

Arts Integrated Unit

Grade: 3

Integrated Content Areas: Visual Arts and English Language Arts Unit

Title: *Art of the Word*

Essential Question:

How do authors and illustrators work together to create a unique artistic vision?

Integrated Learning Outcome

- 1) Students will identify careers related to the visual arts, with a strong focus on illustrators.
- 2) Students will describe the connection between art and written text.
- 3) Students will analyze artwork and writing and cite evidence to support the artists'/writers' use of sensory details.
- 4) Students will design and create a color illustration that uses the elements of line, shape, and color, following one of the lesson plans in this Unit.
- 5) Students will create a poem inspired by the artwork created.

Performance-Based Summative Assessment

After visiting the Fresno Art Museum, students will create an original artwork and write a poem inspired by their artwork. This project is inspired by the book ***M is for Masterpiece: An Art Alphabet*** by David Domeniconi with illustrations by Will Bullas. Teachers may also wish to use the poems included in ***Wonders*** as examples since they are available in the third grade reading series. The writing and artwork will demonstrate the students' understanding of how authors and illustrators work together. Each class will create a book that contains an original piece of art and poem from each student.

Visual and Performing Arts

Prior knowledge:

- 1) Work individually and collaboratively to create and evaluate artwork.
- 2) Use a variety of art materials for drawing lines and shapes.
- 3) Recognize a variety of organic and geometric shapes.

3rd Grade Visual Arts Standards:

- Cr1.1 Elaborate on an imaginative idea.
- Cr1.2 Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
- Cr2.1 Create personally satisfying artwork using a variety of artistic processes and materials.
- Cr3 Discuss, reflect, and add details to enhance an artwork's emerging meaning.
- Pr4 Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork. (Discuss the display in the Fresno Art Museum.)
- Re7.1 Speculate about processes an artist uses to create a work of art.
- Re7.2 Determine messages communicated by an image.

Skills:

- 1) Identify and use three of the elements of art, line, shape, and color, in artwork.
- 2) Write a poem and then further develop it with an illustration that tells the story without words.
- 3) Describe how artists affect people's lives.

English Language Arts

Prior knowledge:

- 1) Identify characters, setting and plot in stories, myths, fables and poems.
- 2) Understand the difference between prose and poetry.
- 3) Basic rhymes; understand poetry can rhyme, but does not have to rhyme.
- 4) Work collaboratively to edit and revise.
- 5) Use sensory details to enhance writing.

Common Core State Standards:

- RL3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- RL3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- RI3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- W3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- SL3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Skills:

- 1) Write an original poem about students' artwork. (Can use one of the templates provided)
- 2) Describe characters, setting, and plot
- 3) Explain how the illustrations contribute to what is being conveyed in a story/poem.

Text

1. Poems from **Wonders**, McGraw Hill
2. **M is for Masterpiece: An Art Alphabet** by David Domeniconi with illustrations by Will Bullas
3. Ed Emberley, <http://bit.ly/33Ryn2i>
4. Visual Thinking Strategies, <http://bit.ly/2P7WVkj>
5. Link to Christopher Myers: <http://bit.ly/2HjHkYw>

Creative Process

Explore / Experiment / Develop Craft

- 1) Learn more about sketching characters by watching a video about Ed Emberley, <http://bit.ly/33Ryn2i>

- 2) Explore sketching characters using Ed Emberley's drawing alphabet. Have students divide a piece of paper into eight boxes to practice quick sketches of a character. Next have students divide a piece of paper into four boxes. In each box students practice sketching characters either expanding on previous sketches or starting with new ideas. Students choose one of the sketches and practice drawing that character filling a half sheet of paper. Repeat the process multiple times to create a sketch notebook.
- 3) Explore sketching a character using letters. Go to the link, "25 How to draw for kids instructions-using letters" <http://bit.ly/2MEHdLk> . On scrap paper allow students time to practice drawing the images on the website. Next have students choose their own letter and create a character.

Imagine / Examine / Perceive

Examine the life of an illustrator by listening to a first-hand account of an award-winning author as he explains how his father, writer, Walter Dean Myers, influenced his career.
Link to Christopher Myers: <http://bit.ly/2HjHkYw>

Additional book to use for study on illustrators: <http://bit.ly/2zlsj49>

- 1) Have a class discussion about the life of an artist using the following questions.
- How would you describe the job of an illustrator?
 - If you could illustrate anything what would it be and why?
 - How was Christopher Myer's career influenced by his father?
 - Describe a time when someone inspired you to try something new, e.g., "My grandpa sang opera, so I wanted to sing more," or "My 6th grade brother plays the violin, and now I want to learn to play."
- 2) Examine the illustration on the bottom of p.107 in the Wonders Reading Series. Analyze the image using Visual Thinking Strategies, www.vtshome.org. What's going on in this picture? What do you see that makes you say that? What more can you find? Use sensory details to fill out a graphic organizer to describe the setting, characters, mood, and a possible problem.
- 3) Read part 1 of the "Roadrunner's Dance" from *Wonders*, McGraw Hill, Unit 2, p.100-106. Have a class discussion comparing the text and the illustration.
- * What details from the story did the illustrator use in his illustration?
 - * What details from the story did the illustrator not use?
 - * What details in the illustration are not mentioned in the text?
 - * How did the illustrator represent the mood? Characters? Setting?

Read part 2 of the "Roadrunner's Dance". Ask the following question, if you were hired to be the illustrator for the story what would you draw? Practice sketching an illustration.

Optional: Repeat the process with poems and/or additional folktales, fables, or myths found in **Wonders** units.

Create

- 1) Select one of the art projects outlined in this packet to create an original artwork/illustration.
- 2) Answer the questions on the Character Development Worksheet about the character in the artwork.
- 3) Use one of the poetry templates provided, or another style of poetry, to write a poem about the character in the artwork. Be sure to also give poems a title.

POETRY TEMPLATES

LUNE POEM

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

<i>Form:</i>	<i>Example:</i>
Line 1: 3 words	Curious and friendly
Line 2: 5 words	Looks like a little puppy
Line 3: 3 words	Actually a troublemaker

HAIKU POEM

A Japanese 3 line poem with a set number of syllables per line.

<i>Form:</i>	<i>Example:</i>
Line 1: 5 syllables	Rambunctious creature
Line 2: 7 syllables	He lives under the ocean
Line 3: 5 syllables	And he really swims!

ACROSTIC POEM

Write the name of the character vertically, then write a word or phrase that starts with each letter. (The number of lines is determined by the name of the character.)

<i>Examples:</i>	F riendly	F riendly little creature
	R ascal	R eally likes to eat bugs
	E nergetic	E veryone wants to pet him
	D ynamic	D on't let him go or he will run

QUATRAIN POEM

A 4 line rhyming poem. There are many rhyming patterns, including ABAB, AABB, ABAC, ABCB

<i>Examples:</i>	ABAB	ABCB
	Fred is like a friendly dog	K is for Frida Kahlo,
	Covered all in fur.	an artist and an artist's wife.
	But also like a cat and hog	Her strange and wonderful paintings
	With his snout and his purr.	show us a different life.

DIAMANTE POEM

A 7 line, diamond shaped poem, with specific parts of speech for each line. (Students should brainstorm words that relate to their character for each part of speech before writing poems.)

<i>Form:</i>	<i>Example:</i>
Noun	Dragon
Adjective, Adjective	Scaly, Green
-ing Verb, -ing Verb, -ing Verb	Flying, Growling, Breathing
Noun, Noun, Noun, Noun	Flames, Wings, Castle, Mote
-ing Verb, -ing Verb, -ing Verb	Chasing, Scaring, Burning
Adjective, Adjective	Angry, Lonely
Noun	Monster

Following are six strategies for creating effective illustrations. You may have students use any of these techniques. Complete instructions on each can be found at the end of this unit plan.



Bird Collages - Drawing with Scissors

Inspired by a successful ArtLink art project at FAM in 2017/18, students are encouraged to create bird-like characters, incorporating the attributes and qualities of birds. After discussing what a bird is they will create a collage only using scissors as their drawing tool. This lesson can reinforce the use of lines and basic shapes they talked about in the Museum, as their characters will be made from paper cut in straight, wavy, zigzag, etc. lines and circles, squares, rectangles, triangles, ovals, organic shapes, etc.



Ir-Resistible Creatures

Once the students develop their poem they can begin sketch their character on sketch paper. Once they have the basic look and shape, they can redraw their character with white chalk on a sheet of black or other dark color construction paper. They should add a background (filling their entire paper) that will reflect the setting for their story. Then, with white glue, they can “draw” over their chalk outline, allowing it to draw overnight before applying pastels or colored chalks on the character and in background.



Fruit & Veggie Creatures

Children can use potatoes, tomatoes, bananas, oranges, apples, pomegranates, squash, or any fruit and vegetable as models for their illustrations. Each child should select at least three different fruits or vegetables and draw and cut out the shape in colored construction paper. Similar to the project done at the Museum, they will then create a collage of a character incorporating the chosen fruits and vegetables and then add details with a black Sharpie and color markers by adding eyes, ears, mouths, beaks, feet, hands, etc.



Joan Miro Inspired Figures

After looking at images by the artist 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 with the shape using a black Sharpie—this will become the body of their character. They can add lines for arms and legs, and other shapes for a head, hands, and feet. They can fill in the shapes they have drawn with other shapes, in the style of Joan Miro. They can add other shapes to the background too, even creating additional, smaller creatures.



Collage, Eric Carle Style

In the style of Eric Carle, students will create their own illustrations from collage material—paper they have painted with tempera paint, focusing only on color, shape, line, and texture and avoiding painting anything recognizable. The students will then share the created painted paper to create their own collages, cutting up the paper to use as their “drawing” materials and assembling their images from the painted paper, and then gluing the completed character they designed to a surface.



Marc Chagall Inspired Collage (NEW!)

Marc Chagall created dream-like imaginary landscapes with floating people, creatures, and objects hovering in the foreground. Children will create a Chagall-like floating animal or person by drawing separate body-parts/clothing parts, coloring them, then cutting them out. They can then arrange the parts to appear as if they are floating and glue them to a background drawing they create.

Character Development Worksheet

1. Are they funny or scary creatures?
2. Are they happy or sad creatures?
3. Do they look like humans or a combination of animals you know?
4. Do they have long arms or short arms or no arms at all (maybe wings)?
5. Do they have two eyes or one or ten?
6. What do their ears look like?
7. Are they feathered or furry or covered in scales or something else?
8. What color or colors are they?
9. Do they have legs or gills and a fin? Or do they have wings? Or something else?
10. Is there another word or words you would use to describe your new character?

Reflect / Assess / Revise

1) In partners, have students share their poem and illustration. Using the feedback from their partner, students can make any revisions to their final poem. Partners can ask the following questions:

- What are the sensory details (sight, sound, taste, touch, smell) used by the author?
- How does the poem connect to the illustration?
- Does the poem follow the poetic form correctly?
- Are there elements from the illustration missing from the poem?

2) Using a questioning protocol, ask the students to make observations about the illustrations. "I see... I think... I wonder..."

3) Have students, parents, other classes or community members evaluate the artwork using the rubric at the end of this unit.

Share

1) Submit the illustrations and poems to the Fresno Art Museum. Make sure the poem and illustration are on facing pages in the binder.

Optional:

2) Have a student festival celebrating their writing and artwork. Display the artwork and poems. Students can read their poems aloud, adding movements to make the presentation more engaging.

3) Post the illustrations and poems online to share with friends and family.

Formative Assessment of the Visual and Performing Arts Content

1. Look for multiple sketches of characters using simple, lines, shapes, and colors.
2. Listen for use of domain specific vocabulary as students analyze illustrations.

Formative Assessment of Other Content Areas

1. Listen for domain specific vocabulary in student discussions.
2. Listen for constructive feedback during peer revision of writing.
3. Students revise writing based on feedback.

Summative Assessment of the Visual and Performing Arts & ELA Content

Use the Arts Integrated Rubric to evaluate students' final illustrations and poems.

Summative Reflection Teacher:

Describe how the student's artwork showed their understanding of ELA standards.

How did building visual art skills help my student's artwork?

How did the visit to the Fresno Art Museum affect my students' poems and illustrations?

Student(s):

Reflections about the big idea

How did creating an artwork depicting a character drive your poetry writing?

How did learning about illustrators affect your artwork?

How did visiting the Fresno Art Museum affect your story and illustration?

Student artwork goes on an 8.5” x 11” sheet (any paper may be used) inserted into the binder sleeve. The poem goes on a second sheet.

In the front of the first sleeve, please insert your completed information sheet. (We will remove it before being displayed in the Museum for confidentiality.)

Note that we have made a change: Please insert student poem in the sleeve behind the information sheet facing the student artwork. Insert additional poems and artwork so they face each other in the binder.

Poem	Art
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You do not have to use this template, just include, title, student name, and poem.)

Title of Poem:

Written and Illustrated by

My Poem:

Arts Integration Rubric				
Creating Illustrations and Poetry				
Category	3	2	1	0
Visual Arts Skill (Focus on three element of art: line, shape and color)	Created an original work of art emphasizing effective use of line, shape, and color.	Created an original work of art emphasizing an emerging understanding of the use of line, shape, and color.	Created a work of art emphasizing little or no understanding of the use of line, shape, and color.	Incomplete work of art showing no understanding of the use of line, shape, color.
Artistic Strategy	Created an original artwork following the directions for the selected strategy correctly.	Created an original artwork following most of the directions for the selected strategy correctly.	Created an original artwork following few of the directions for the selected strategy correctly.	Artwork is incomplete or does not follow the directions for the selected strategy.
Art Medium	Artwork demonstrates effective use of all art media (i.e. paint, paper, crayons, scissors, collage, etc.)	Artwork demonstrates an emerging understanding of the use of art media (i.e. paint, paper, crayons, scissors, collage, etc.)	Artwork demonstrates little or no understanding of art media used (i.e. paint, paper, crayons, scissors, collage, etc.)	Artwork is incomplete or demonstrates no understanding of art media used (i.e. paint, paper, crayons, scissors, collage, etc.)
Poetry	Created an original poem that accurately and creatively follows the poetic form and includes sensory details.	Created an original poem mostly follows the poetic form and includes some sensory details.	Created an original poem that does not accurately follow the poetic form.	Did not complete an original poem.

Bird Collages – *Drawing with Scissors*

Creating bird characters - real and imaginary

During the 2017/18 school year, third-graders that visited the Museum created bird characters from construction paper. The project was such a success, we decided to add the lesson plan here.

Encourage children to write a poem about a bird character, incorporating bird-like attributes and qualities. After discussing what a bird is and their features (see below), they can complete the character sheet about their particular bird character before creating their artwork.



Materials

- 1 sheet of dark blue construction paper, cut to 8 ½ x 11 so it fits in the binder
- Multi-colors of construction paper - cut 9 x 12 sheets into four rectangles and save scraps (other than blue background color)
- Glue sticks
- Scissors

ASK CHILDREN:

What is a bird? Look at some pictures of birds



What features distinguish a bird? Encourage children to say or write down on their own: feathers; beak; wings; sometimes wears a crown; only two webbed feet or other types of legs with three or four-digit toe-like structures, some with talons (claws); can be multi-colored, they can fly, some can swim, some can run on the ground, they often live in trees or bushes, they make nests.

Have children start to construct their bird character by cutting (or tearing) out a large oval, circle, triangle, rectangle, or square from the scrap construction paper that can be the bird's body. Next they can cut or tear out the shape that will form the bird's head – it can be a different color or the same. They can then glue the body and head to the large blue piece of paper, trying to keep it near the middle of the paper so they have room for details. Encourage them to cut out legs, feet, talons, beaks, wings, eyes, maybe a crown and individual feather shapes. No details made with pens or pencils – use only cut or torn paper to create details. You can tell them they are *drawing with scissors*.



Ir-Resistible Characters

Students can write a short poem about a creature/character they can develop by using the character sheet found in this packet. As an illustrator would do, they can then develop the look of the character based on their written description of the character and their poem.

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 glue
- Oil pastels or color chalks
- Q-tips (optional)

Once the students develop their poem, they can begin sketching the look of their character in pencil or pen on white sketch paper. Once they have the basic look and shape, they can redraw their character with white chalk on a sheet of black construction paper. They should add a background (filling their entire paper) that will reflect the setting for their story – they can be encouraged to use



repeating shapes to create a pattern. 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 glue should be allowed to dry undisturbed overnight. Using pastels, colored chalks, students can then color in the character and background. 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.



Note: Dipping chalk into a little fabric starch before coloring in the drawing will brighten the colors even more.

Hint: Once the student has developed the look of his character, he or she may want to re-edit the original poem. When the illustration clearly depicts something explained in the poem, it is not always necessary to provide the descriptive words. “A picture is worth a thousand words.”



2 images on bottom from 3rd grade students at Columbia and Williams Elementary Schools in Fresno, CA

Fruit & Veggie Creatures

This lesson requires students to bring an inanimate object to life. In this case, the inanimate object is a piece of fruit or a vegetable. It is suggested that the children use at least three different fruits or vegetables to make their character more interesting.

Materials:

- 8.5" x 11" construction paper (any color that is not the same color as fruits or vegetables chosen)
- Small squares and scraps of construction paper (greens, reds, oranges, purples, browns, yellows, in particular)
- Pen
- Scissors
- Glue sticks
- Markers in a variety of colors and/or color pencils
- Variety of fruits and vegetables

For inspiration, teachers can bring in a variety of fruits and vegetables (potatoes, tomatoes, bananas, oranges, apples, pomegranates, bunch of grapes, squash, etc.), which the children can use as models for their illustrations. Each child should select at least three different fruits or vegetables and draw and cut out the shape in colored construction paper. They should then lay out the position of their creature, covering as much of the page as possible. Similar to the project done at the Museum, they will then create a collage of a character incorporating the chosen fruit and vegetable shapes as a head, torso, legs, arms, ears, noses and then add details with a black Sharpie and color markers OR by using color pencils to add eyes, ears, mouths, beaks, feet, hands, feathers, scales, etc. No regular lead pencils please.

Note: If students cut out tiny fruits and vegetables, which are too small to cover the entire 8 ½ x 11 paper, have them add multiple fruit and vegetable creatures to cover the page.



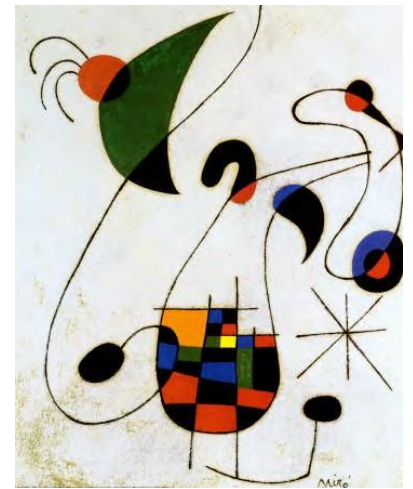
Image on bottom from 3rd grade student at Malloch Elementary, Fresno – *Kiwi & Carrot Lobster with Lemon Eyes*

Joan Miro Inspired Figures

Students will view works by artist Jean Miro and develop images of Miro-Inspired characters using geometric shapes, line and color.

Materials:

- 8.5" x 11" construction paper (grey preferred)
- Black fine point sharpie (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.



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

Find images by Joan Miro on the Internet. Select images similar to the ones above. You might go to the following resources: <http://joanmiro.co.uk/> and <http://joanmiro.com/joan-miro-gallery/>

Give students a sheet of construction paper. 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 body of their character. When they draw their shape, it should fill up a large portion of their paper.

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 not need a lot of pigment. You can then 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.



Two images on bottom from 3rd grade students at Manchester Gate

Collage, Eric Carle Style

Using any of Eric Carle's books, look closely at how he used paper to create the color and texture in his illustrations. First, he painted the paper with color, lines, shapes, and textures. Then he cut the paper to form his illustrations. This is called a collage.

For more info on Eric Carle and collage, go to Eric Carle's official website <http://www.eric-carle.com/> and to http://arthistory.about.com/od/glossary_c/a/c_collage.htm

Materials:

- 12" x 18" white drawing or construction paper
- tempera paint (primary, secondary, black, and white)
- ½" or larger brushes
- disposable plates for palettes
- 8.5" x 11" white construction paper or cardstock
- Scissors
- Glue sticks



Above, Eric Carle, *Rooster's Off to See the World* Student work; below from 3rd grade students at Wolters Elementary, Fresno

Step One: Distribute about a half-dollar sized dollop of tempera paint in primary (red, yellow, and blue) and secondary (green, orange, and purple) colors and white on several disposable plates to be shared by two or three students. They can also be give a dime sized dollop of black (a very strong color.) Each student can apply color to the 12" x 18" paper, explaining that they should not paint objects or things on their paper, rather they should paint colors, shapes, lines, and textures (non-objective patterns), blending colors and using white to lighten, and black to deepen color. They can vary the size of their brush strokes, paint in circles and overlapping patterns. (Teacher should demonstrate first so students get the idea – even if you never painted before, you can paint a non-objective abstract.) Explain that the painted papers will be shared by all and used to make the collages in Step Two. Allow the papers to dry over night.

Step Two: Cut the 12" x 18" painted sheets in 2" strips and/or squares or rectangles when the paper is dry and spread them out on a table for the students to choose from. Have the students choose four or five different samples of painted paper to begin to construct their individual collages in the style of Eric Carle. They should each be given an 8.5" x 11" piece of paper to layout their design. All scraps should be available for classmates to use. When the students have cut out all the pieces and assembled their collage, they can be provided with a glue stick to start gluing their artwork to the backing paper. By handing out the glue at the last step, students can rearrange things to create the perfect composition before they make the work permanent.



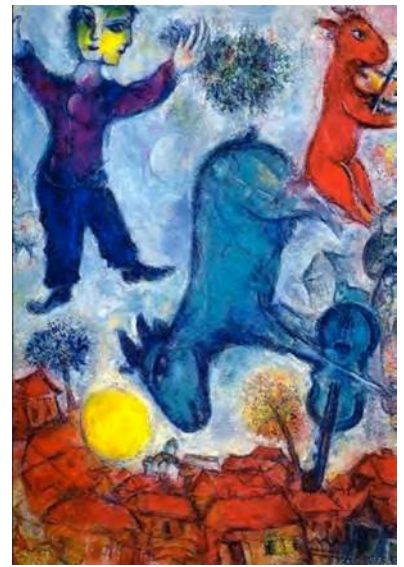
Marc Chagall Inspired Collage

Marc Chagall was born in Russia but lived and worked most of his artistic life in France. He created dream-like imaginary landscapes with floating people, creatures, and objects. Find images by Marc Chagall on the Internet. You might go to the following resource:

<https://www.wikiart.org/en/marc-chagall>

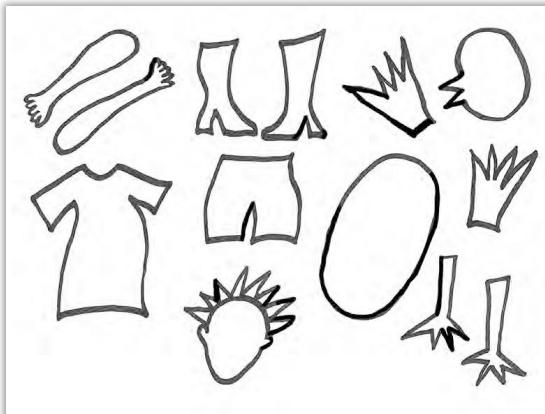
Materials

- 1 sheet of dark blue construction paper, cut to 8 ½ x 11 so it fits in the binder
- One white sheet of construction paper or cardstock
- Black marker pen, thick
- Crayons, oil pastels, color markers, or color pencils
- Scissors
- Glue sticks



Marc Chagall, Cows Over Vitebsk, 1966

Starting with the black marker pen, have students draw arms, legs, a body (for an animal), pants or a skirt or dress or shirt, and a head on white paper. It should look something like the black and white picture below—they do not have to be perfect. With markers, colored pencils, oil pastels, or crayons, they can add patterns to clothing and arms and legs and a face to the head. When coloring is completed, they can cut out the parts outside the



black lines and lay out their person or creature on a background piece of colored paper, 8 ½" x 11". If they have time before gluing down their figure, they can put clouds, mountains, trees, buildings, etc. on the paper first. The drawing can just be an outline or they can color it in. They can experiment by arranging their figure in different ways before gluing it down.

buildings, etc. on the paper first. The drawing can just be an outline or they can color it in. They can experiment by arranging their figure in different ways before gluing it down.



Student samples



Marc Chagall, Over the Town, 1918

