this lesson, the teacher will place a basket of scissors and glue at the center of each table (wait to distribute Sharpie markers until students are done with collage), and have paper ready to distribute. Painting supplies should be on trays ready to distribute to each table (this includes paints, brushes, paper towels, and water containers). Examples of the project should be displayed on the board.

Resources:

Carle, Eric. *Little Cloud*. New York: Philomel, 1996. Print.

"Clouds Free Pictures." *Large Free Pictures*. Web. 23 Oct. 2011. <<http://www.free-pictures-photos.com/clouds/>>.

Nicole J, Kristen. "Cloud Computing 3 | SiliconANGLE." *SiliconANGLE | Computer Science Meets Social Science*. Web. 23 Oct. 2011. <http://siliconangle.com>

"Clouds". <http://andersbjornsbo.wordpress.com>

Extra Materials:

There are no extra materials needed for this lesson.

Special Populations:

This lesson would need adjustment for any special needs students who need help with fine motor skills like cutting and gluing. If available, an extra adult volunteer could help these children with each step, but if not, the teacher will need to spend extra time with these students to make sure they are able to complete their projects. Another option would be to privately ask gifted students to help their classmates who are having trouble. Gifted students could expand on this project by adding additional clouds to their projects, or painting detailed designs on their collage paper.