

Lesson Plan Starter: Wish for the World

Plan ID: 5441



by Tricia Fuglestad (submitted Jun 4, 2012)
 Dryden Elementary - IL, United States
 for grade level » **Elementary (3-5)**
 duration » **6 sessions (about 40 minutes per session)**
 media type » **Painting**
 subject integration » **Language Arts**

Students are asked to create a 4-letter poem in the style of Robert Indiana's LOVE sculptures and paintings. This word would need to be the students' "wish for the world" much like Robert Indiana wished to share LOVE all around the world.

Sample Artwork:



Materials (what you need)

Supplies:

Paper

12x12 inch stencil to trace out area on paper for art

tempra paints

Pencil for drawing

letter handouts to train students to draw bubble letters

my practice handout to help students brainstorm and practice

access it here: <http://drydenart.weebly.com/uploads/8/9/6/1/8961653/wishfortheworldhandout.pdf>

ruler for dividing the 12x12 square into 4 quadrants

black marker to trace at the end

Wordfoto app on ipad to add artist statement into artwork

Procedure (what you need)

Please see my webpost: <http://drydenart.weebly.com/1/post/2012/02/our-wish-for-the-world.html>

I did this lesson with third graders.

Day 1: Students watched this introductory video made in Xtranormal: <https://vimeo.com/16663547>

and use the handouts to work on the one word poem they want to use as a wish for the world.

<http://drydenart.weebly.com/uploads/8/9/6/1/8961653/wishfortheworldhandout.pdf>

The hardest part for students is to create letters that fill each square with even size and thickness.

Day 2: Prepare the good paper with the "grid" (4 quadrants). Use the 12x12 stencil, rulers to find the 6 inch mark on all sides, and connect the mid-points with straight lines. This step is all done in pencil.

Students can finish their practices then try to lightly sketch their final design onto the good paper.

Day 3: This day was dedicated to getting the drawings finalized. It was important that each letter reached out to all sides of the quadrant and had a consistent thickness. The second letter was to be tilted in the style of the "O" in LOVE. Once all the drawings met this standard, they could be traced in thin permanent black marker. (This keeps the drawing from being lost when students paint). All pencil lines were erased except for the grid lines of the 4 quadrants.

Day 4: Students painted the negative space beginning with the diagonally spaced letters to avoid "wet paint next to wet paint" issues. Use 4 different tempra paint colors.

Day 5: Students painted the positive space using 4 different tempera paint colors. (The painting will have a total of 8 colors)

Do touch ups and check for good craftsmanship on this day (last day to paint).

Day 6: Students trace artwork with medium thick permanent black markers. They write their artist statements on my handout (if not completed already) explaining why this word is their wish for the world.

Open up Wordfoto app on ipads, take a picture of the finished artwork and type in the artist statement as a list of words (max 12 words) Make the wordfoto art piece and email it to the teacher with student's name in the subject line.

Content Keywords

character counts, indiana, iPad, iPads, love, Pop Art, Robert Indiana, wish for the world, wordfoto, wordfoto app

Curriculum Standards

1-A (PK - 4) Students know the differences between materials, techniques, and processes

1-C (PK - 4) Students use different media, techniques, and processes to communicate ideas, experiences, and stories

2-A (PK - 4) Students know the differences among visual characteristics and purposes of art in order to convey ideas

4-B (PK - 4) Students identify specific works of art as belonging to particular cultures, times, and places

5-A (PK - 4) Students understand there are various purposes for creating works of visual art

6-B (PK - 4) Students identify connections between the visual arts and other disciplines in the curriculum