



Lesson 5

Concept: Through story quilts, people can tell their special stories – stories about their history, culture, family, and themselves. People can communicate their ideas and feelings through art.

Elements and Skills of Art Form: Students will discuss reasons for making art and then explain how they and other students used art elements to create an original piece of art. Students will discuss their artwork and name one thing they like about their piece and one thing they would change and why.

Student Outcomes:

Students will be able to:

Visual Arts Standards

- AV 4.1 Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).
- AV 4.2 Identify and describe various reasons for making art.
- AV 4.4 Select something they like about their work of art and something they would change.

Language Arts

- WOLC 1.1 Write and speak in complete, coherent sentences.

Progression of Content, Skills, and Tasks:

Anticipatory Set: The teacher will show the students her story quilt and then briefly tell the story pictured in her quilt. The teacher will explain why she selected this story to illustrate and why it is important to her. The teacher will then lead the students in a discussion about why people make art and what are the various reasons for making art and the media used to make art.

Assessing Prior Knowledge: The teacher and students will review the elements of art that were the focus of the lesson (line, shape, space). The teacher will show her story quilt and ask questions the students to explain how she used the elements of line, shape, and space in her quilt. The teacher may have to ask a question to help guide the students.

Getting Smarter: The teacher will take the students on a gallery walk to two other classrooms that also made story quilts. There, they will listen to the students discuss their quilts, identifying the elements they used, the reason they made the quilt, and the stories the students are telling.

Culminating Task: The students will return to class and have their own gallery walk. After, each student will present his/her quilt to the class. Each student will then tell the story depicted in his/her quilt and why it is an important story.

The teacher will then question each student individually

- How did you use the art element of shape when drawing the people in your story?
- How did you use the art element of line in your picture?
- How did you use the art element of space in your picture?
- Tell me something you like about your quilt.
- Tell me something you would change about your quilt.
- Tell some of the reasons people make art.

Criteria:

- Student completes story quilt in a timely manner.
- Presents neat work.
- Shows effort in using the elements of line, shape and space.
- Able to explain why people make art.
- Tells the story depicted in quilt and tells why the story is important.
- Tells how he/she used the elements of line, shape, and space.
- Tells something they like about their quilt.
- Tells something they would change about their quilt.

Culminating Rubric

- 4 - Exceeded expectations
- 3 - Met expectations
- 2 - Partially met expectations
- 1 - Did not meet expectations

Students Name _____

4	3	2	1	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes quilt in a timely manner
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows effort in using the elements of line, shape, and space
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Explains why people make art
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tells story in quilt and why that story is important
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Presents neat work
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speaks in complete and coherent sentences
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tells how he/she used the elements of line, shape, and space
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tells about something they like about their quilt
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tells about something they would change about their quilt

Overall, the student's performance is a (select one):

4 3 2 1