A photograph of the base of a classical building, showing several large, fluted marble columns and a wide set of marble steps. The image is partially obscured by a black curved shape on the right side.

# Art of the Word Arts Integrated Unit Plan





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](mailto:Susan@fresnoartmuseum.org)





# PRE-MUSEUM VISIT



# 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://FresnoArtMuseum.org/VideoAccess)



## 3.VA: Cr2.1

Create personally satisfying artwork using a variety of artistic processes and materials.



## ESSENTIAL QUESTIONS

How do artists work?

How do artists and designers learn from trial and error?



## VOCABULARY

geometric and organic shapes, types of lines: horizontal, vertical, diagonal, perpendicular, parallel, intersecting; primary colors, secondary colors, tertiary colors, warm/cool colors



## MATERIALS

sketchbook or paper  
pencil

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



# DIRECTIONS

## TEACHER NOTES

- Watch the video, [Line, Shape, & Color Video Presentation](https://youtu.be/ywxISyvevU) (Length: 11:52) at <https://youtu.be/ywxISyvevU>
- The video discusses three elements of art and has place to practice drawing. To fast-forward or rewind the video, do not drag the red dot. Instead, place your cursor on the timeline at the bottom of the screen and click to play from that spot.
- As students watch, encourage them to have their sketchbooks or paper ready to sketch the lines and shapes they see or any other ideas they want to capture.

## AS YOU WATCH (time stamp 0:00)

- 1:00 – Time to Think & Sketch: What lines do you know? Sketch as many different types of lines that you can think of. Try to name them. See if you can remember all the lines you saw in the video; add them to your notes.
- 3:32 – Time to Think & Sketch: What shapes can you think of? Sketch as many different types of shapes that you can remember. Try to name them. Are they geometric or organic?
- 7:33 – Pause the video. Name the primary colors. Listen for the answer in the video. (red, yellow, blue)
- 8:06 – Pause the video. Write down the names of secondary colors shown in the video. (orange, green, purple)
- 10:28 – Done.

## REFLECT & DISCUSS

- What is a line? (Continuous mark that goes from one point to another.)
- A line that has a beginning point that connects to its endpoint becomes a shape.
- What is a geometric shape? (Regular shapes that follow the rules, no matter the size; man-made.)
- What is an organic shape? (Objects found in nature; they don't follow any rules.)
- Describe how you think artists use line, shape, and color to create art.





# Lesson 3: Mondrian-Inspired Art



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



## Video #3

"Mondrian-Inspired Art Lesson"

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



## 3.VA: Cr2.1

Create personally satisfying artwork using a variety of artistic processes and materials.



## ESSENTIAL QUESTIONS

How do artists work?

How do artists and designers learn from trial and error?



## VOCABULARY

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



## MATERIALS

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

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






# DIRECTIONS

## TEACHER NOTES

- Watch the video, *Mondrian-Inspired Art Lesson* (Length: 10:53), at <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

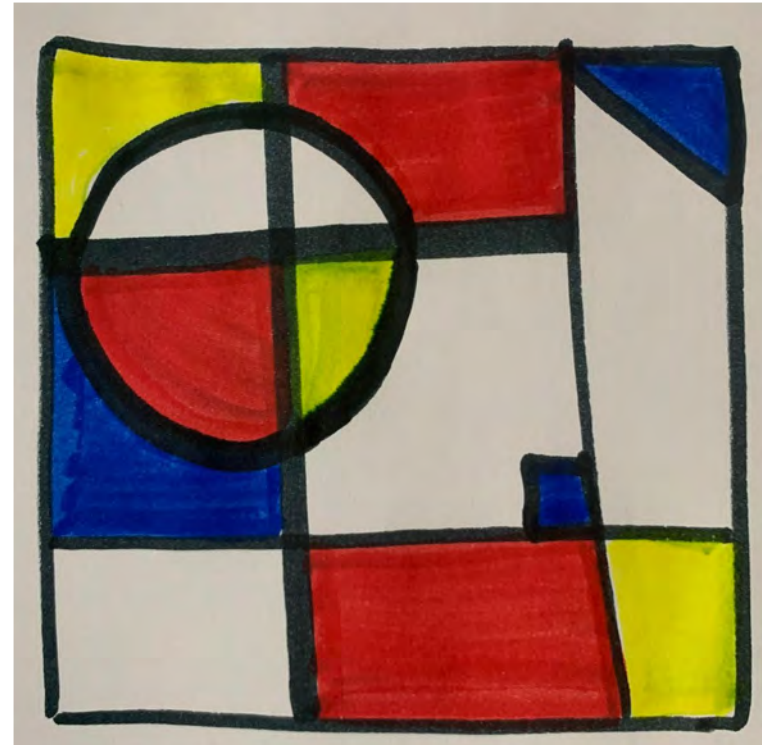
5 words in the second line

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.

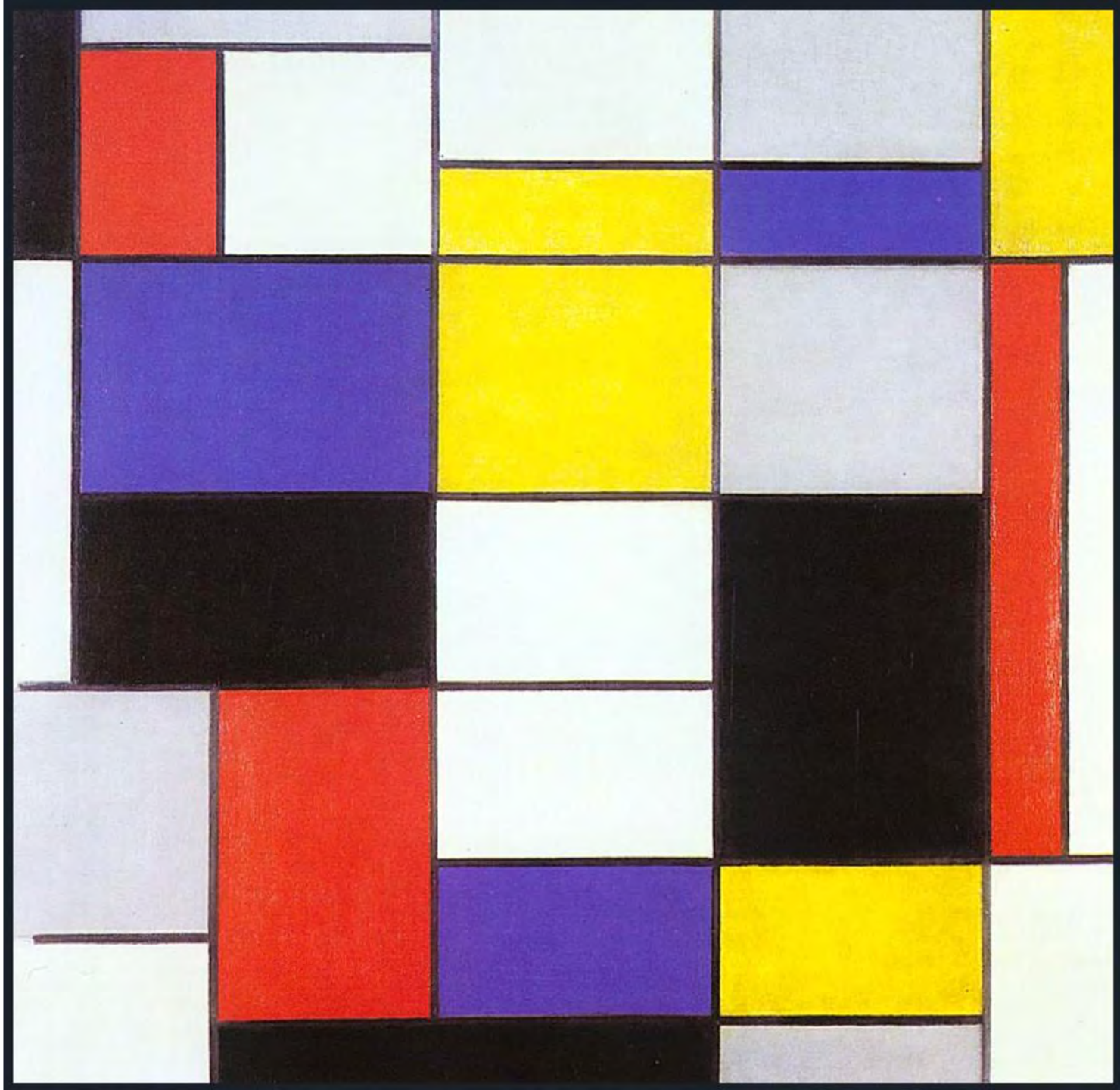
Sample:

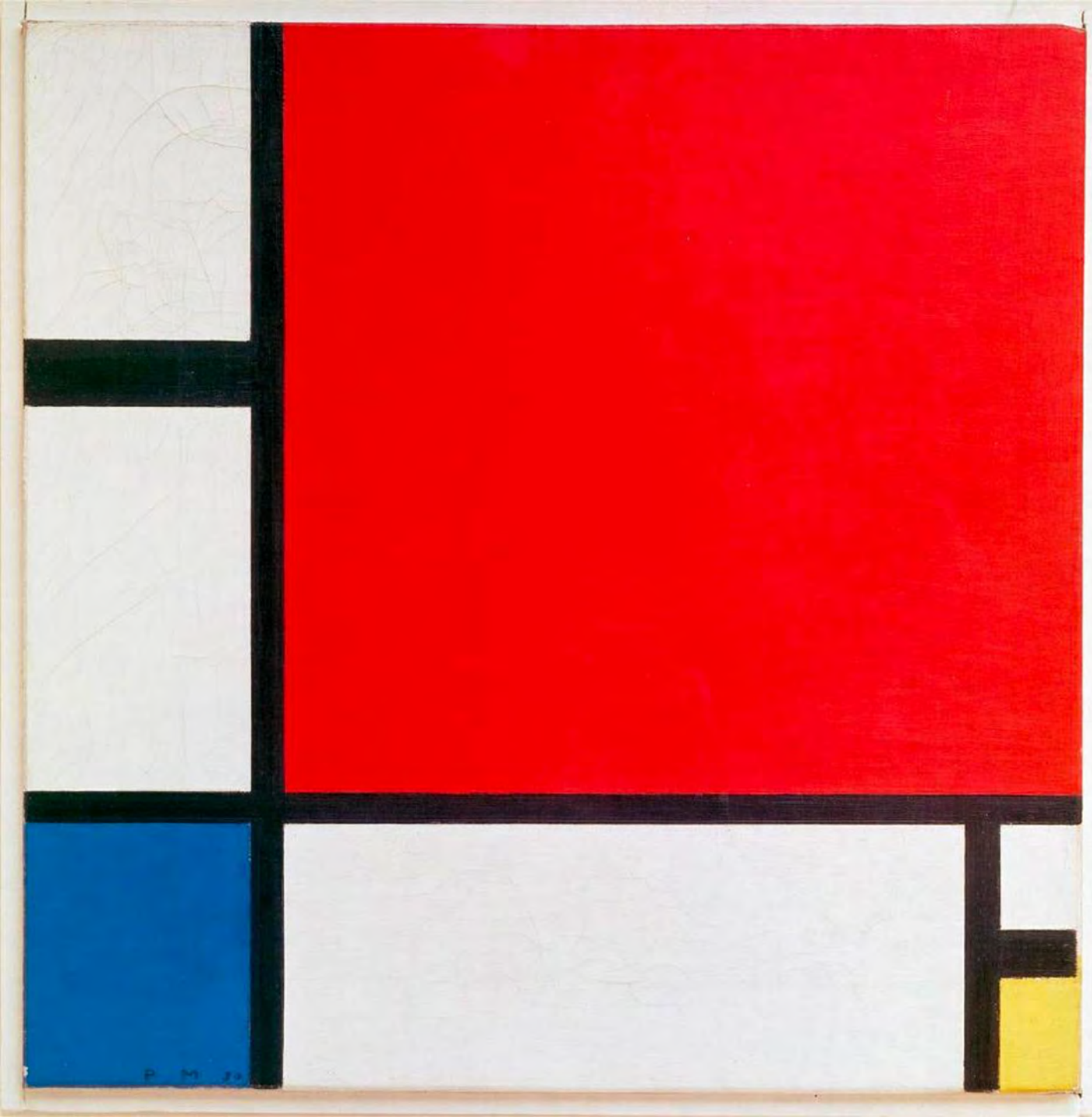
Blocks of color  
red, blue, yellow, white, black  
art plus geometry



Some examples of  
Piet Mondrian's work

Piet Mondrian  
*Composition A*, 1923

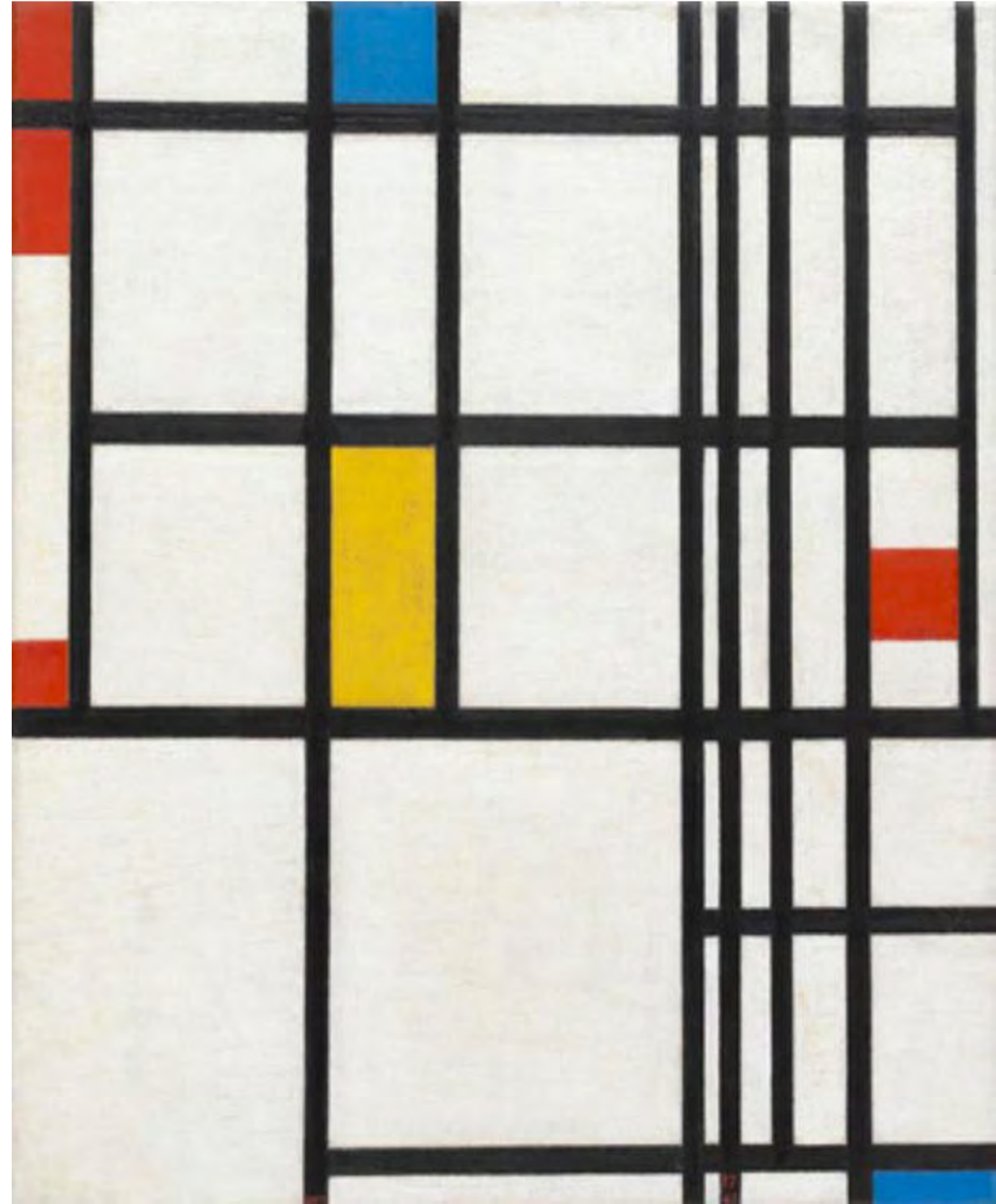


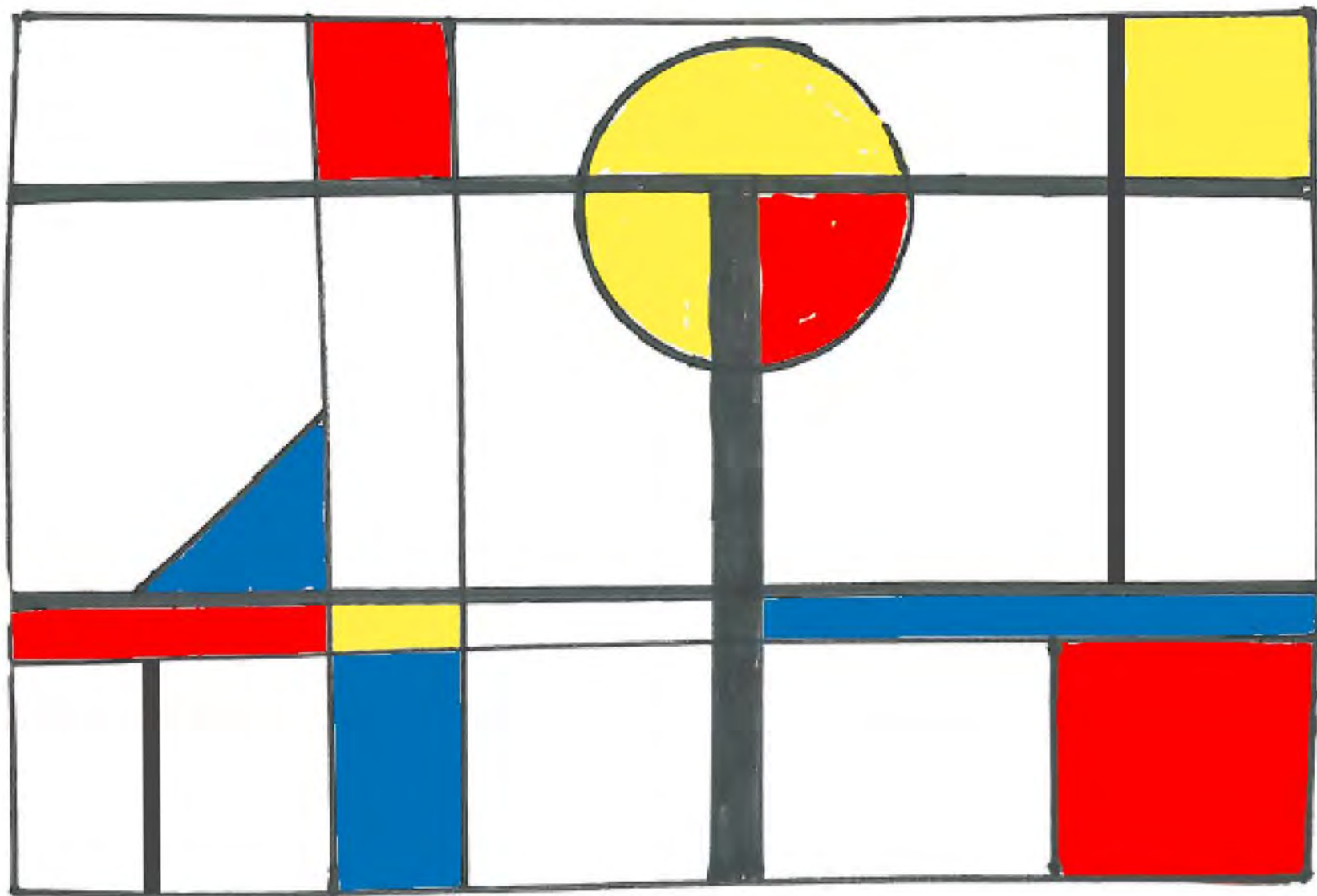


Piet Mondrian  
*Composition with Red, Blue, and Yellow*, 1930



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://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



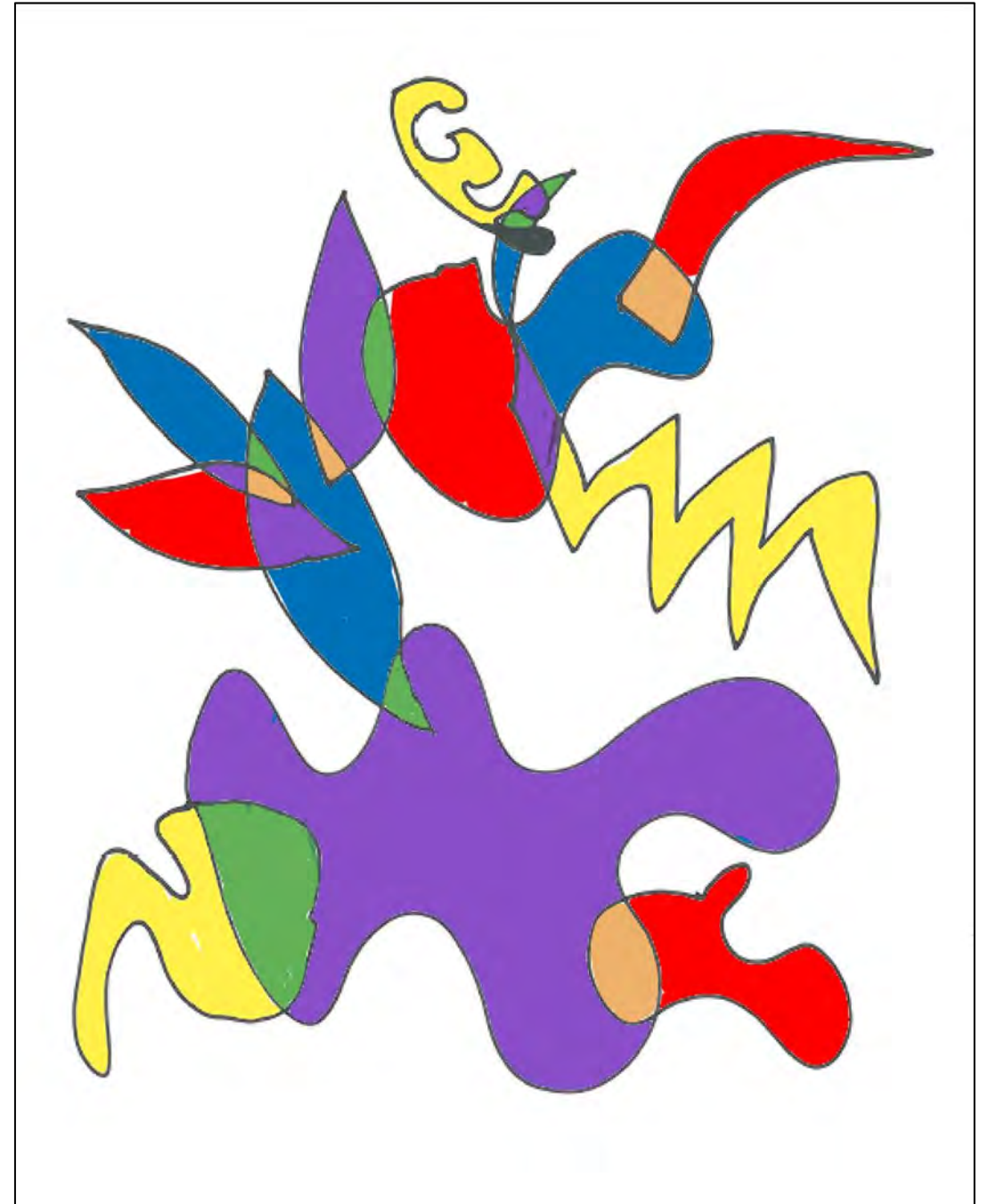




Henri Matisse  
*Los Codomas (The Codes)*, 1947



Matisse-inspired student work





**If you can visit the Museum in-person,** the art project described on slides 33 to 39 is different from the one you would experience on the live in-person tour.

You can resume this unit plan after your in-person tour by doing the “Just Imagine!” art lesson that starts on slide 33. The resulting artwork from the “Just Imagine” lesson or an artwork from any one of the Post Museum Lessons (starting on Slide 40) is required for the FUSD third grade classroom binder that will be turned in for the art showcase at the Museum.

**If you will be visiting the Museum virtually,** the Museum Tour video and slides 1 to 24 should be utilized BEFORE your synchronous visit. The VTS slides and the Art Making: **Just Imagine! What would you put in your suitcase? (Inspired by *Light for All*)** art lesson will be explored DURING your synchronous tour.



# Virtual Walkthrough & Tour of *Light for All*

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 Light for All 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, immigration, installations, sculptures, landscape, textile, illustrations, fashion



## MATERIALS

sketchbook or paper  
pencil

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



# DIRECTIONS

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

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

- Watch the video, [Virtual Tour of FAM Exhibitions](#) before your synchronous virtual visit to the Museum with a FAM art instructor, (Length: 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, *Light for All* based on the illustrations of Raúl Colón from the book written by Margarita Engle.
- 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** and tour *Light for All* 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 “to immigrate” mean?
- Why do people immigrate from the place they were born?
- Do you know anyone that has immigrated to the United States? Or have you and your family immigrated?
- What does the *Statue of Liberty* mean to you?
- What do you think the author of the book means by “light for all?”
- What would you miss, or do you miss, about the place you were born?
- If you had to leave your birthplace, what would you want to take with you if you could? Why?

## REFLECTION

- What is a museum?
- Describe a piece of art you liked and tell why you liked it.
- Describe a piece of art you didn’t like and tell why you didn’t like it.
- What questions do you have for the FAM art instructor? (Be ready to ask them during your live visit.)





# Virtual Museum Tour

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

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

1. Look at and discuss art with the FAM art instructor. (Visual Thinking Strategies - art samples follow)
2. **Art Making: Just Imagine! What would you put in your suitcase? (Inspired by *Light for All*)** with guidance from the FAM art instructor.









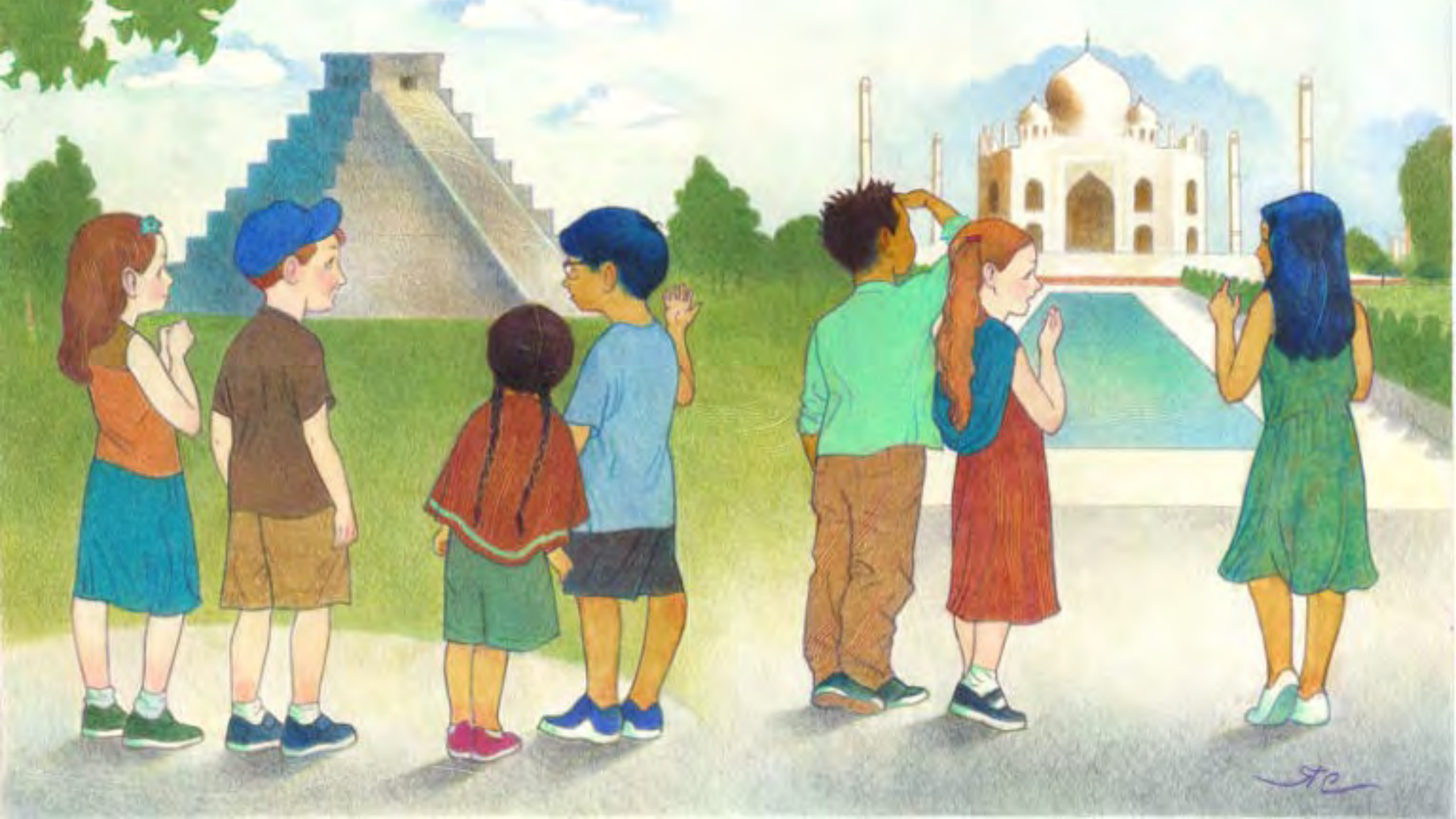
















## Visual Thinking Strategy image credits:

Slide 26

Raúl Colón

*Survivors Arrive*

From the book *Light for All* by Margarita Engle

Prismacolor pencils and lithographic crayons on Fabriano Artístico paper

© 2021 Raúl Colón

Courtesy of R. Michelson Galleries, Northampton, MA and the Artist

Slide 27

Raúl Colón

*The Towering Glow*

From the book *Light for All* by Margarita Engle

Prismacolor pencils and lithographic crayons on Fabriano Artístico paper

© 2021 Raúl Colón

Courtesy of R. Michelson Galleries, Northampton, MA and the Artist

Slide 28

Raúl Colón

*Delicious Food for Everyone*

From the book *Light for All* by Margarita Engle

Prismacolor pencils and lithographic crayons on Fabriano Artístico paper

© 2021 Raúl Colón

Courtesy of R. Michelson Galleries, Northampton, MA and the Artist

Slide 29

Raúl Colón

*Where We Were Born*

From the book *Light for All* by Margarita Engle

Prismacolor pencils and lithographic crayons on Fabriano Artístico paper

© 2021 Raúl Colón

Courtesy of R. Michelson Galleries, Northampton, MA and the Artist

Slide 30

Raúl Colón

*We Still Love the Lands*

From the book *Light for All* by Margarita Engle

Prismacolor pencils and lithographic crayons on Fabriano Artístico paper

© 2021 Raúl Colón

Courtesy of R. Michelson Galleries, Northampton, MA and the Artist

Slide 31

Raúl Colón

*More than One Way to Communicate*

From the book *Light for All* by Margarita Engle

Prismacolor pencils and lithographic crayons on Fabriano Artístico paper

© 2021 Raúl Colón

Courtesy of R. Michelson Galleries, Northampton, MA and the Artist





# Art Making: Just Imagine! What would you put in your suitcase? (Inspired by *Light for All*)

Students will draw their own suitcase and fill it with things they could not leave behind if they immigrated to a new country.



## Video #6

"Just Imagine..."

This video will show students how to draw their own suitcase and think about and draw what they would fill it with.

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 could you not live without?
- What would you want just for fun?
- What would you take that reminds you of home?



## VOCABULARY

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



## MATERIALS

- 2 sheets of 8.5" x 11" card stock (heavy paper works best)
- Color pencils preferred, but crayons are an option
- Pencil
- Scissors
- Glue Stick
- Ruler (optional)



# DIRECTIONS

Note: If you have an in-person tour at the Museum and do the art project during your visit, this is a bonus project you can do back in the classroom.

## TEACHER NOTES

- The video, [Just Imagine...](#) (Length: TBD), at TBD
- The artist will walk through students through the lesson. The artist will have you and your class watch the video.
- As students watch, encourage them to have their supplies ready and follow along.

## BEFORE YOU WATCH (Prompts for Students)

- Imagine you must leave your home to move to a new country.
- What would you bring with you? Brainstorm with your students how that would feel and what they would miss.
- Think of three things you would bring:
  1. What could you not live without? [make suggestions: a favorite toy, pet, person, etc.]
  2. What would you take just for fun? [Make suggestions: a game, a toy, a book, etc.]
  3. What would you take that reminds you of home? [Make suggestions: a photograph, a book, a friend, etc.]

## AS YOU WATCH

- You'll need two sheets of a 10" x 12" sheet of white or light color construction paper or 8.5"x 11" white card stock. Fold one sheet in half so you have a rectangle that is 5.5" x 8.5"
- Follow the directions given in the video (step by step illustrations follow this page) to draw the outside of your suitcase. You can add stickers. You can add a tag with your name on it.
- Follow the directions given in the video (step by step illustrations follow this page) to draw the inside of your suitcase. If the inside of your suitcase is lined with fabric, you can add a pattern in a light color or simply color the background.
- Draw the items you would put in your suitcase on the second sheet of paper – remember this is imaginary, so you can add people and pets. They will survive just fine. You can use crayons or color pencils to color the items you put in your suitcase. If you have time to draw more items, you can.
- When you are finished coloring your suitcase and the contents, from the second sheet of paper, draw handles as directed on one of the following pages and in the video. Cut the handles out and fold as instructed.
- You can attach the handles to your suitcase with tape or glue.

## WRITING

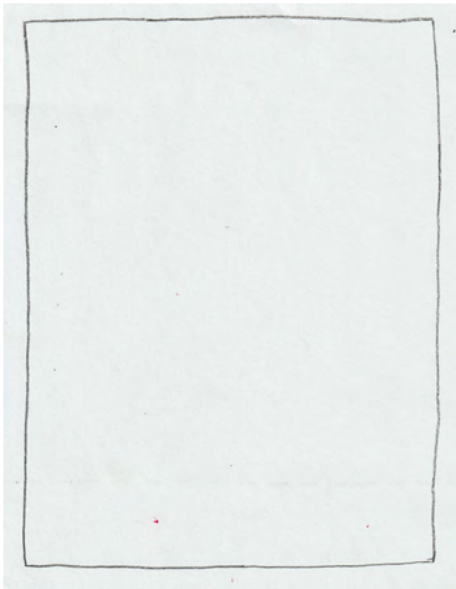
- Write a [lune poem](#) about the things you would bring to your new home.. See the [lune poem](#) slides for directions and samples.
- Share your poem and your art with the class and tell why you chose the items you selected to bring in your suitcase.



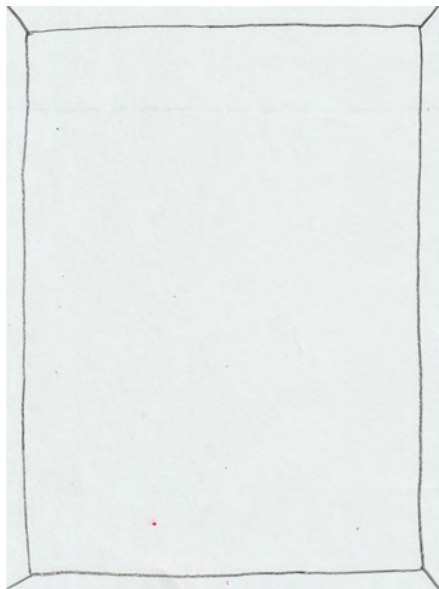
# Steps 1 to 4 to create your suitcase.

## Sheet 1 – Side 1, Inside of your suitcase

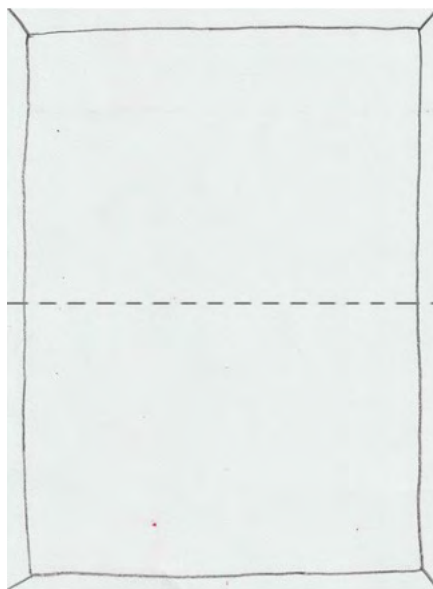
**Step 1-** Draw rectangle



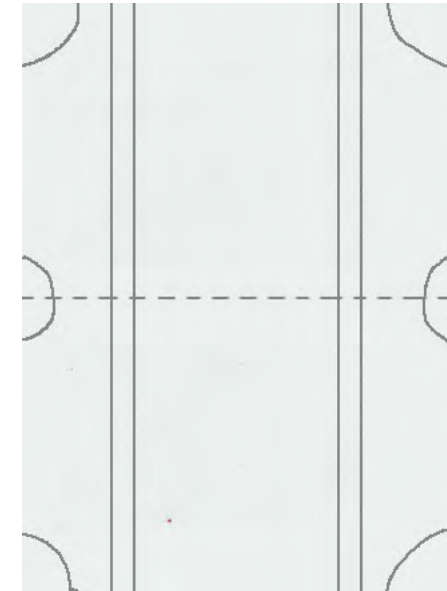
**Step 2** – Make it dimensional by making diagonal lines from each corner of the rectangle to the corner of the paper



**Step 3** – Fold the paper in half



## Sheet 1 – Side 2, Outside of your suitcase



**Step 4** – Draw four quarter circles on each corner of the paper and draw two half circles on center edge so fold line is in the middle. Add four vertical parallel lines as shown for straps to keep suitcase closed

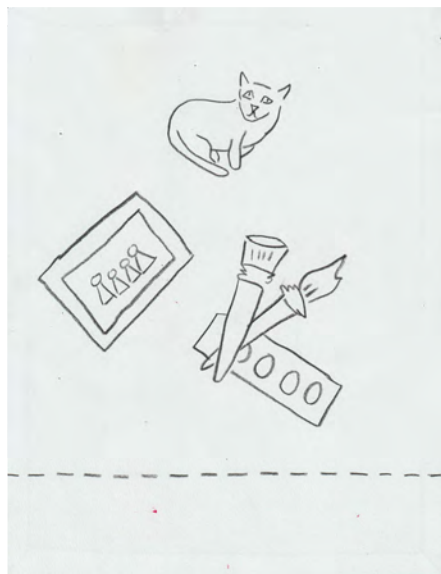




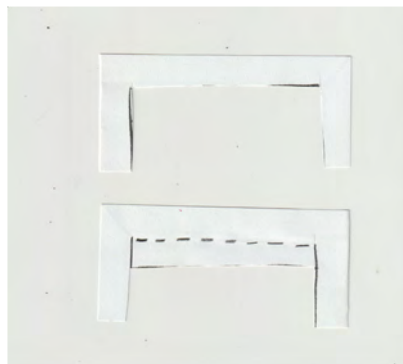
# Steps 5 to 8 to create your suitcase.

## Sheet 2

Step 5 – on the top 2/3 of your second sheet of paper, draw the items you would take with you in your suitcase.



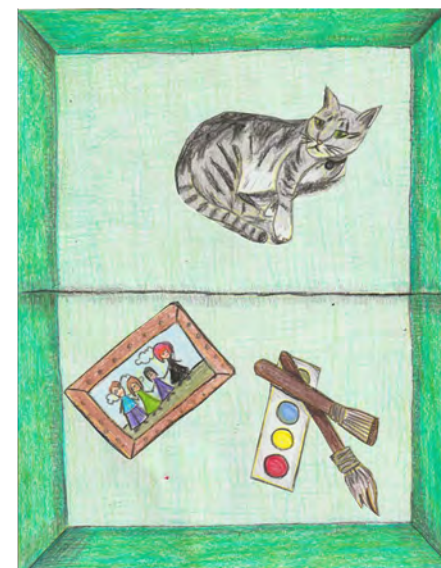
Step 6 – On the bottom 3<sup>rd</sup> of your second sheet of paper you will make a two piece handle. Cut along the solid lines, fold on the dotted line. The extra flap on the one handle can be folded up to “close” your suitcase.



Step 7 – Now you can color the outside of your suitcase and the inside. You can add travel stickers to the outside if you like. You can color and glue on your handles, one on each side as illustrated.



Step 8 – You can color the inside of your suitcase with just color or a simple pattern. Next, color and cut out the items you want to put in your suitcase. In our example there is a cat, art supplies, and a family photograph. Glue these items inside your suitcase.









# 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

Need my cat  
Books are fun to read  
Love family portrait

My dog Parker  
Music so I can dance  
Home is family





# 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

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



# Post-Museum visit – Lesson 1

## *Create Your Own Garden*



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



### Video #6

"Create Your Own Garden"

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



### 3.VA: Cr2.1

Create personally satisfying artwork using a variety of artistic processes and materials.



### ESSENTIAL QUESTIONS

How do artists work?

How do artists and designers learn from trial and error?



### VOCABULARY

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

\* 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

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



# DIRECTIONS

## TEACHER NOTES

- The video, [Create Your Own Garden](https://youtu.be/2KgqHNSGOmU) (Length: 10:41), at <https://youtu.be/2KgqHNSGOmU>
- The artist will walk through students through the lesson. The artist will have you and your class watch the video.
- As students watch, encourage them to have their supplies ready and follow along.

## BEFORE YOU WATCH (Prompts for Students)

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

## AS YOU WATCH

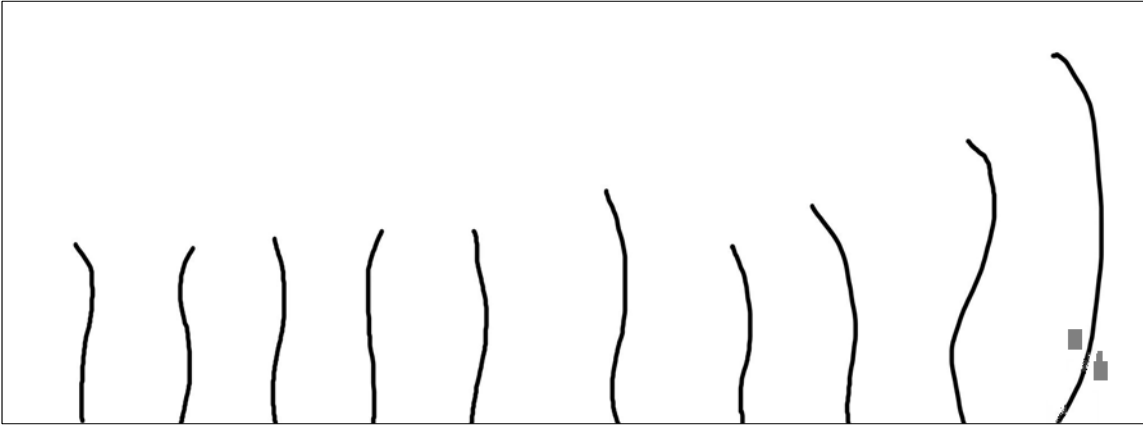
- Study the flowers and plants that Mr. Lopez created. Practice drawing lines and shapes on a piece of scrap paper.
- Get a 6" x 18" sheet of white or light color construction paper or 5.5" x 17" white card stock (tabloid sheet cut in half, horizontally)
- Write your name on the back. Flip over the paper.
- Turn your paper landscape and with your black pen, draw six to ten wavy lines of different lengths from the bottom of the paper. These will be your plant or flower stems.
- Add leaves to your stems– they can be different sizes and organic shapes
- Add the flower or other blooms at the top of each stem
- Choose words that describe YOU from the list on the next page or choose others that have a positive meaning.
- Using color pencils or crayons color your flowers and plants. Use at least six different colors.

## WRITING

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



Step 1 – draw stems



Step 2 – draw leaves

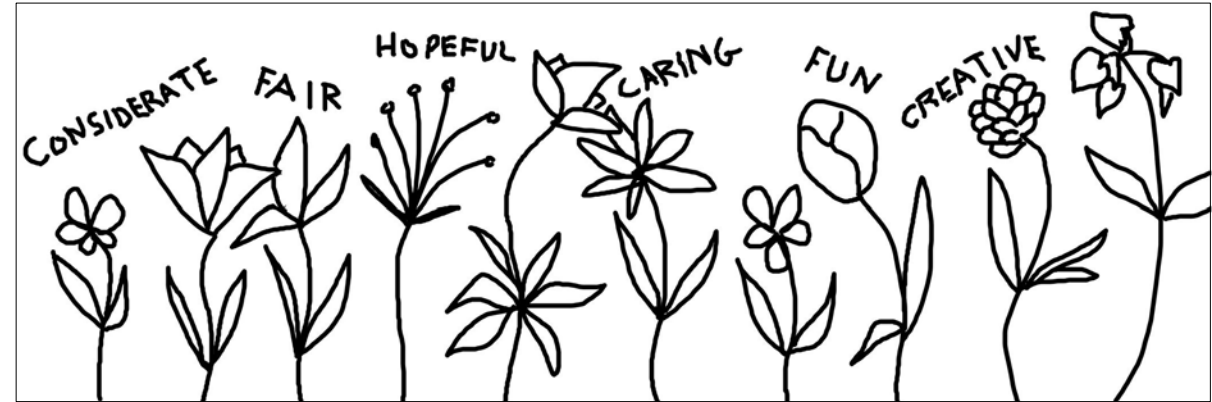


Step 3 – add flowers or other plant features

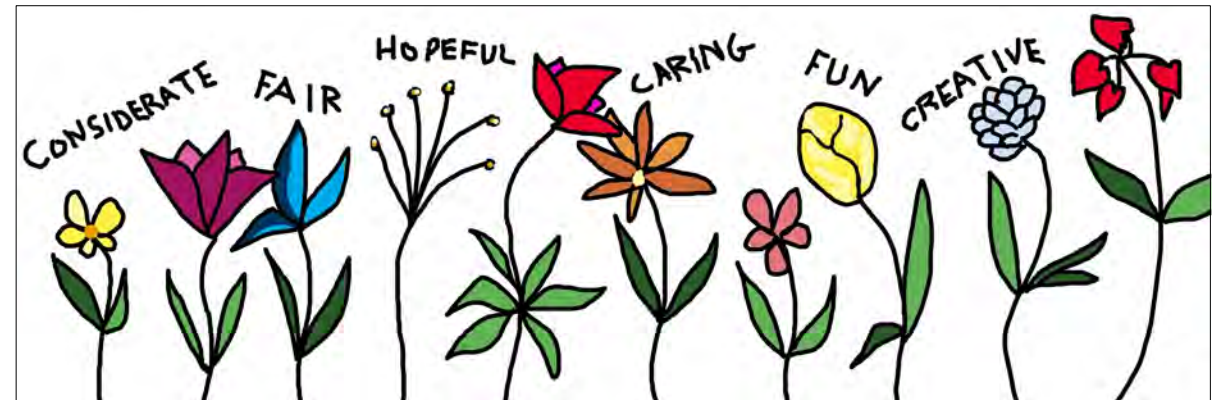


# Steps to create your garden.

Step 4 – add words



Step 5 – add color





# 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:  
© Rafael López  
from *Just Ask! Be  
Different, Be  
Brave, Be You* by  
Sonia Sotomayor

Provided for  
flower  
inspiration





# Post-Museum Visit - Lesson 2

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



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



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









# Post-Museum Visit - Lesson 3

## *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.

 <h2>Video #9</h2> <p>"Miró-Inspired Lesson"</p> <p>Find all our videos by going to: <a href="https://FresnoArtMuseum.org/VideoAccess">FresnoArtMuseum.org/VideoAccess</a></p>	 <h2>3.VA: Cr2.1</h2> <p>Create personally satisfying artwork using a variety of artistic processes and materials</p>	<h2>? ESSENTIAL QUESTIONS</h2> <p>How do artists work?</p> <p>Why do artists experiment?</p> <p>Why do artists use certain colors?</p>
 <h2>VOCABULARY</h2> <p>geometric shapes, lines, color, floating, surrealism, non-objective, modern art, mixed-media, symbols, acrostic poems</p>		 <h2>MATERIALS</h2> <ul style="list-style-type: none"><li>• 8.5" x 11" white or grey construction paper (grey preferred)</li><li>• Black fine point Sharpie or other black permanent marker (you can use other black pens, but Sharpies do not run or smear when you add color.)</li><li>• Oil pastels</li><li>• Ink (liquid watercolor, acrylic, tempera, even food coloring)</li><li>• Small plastic spray bottles with water.</li></ul>



# DIRECTIONS

## TEACHER NOTES

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

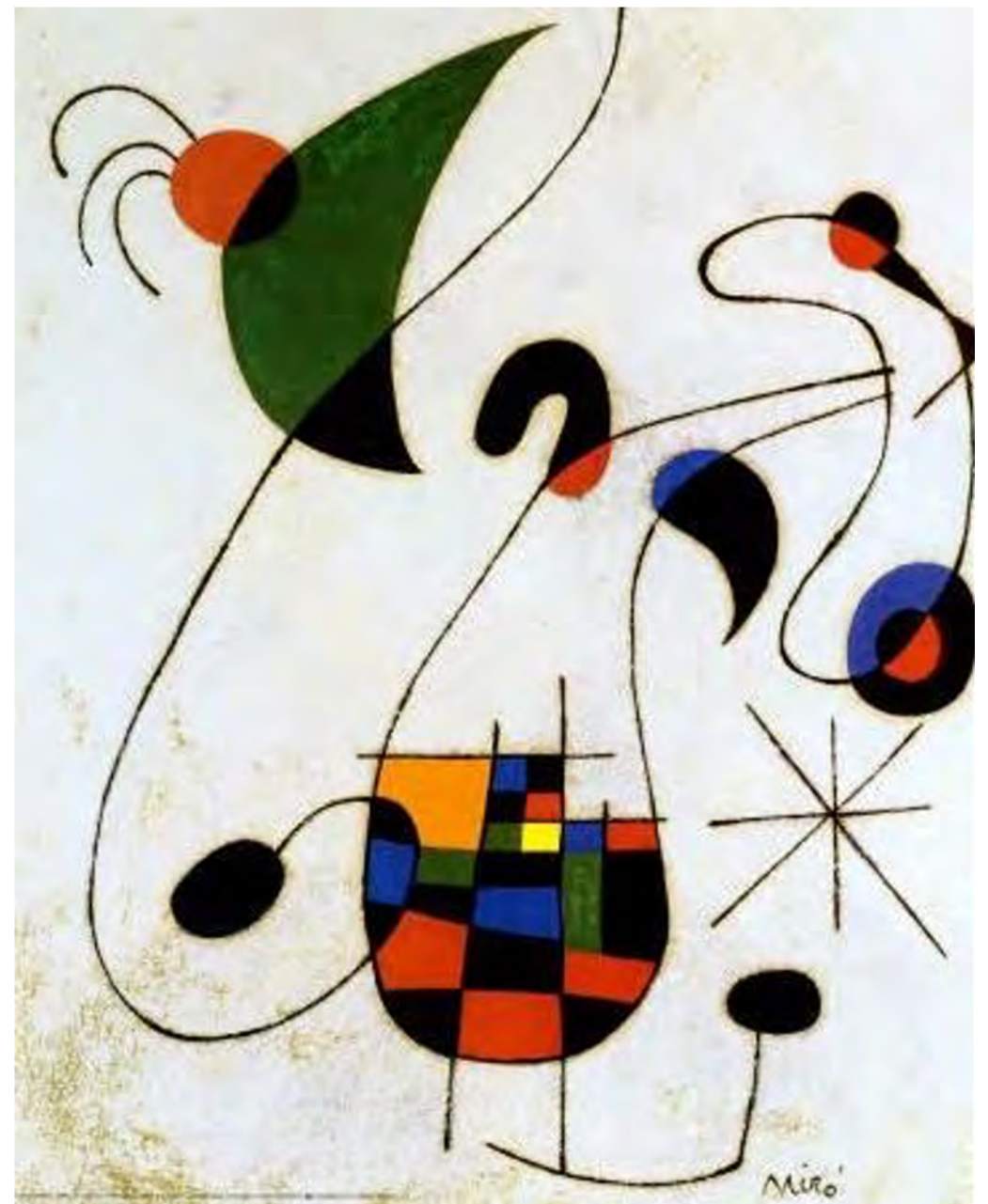
- The video walks students through the steps of the lesson.
- As students watch, encourage them to have their supplies ready and follow along. You may pause the video as needed.
- Students could write the [acrostic poem](#) first then create the art or use the artwork to inspire the poem. Either way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





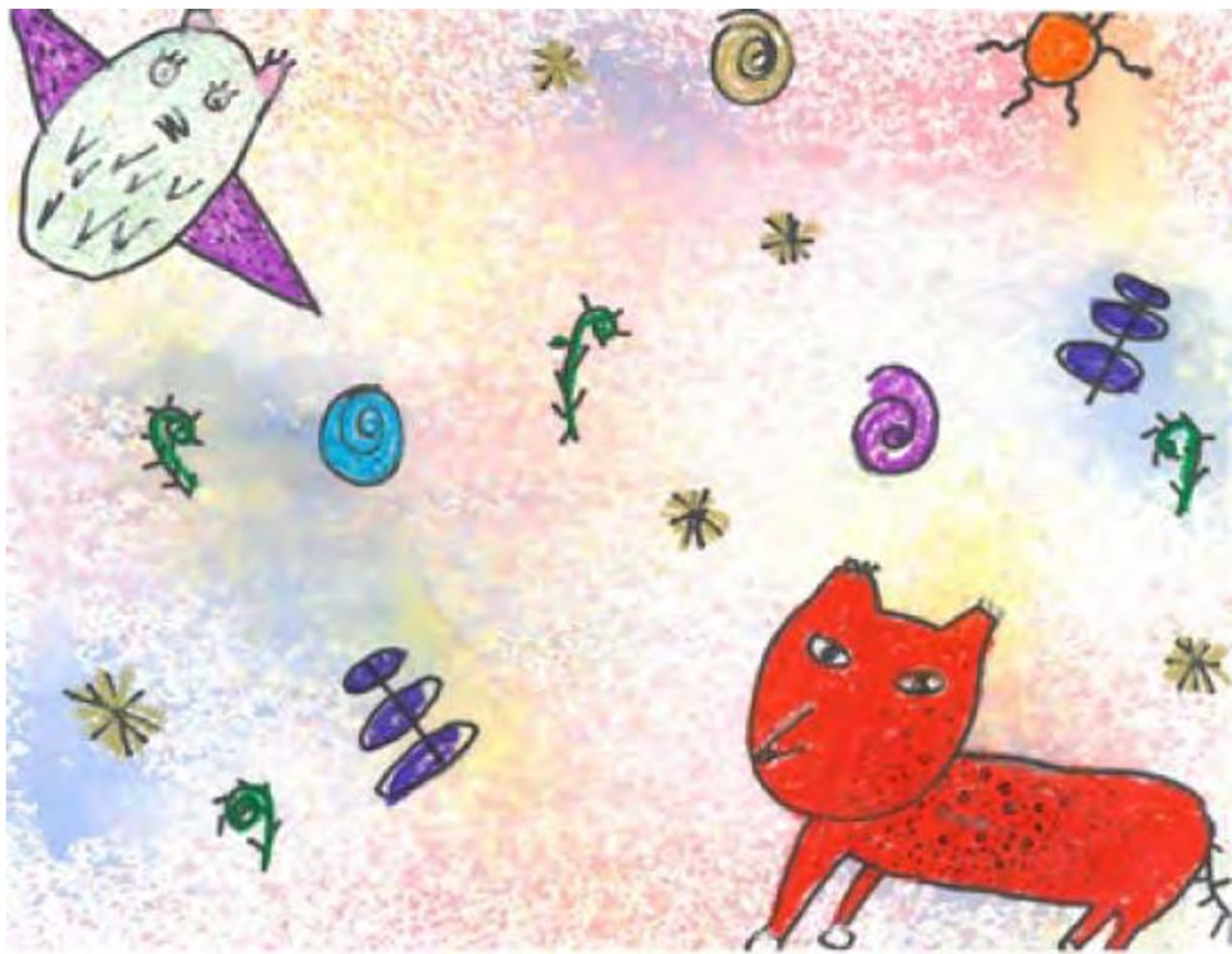
Joan Miró,  
*Harlequin's Carnival*,  
1924-25





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 4

## *Ir-Resistible Characters*



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



### Video #10

"Ir-Resistable Characters Lesson"

Find all our videos by going to:

[FresnoArtMuseum.org/VideoAccess](https://FresnoArtMuseum.org/VideoAccess)



### 3.VA: Cr2.1

Create personally satisfying artwork using a variety of artistic processes and materials



### ESSENTIAL QUESTIONS

How do artists work?

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 5

## *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 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 6

## *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

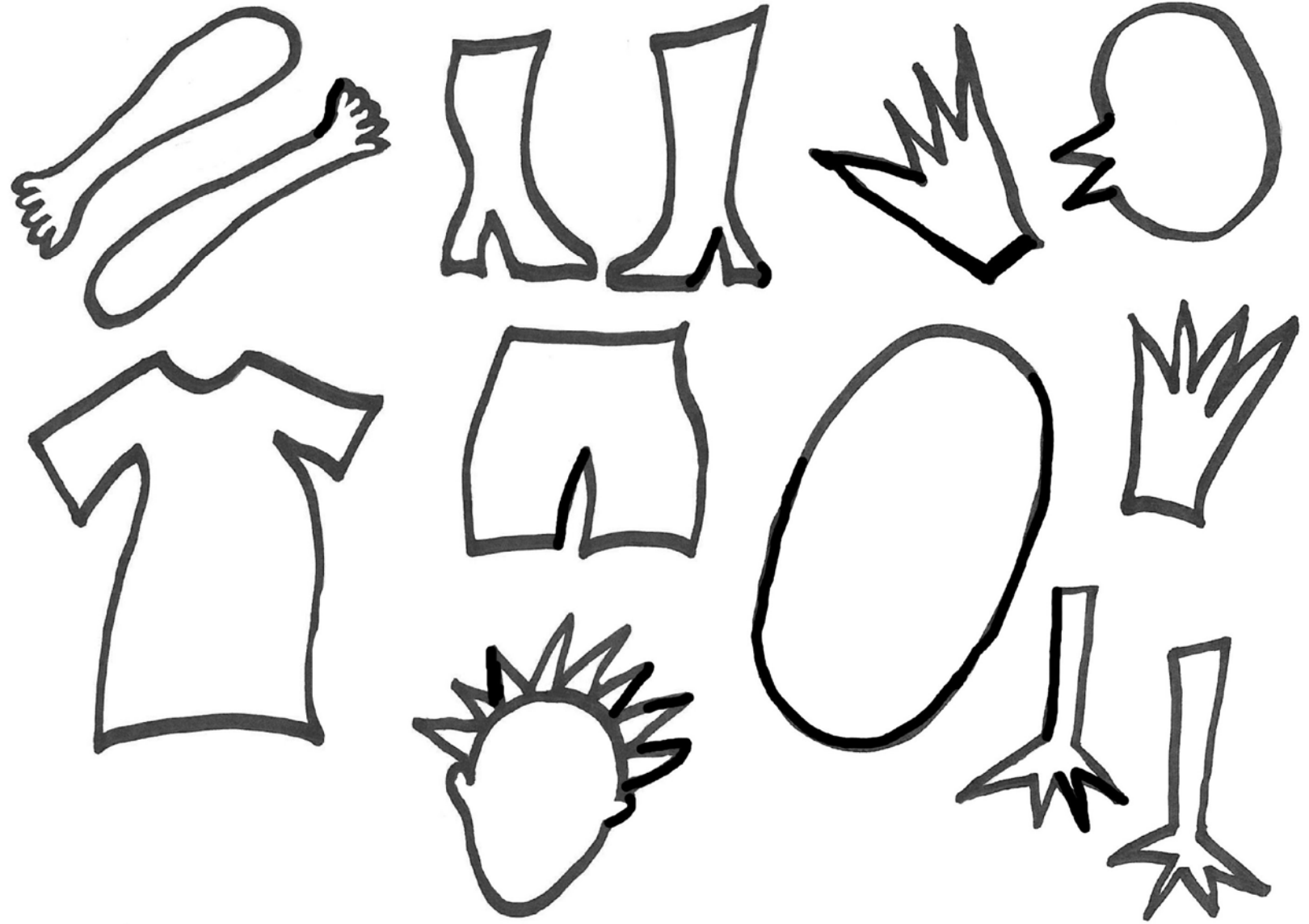
- Look at art by Chagall to get inspiration for your artwork.
- Write your name on the back of a piece of blue construction paper. Flip it over.
- Using your white stock paper, use the point of a black marker to draw the shapes of your character. If you make the shapes too small, they will be hard to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

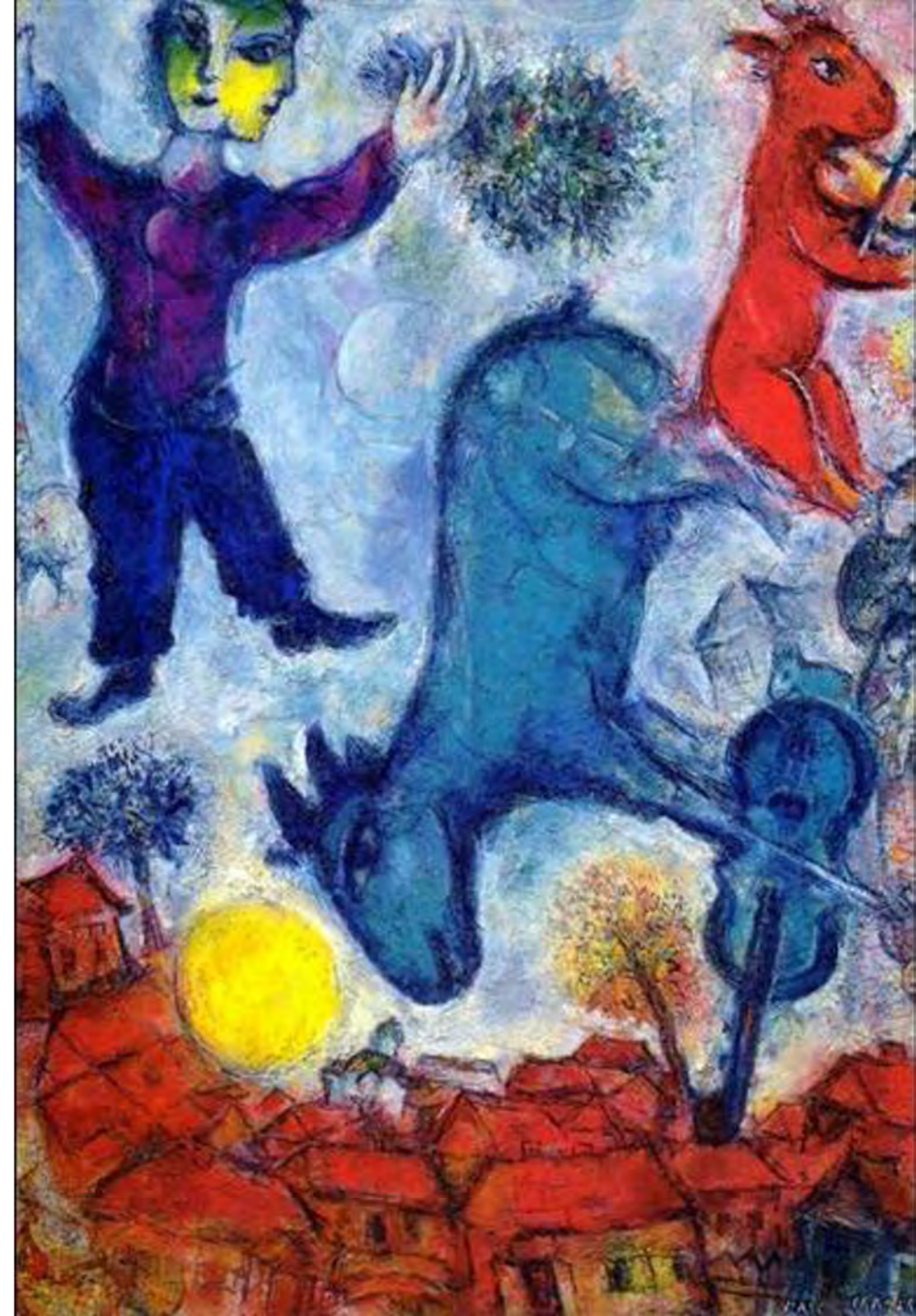


Examples of some  
body parts you can  
draw, cut out, and  
color for your floating  
human or animal.



# Some examples of Marc Chagall's work

Marc Chagall  
*Cows Over Vitebsk*, 1966

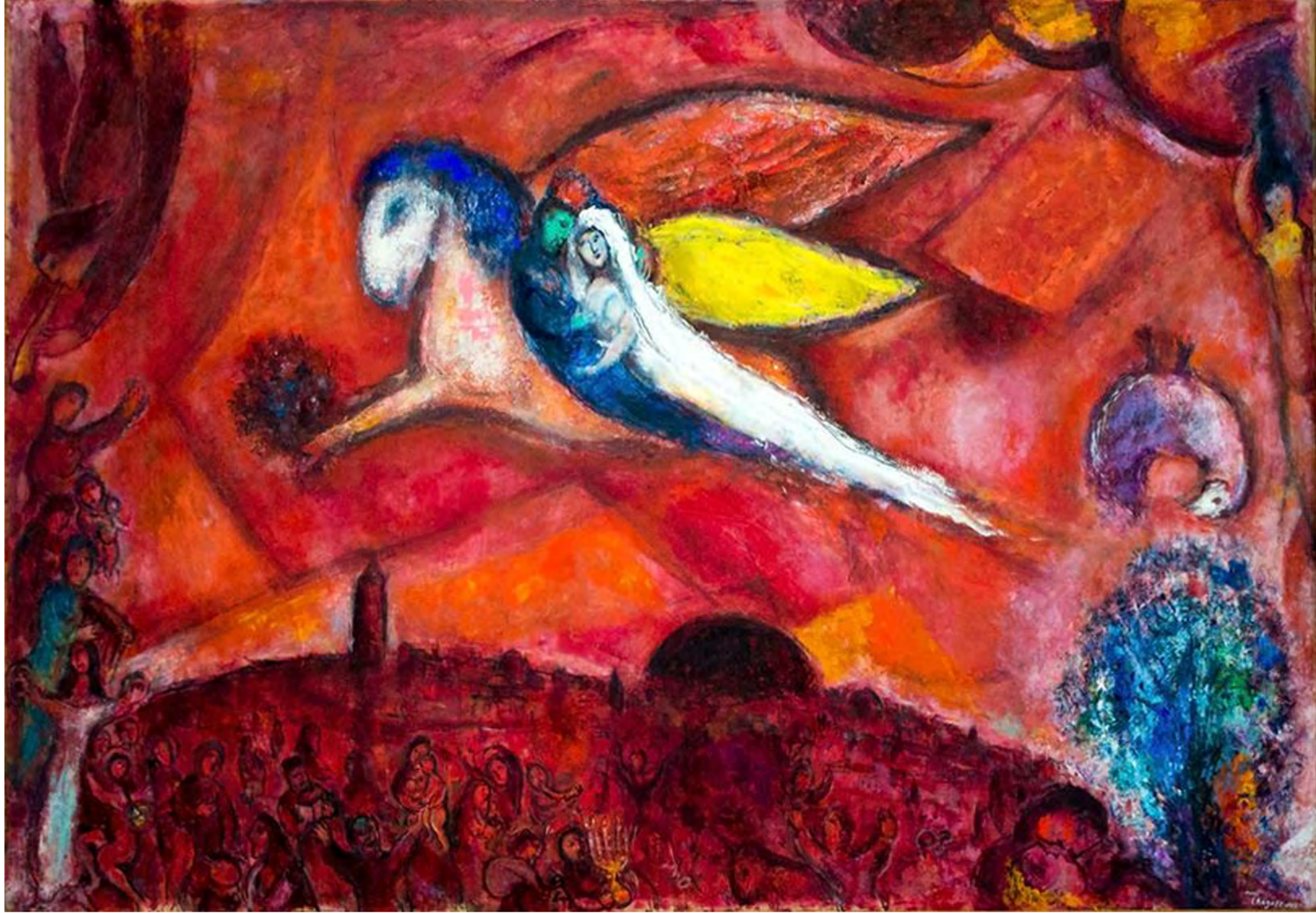




Marc Chagall  
*Over the Town*, 1918







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





Marc Chagall  
*The Fiddler*, 1912





# DIRECTIONS

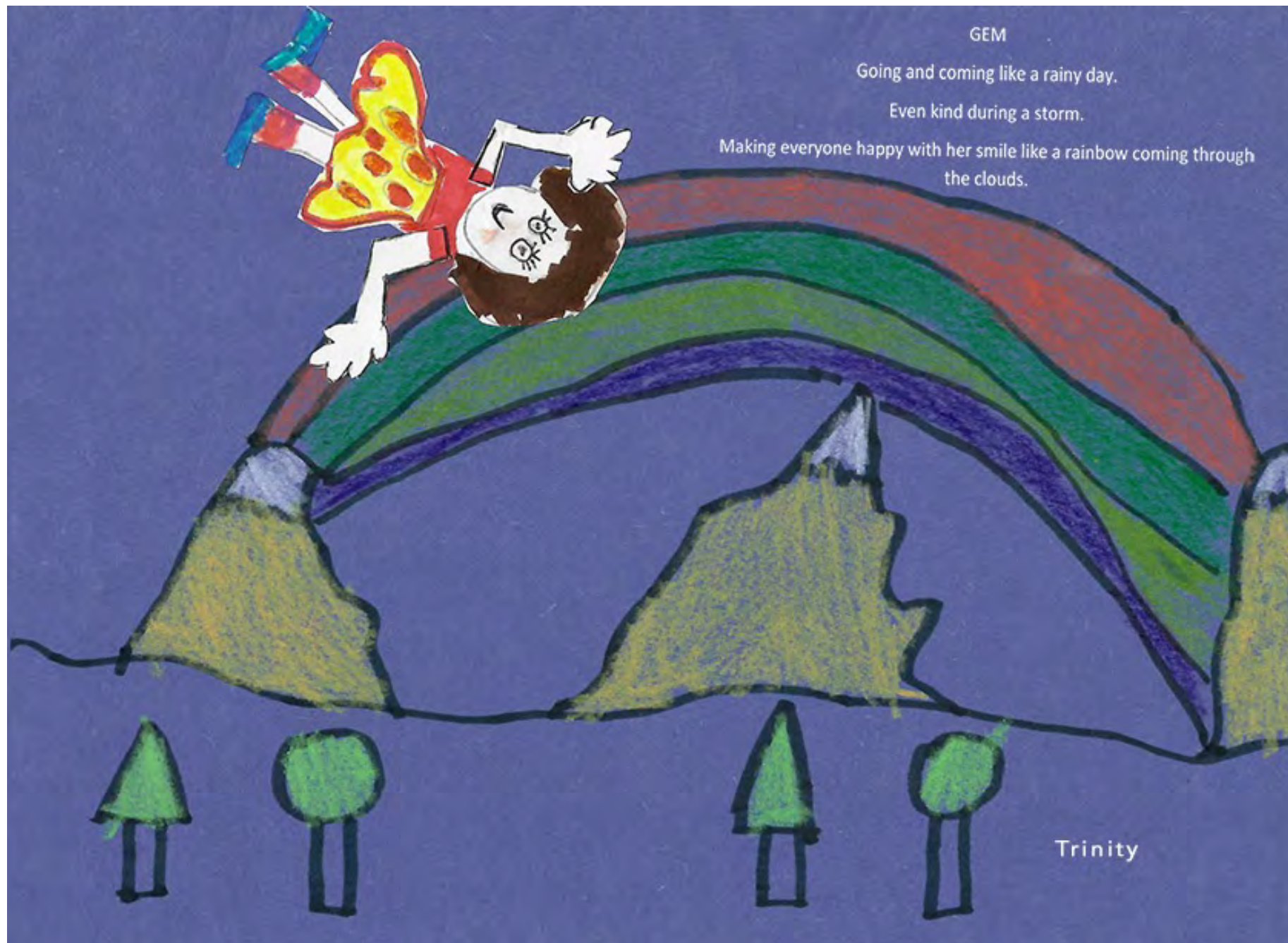
## ACROSTIC POEM

- 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.

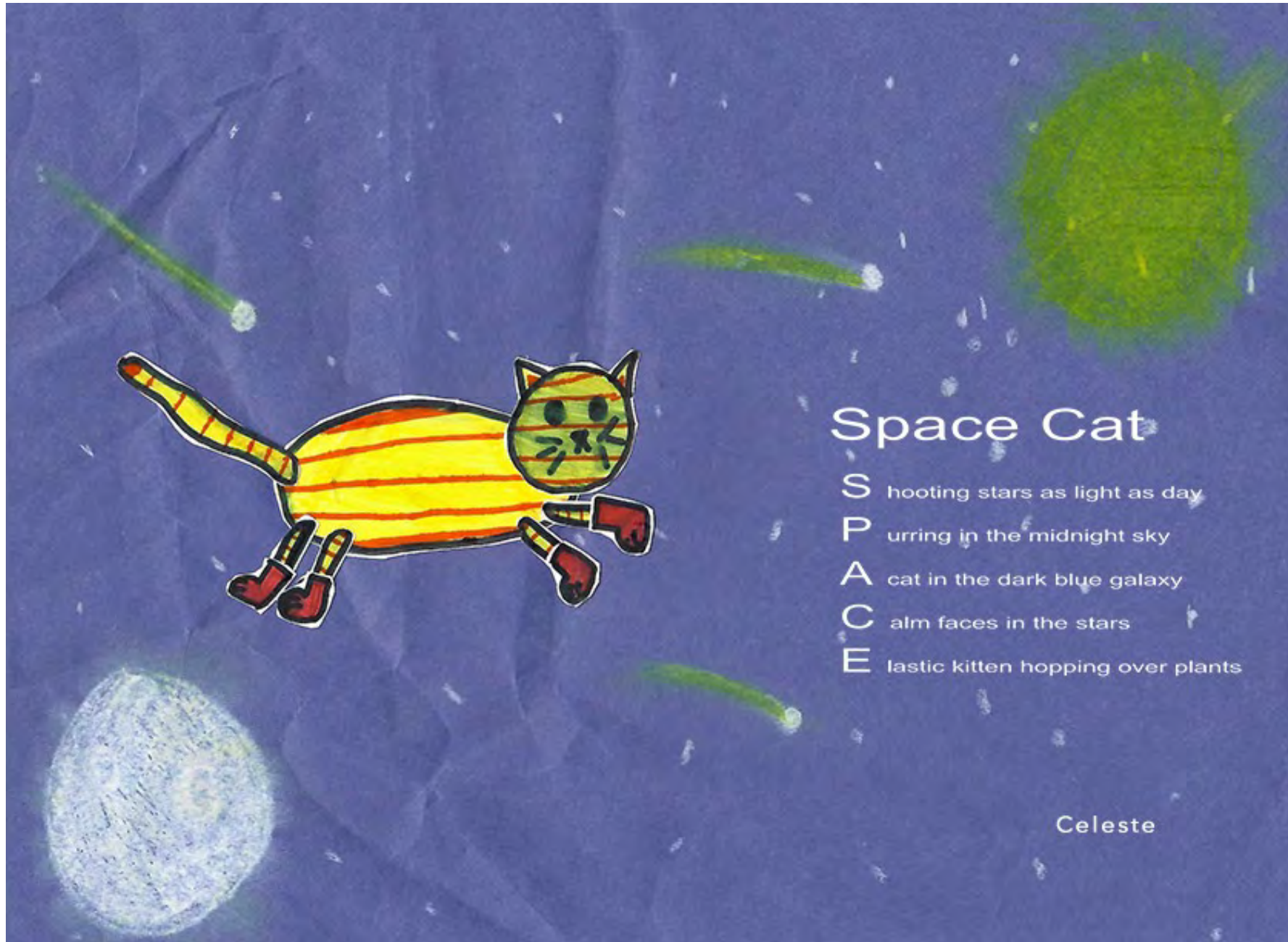
Even kind during a storm.

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

student sample

Trinity





student sample

These lessons and videos were created in partnership with

