

Historic Home, Artist's Studio, and Gardens
of Ann Weaver Norton



Art in the Gardens

A K – 10 LANGUAGE ARTS
& VISUAL ARTS CURRICULUM

Presented by the
Ann Norton Sculpture Gardens

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Overview

ART IN THE GARDEN: A K – 10 LANGUAGE ARTS & VISUAL ARTS CURRICULUM

Art in the Garden is a set of language arts/visual arts lessons for students in grades K - 10. The purpose of these lessons is to explore language arts and visual arts concepts using the natural environment of the Ann Norton Sculpture Gardens (ANSG). The flora, fauna, and water bodies will serve as the basis for activities that address Sunshine State Standards for language arts and visual arts. The lessons are designed to be used in conjunction with a tour of the Ann Norton Sculpture Gardens, with the main lesson taught by the tour guide at the ANSG, and pre-visit and post-visit activities taught in the classroom by the teacher.

The ANSG curriculum also provides students with the opportunity to explore our rare palms from around the world, native Florida plants and wildlife, and diverse local ecological environments. In addition, students will learn about Ann Weaver Norton's art, her art and life in context, and her legacy.

The Ann Norton Sculpture Garden's educational goal is to provide a learning environment that teaches to multiple intelligences, is interdisciplinary in nature, and offers engaging opportunities for students to experience environmental sciences and the arts within a real world context. The unique Ann Norton Sculpture Gardens program features interactive, hands-on curriculum where students discover and immerse themselves in the urban green oasis and ecosystems Ann Norton preserved.

The Ann Norton Sculpture Gardens comprises the former residence of sculptor Ann Weaver Norton (1905-1982), the widow of Ralph Hubbard Norton. The home was built in 1925 and later remodeled by well-known architect Marion Sims Wyeth in the mid 30s. The Ann Norton Sculpture Gardens is in the El Cid Historic District and is listed on local and the National Register of Historic Places. The setting, design materials and scale of the homes in El Cid indicate the area's development during the Florida Land Boom of the mid 1920s. Displayed throughout the house, studio and gardens are more than 100 works by the artist, including nine monumental sculptures, eight in brick and one in granite.

CURRICULUM TEAM

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Preparing for Your Visit

ART IN THE GARDEN: A K – 10 LANGUAGE ARTS & VISUAL ARTS CURRICULUM

SCHEDULING

- Please schedule your visit at least three weeks prior to the date you wish to bring your class.
- To schedule a visit to the Ann Norton Sculpture Gardens contact Pamela education@ansg.org.
- Guided tours are 45 minutes long. Tours with field experiences are approximately 1½ hours long.
- The cost is \$4.00 per student for guided tours. Tours and workshops are \$10.00 per student (minimum 10 students)
- Please wear comfortable clothing and shoes.
- Please be sure to apply sunscreen before your visit as part of your experience will take place outdoors and visitors may be exposed to sun.
- Students can bring a bag lunch to enjoy in the garden courtyard at the completion of your tour and field experience. All garbage and waste must be removed from the property.

STUDENT ETIQUETTE

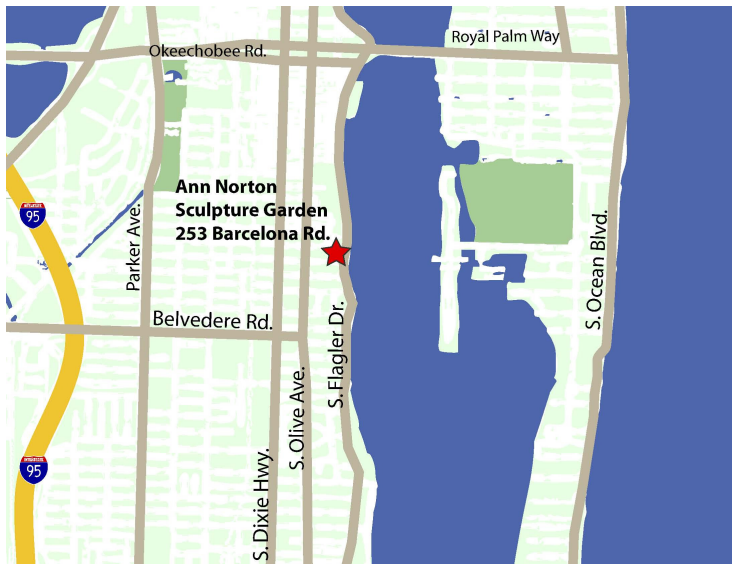
- Students are expected to be good listeners and respectful to tour guides and teachers during their presentation.
- Visitors should not touch any of the artwork or plants. This is to protect the artwork and plant species, and to protect our visitors against allergic reactions.
- Stay with the tour group at all times.

DIRECTIONS

From I-95, head east on Okeechobee Blvd to South Flagler Dr, head south (right) one half mile to the corner of Barcelona Rd. and South Flagler Dr. Take right onto Barcelona Rd. to first house on the right.

From Palm Beach, cross waterway at Royal Palm Way (the middle bridge), head south (left) to the corner of Barcelona Rd. and South Flagler Dr. Take a right onto Barcelona Road to the first house on the right.

Buses will pull up in front of the gardens along Flagler Drive heading south. Buses will be instructed to unload students and park offsite at a nearby parking lot. Contact the Community Enrichment Director at education@ANSG.org for group/bus drop off and pick up arrangements.



Art Sensations

LANGUAGE ARTS, SCIENCE, & VISUAL ARTS CURRICULUM FOR K - 2

Preview	<i>Art Sensations</i> includes three lessons, a pre and post-visit lesson taught by the classroom teacher, and a lesson taught during the field trip by the guide at the Ann Norton Sculpture Gardens. Students use their senses to discover art in the gardens and by observing, imagining, verbally communicating and categorization, they apply language arts methods to express what they experience
Student Target	I can identify the five senses and use them to locate and identify shapes, textures, sounds, and smells.
Grade Levels	K - 2
Estimated Lesson Length	Pre & post-lessons: 1 to 2 hours each; lesson at ANSG: 1 hour
Materials for Pre & Post Lessons in Classroom	-Pre & post tests, 1 per student (from Ann Norton Sculpture Gardens) -an image of Vincent Van Gogh's painting "Café Terrace at Night" available at www.mostinterestingfacts.com/wp-content/uploads/2010/03/most-famous-painting-Cafe-Terrace-at-Night.jpg . -materials for the enrichment activity (see lesson for details)
Materials Provided at Ann Norton Sculpture Gardens	-Regular and colored pencils -Erasers -Sharpeners -Drawing paper, 9" x 11", four sheets per student partnership
Strategies	arts integration, cooperative learning, experiential learning, visual aids
Benchmarks	<p>LA.K.5.2.2. (listen to read-alouds & demonstrate understanding)</p> <p>LA.1.5.2.3 (listen to read-alouds & demonstrate understanding)</p> <p>LA.2.2.1.3 (identify how poet appeals to the senses & creates imagery)</p> <p>VA.A.1.1 (understands & applies media, techniques, & processes)</p> <p>VA.E.1.1 (makes connections between visual arts and the real world)</p> <p>SC.K.L.14.1 (recognize 5 senses & related body parts)</p> <p>SC.K.L.14.3 (observe plants & describe how they are different)</p> <p>SC.K.N.1.2 (observe natural world using 5 senses)</p> <p>SC.K.N.1.3 (keep records of investigations)</p> <p>SC.1.L.14.1 (observe living things & their environment using 5 senses)</p> <p>SC.1.N.1.2 (use 5 senses as tools to observe & describe)</p> <p>SC.1.N.1.3 (keep records of investigations)</p> <p>SC.2.N.1.2 (compare observations of different groups using same tools)</p> <p>SC.2.N.1.5 (distinguish between observations & inferences)</p>

Vocabulary

cafe	snack bar/restaurant
environment	the natural world
granite	a strong, coarse grained rock used in buildings
sculpture	a three-dimensional work of art made by carving, modeling, or casting
senses	any of the abilities by which a person gets information about the physical environment
terrace	a flat area outside a building used for sitting or eating outside

Pre-visit Lesson (completed in classroom before visiting Ann Norton Sculpture Gardens)

1. Warm-up

Project the image of Vincent Van Gogh's painting "Café Terrace at Night," available at www.mostinterestingfacts.com/wp-content/uploads/2010/03/most-famous-painting-Cafe-Terrace-at-Night.jpg.

Tell students to pretend that they have just walked right into this painting.

Ask: **What do you see as you walk around this place?** (*i.e. a yellow restaurant with tables and chairs outside, stars in the dark blue sky, a green leafy tree, etc.*)

What do you hear? (*i.e. people laughing and talking, a waiter taking an order, footsteps on the street, etc.*)

What do you smell? (*i.e. food from the restaurant, such as bread, soup, etc.*)

What do you feel? (*i.e. the bumpy street made of stones, the smooth tabletops, the cool night air, etc.*)

What do you taste? (*i.e. food from the restaurant like fresh baked bread with butter, etc.*)

Ask: **Did you notice anything special about these questions I just asked?** (*i.e. you asked them to use their five senses--sight, sound, smell, feeling, and taste--to describe their walk inside this painting.*)

Explain that the five senses help us understand our environment, which means the world around us. Our senses help us to experience the environment.

Tell the class that this artwork is called "Café Terrace at Night," and was painted in 1888 by an artist from Holland named Vincent Van Gogh. He is known for using bright colors and for the way his paintings express emotions.

Ask: **Do you think Vincent Van Gogh used his five senses when he created a painting?** Why or why not? (*i.e. Yes, because it would help him put more details in his painting.*)

Ask students to remember one way they described the place in the painting, and call on a volunteer to share a response. Now ask the class to point to the part of their body that represents which of the five senses that person used. (i.e. If someone says, "The restaurant was yellow" students point to their eyes.) Continue until students understand the concept.

Now explain that the class will soon visit the Ann Norton Sculpture Gardens. Along with seeing beautiful plants and sculptures, they will also talk about the five senses. They even get to participate in a five senses activity right in the gardens.

2. Pre-Survey

Distribute Pre-Surveys for students to complete. Explain that this is only to help the people at Ann Norton Sculpture Gardens determine what students already know. Tell students they take another survey after their field trip to show what they have learned.

For Question 3, students draw a picture that shows how they use one of the senses to learn about their environment. For example, they might draw a hand touching a leaf, an eye looking at an insect, a nose smelling a flower, an ear listening to a bird chirp, or a mouth tasting an orange.

Avoid helping the students too much with this survey, as the purpose is to determine what background information they already know. Let them know it is fine to leave blank boxes or unanswered questions.

NOTE: Please review the results of the students' surveys, and send a short summary to the Ann Norton Sculpture Gardens at least one week prior to your scheduled visit. For example, you may report that about 90% of your students were not able to answer Question 2, and 75% were not able to correctly fill in all boxes for Question 3. By reporting this information to us we are able to customize your field trip to your students' needs. There are four ways to submit your survey summary:

email: education@ansg.org

fax: 561-835-9305

mail or drop off: 253 Barcelona Road, West Palm Beach, Florida 33401

3. Background Information

Provide background information about the Ann Norton Sculpture Gardens:

- The Ann Norton Sculpture Gardens includes the former home of sculptor Ann Weaver Norton (1905-1982), the widow of Ralph Hubbard Norton.
- The home was built in 1925.
- Displayed throughout the house, studio and gardens are more than 100 works by the artist, including nine enormous sculptures, eight in brick and one in granite.
- The gardens are an outdoor setting for the sculpture, and also help the plants, wildlife, wild animals, and birds which live in the area.
- The gardens include a collection of 300 kinds of palm trees, natural food sources for wildlife, and drought tolerant plantings.

4. Field Trip Behavior

Explain to students that there are a few rules they must follow on the field trip that will protect them as well as the gardens, and will make their experience enjoyable and educational:

- Listen carefully to the tour guides during your visit.
- Do not touch any of the plants or sculptures.
- Stay with your tour group at all times.
- When participating in the five senses activity, listen closely to the guide's instructions.

5. Teams

Divide students into teams of two in preparation for the day of the field trip. Record these teams and bring this information on the day of the trip in case students forget.

Main Lesson (Completed during Ann Norton Sculpture Gardens Visit)

1. Guided Tour

Students participate in a guided tour of the Ann Norton Sculpture Gardens.

2. Warm-up

The guide asks the class to help choose a spot in the garden with an interesting view of the art, the environment, or both. Once the spot is chosen, students sit in a group in that area.

The guide leads the group in a game of “I Spy,” making sure to include many sensory descriptions in the clues given to the students. After several rounds, the guide asks for one or two students to lead the game as well, challenging them to use many descriptions using their senses.

When the game is complete, the guide talks about the five senses by asking questions such as:

- How did our five senses help us with I Spy?
- How do our five senses help us learn about our environment?
- How can we make sure we are using our sense of sight in the best way? (i.e. look very carefully, pause to look at something, etc.)
- How can we make sure we are using our sense of hearing in the best way? (i.e. listen rather than speak, being quiet, etc.)

3. Five Senses Activity

The guide now explains the culminating activity, using the senses (except for taste) to describe their immediate environment:

Partners receive four sheets of paper, a pencil, and a selection of colored pencils.

They draw an eye at the top of the first sheet and record (in pictures or words) what they see.

They draw an ear at the top of the next sheet and record what they hear.

They draw a nose on the third sheet and record what they smell.

Finally they draw a hand on the last sheet and record what the textures they feel.

The guide does the following:

- Explains safety procedures (staying clear of the water features, walking rather than running, not tasting anything, etc.)
- Demonstrates drawing an eye, ear, nose, and hand at the top of each sheet; models drawing/writing an observation on the sheets.
- Models how to carefully touch a plant to determine the texture/smell without harming the plant.
- Explains the importance of being as quiet as possible so that all students can use their sense of hearing effectively.

- Assembles students into their predetermined partnerships.
- Distributes supplies to each partnership.
- Assists students as needed, demonstrating how to use their senses, record observations etc.

8. Wrap Up

The guide gathers students together to:

- share observations
- compare and contrast their findings
- compare and contrast the plants, animals, and art they observed
- ask why they didn't use their sense of taste for this activity (for safety reasons--some of the plants may be poisonous to eat)
- discuss how their senses helped them learn more about Ann Norton Sculpture Gardens and the environment around them
- return pencils and colored pencils
- turn in their observation sheets to their teacher for use in a post-lesson activity

Post-visit Lesson (completed in classroom after visiting Ann Norton Sculpture Gardens)

1. Warm-up

Ask students to remember the five senses they have been discussing in class and on the field trip to the Ann Norton Sculpture Gardens. Tell them that you are going to read them a poem written in 1913 by a poet from Scotland named Robert Louis Stevenson. Their challenge is to find an example of how the poet uses some of the five senses.

Project the lyrics to Robert Louis Stevenson's poem "The Cow" onto a screen, then read the poem aloud (poem is available online at www.bartleby.com/188/124.html).

The Cow

by Robert Louis Stevenson (1850 – 1894)

The friendly cow, all red and white, *(sight: red & white)*

I love with all my heart:

She gives me cream with all her might,

To eat with apple tart. *(taste: cream)*

She wanders lowing here and there, *(hearing: lowing--mooing)*

And yet she cannot stray,

All in the pleasant open air,

The pleasant light of day; *(sight: light)*

And blown by all the winds that pass *(touch: wind)*

And wet with all the showers, *(touch: wet)*

She walks among the meadow grass

And eats the meadow flowers. *(taste: eats flowers)*

Record responses on the board in the correct sense category.

Ask: **Do you think poets use their five senses when writing their poems? Why or why not?**

How can using your senses make your writing better?

2. Post-Survey

Distribute Post-Surveys for students to complete. Explain that this is only to show how much students learned on their field trip to the ANSG.

NOTE: Please send a short summary of the results of the completed surveys, along with any other instructor or student feedback, to the Ann Norton Sculpture Garden. For example, you may report that about 90% of

your students were able to correctly answer Question 2, and 80% were able to correctly fill in the boxes for Question 3. By reporting this information to us we are able to gauge the effectiveness of our curriculum and make revisions as needed. There are four ways to submit your survey summary:

email: education@ansg.org

fax: 561-835-9305

mail or drop off: 253 Barcelona Road, West Palm Beach, Florida 33401

3. Enrichment

Create sensory posters using the observations made during the Ann Norton Sculpture Garden field trip:

Cut four sheets of butcher paper into 3' x 3' squares. Label each at the top with one of the following:

- What I SAW on my trip to Ann Norton Sculpture Gardens
- What I HEARD on my trip to Ann Norton Sculpture Gardens
- What I SMELLED on my trip to Ann Norton Sculpture Gardens
- What I FELT on my trip to Ann Norton Sculpture Gardens

Spread these around the classroom on tables or on the floor.

Allow student partnerships to draw/write their observations onto each poster, using their sheets from the field trip as a reference (or they could cut out their original drawings from their field trip sheets and glue them onto the posters).

Provide materials students can use to recreate the textures they experienced (i.e. felt, shiny wrapping paper, sandpaper, etc.).

When the posters are complete, display them in the classroom or hallway. Ask questions such as:

How do your five senses help you understand the environment?

How can drawing a picture or making a poster help you understand more about your five senses?

How can using the five senses help someone create a painting or poem?

Pre-visit Survey

Name _____ Date _____

1. Have you ever visited the Ann Norton Sculpture Gardens? YES NO

2. What do you know about Ann Norton? _____

3. In the boxes below, show how you could use four of your senses to learn about the environment.

Post-visit Survey

Name _____ Date _____

1. Have you ever visited the Ann Norton Sculpture Gardens? YES NO
2. What do you know about Ann Norton? _____

3. In the boxes below, show how you could use four of your senses to learn about the environment.

Art and Wordplay

LANGUAGE ARTS & VISUAL ARTS CURRICULUM FOR GRADES 3 - 5

Preview	This curriculum includes three lessons, a pre and post-visit lesson taught by the classroom teacher, and a lesson taught during the field trip by the guide at the Ann Norton Sculpture Gardens. Using the garden's art as the focus, students explore key Sunshine State Standards for language arts and visual arts.
Student Target	I can write a narrative based on real/ imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events.
Grade Levels	4 - 5
Estimated Lesson Length	Pre & post-lessons: 1 to 2 hours each; lesson at ANSG: 1 hour
Materials for Pre & Post Lessons in	-Pre & post tests, 1 per student (from Ann Norton Sculpture Gardens) -image of sculptures downloaded from Internet (see Pre-lesson Warm-up) -drawing materials and copies of poem page for Enrichment activity
Materials Provided at Ann Norton Sculpture Gardens	-pencils, colored pencils, markers -erasers -sharpeners -journals
Strategies	arts integration, cooperative learning, experiential learning, visual aids
Benchmarks	<p>LA.3.2.1.5 (respond to poetry; connect text to world)</p> <p>LA.(3,4,5).3.1.1 (generate prewriting ideas from multiple sources)</p> <p>LA.(3,4,5).3.2.1 (generate a draft with main idea and supporting details)</p> <p>LA.(3,4,5).3.3.4 (revise by applying appropriate strategies)</p> <p>LA.(3,4,5).3.4.1 (edit for spelling, etc.)</p> <p>LA.(3,4,5).3.5.2 (add graphics to writing when appropriate)</p> <p>LA.(3,4,5).4.1.1 (write narrative based on real or imagined observations)</p> <p>LA.(3,4,5).4.1.2 (write narrative using figurative language)</p> <p>LA.(3,4,5).4.2.2 (record information for topic including visual aids)</p> <p>VA.B.1.2 (creates/communicates ideas using knowledge of structures & functions of visual arts)</p> <p>VA.D.1.2 (assess/evaluate/respond to characteristics of artworks)</p>

Vocabulary

abstract	not depicting an object but a focus on the internal structure and form
adjective	a word that describes a noun
casting	the making of an object using a mold
carving	cutting and shaping a material such as stone or wood
expedition	a trip made to explore unknown territory
figurative	representing the human or animal figure
idiom	an expression that cannot be taken literally, such as "It's raining cats and dogs."
marble	a dense crystallized rock formed from limestone
narrative	a story that usually involves a sequence of events and includes a plot
public art	art placed in areas accessible to all people
relief	a projection from the surface
sculpture	three-dimensional work of art
simile	a figure of speech that compares two different things, and uses the words "like" or "as," such as "She was red as a tomato."
three dimensional	possessing the dimensions of height, width, and depth, such as a sculpture does
two dimensional	having length and width, but no depth, such as a flat painting does

Pre-visit Lesson (completed in classroom before visiting Ann Norton Sculpture Gardens)

1. Warm-up

Divide the class into teams of 4 or 5 students. Print one copy each of the sculpture images listed below and give just one to each team. Do not provide students with the titles, artist, or description of these artworks.

Cloud Gate (2004 - 2006), Chicago IL, by Anish Kapoor:

http://mentalimage.co.uk/old_site/images/full/Anish_Kapoor_cloud_gate.jpg

This sculpture marks an entrance into Millenium Park in Chicago. Kappor called it Cloud Gate because 80% of its surface reflects the sky. It also reflects the buildings and people around it, making the environment an important part of it.

Le Halebardier (1971), Hannover Germany, by Alexander Calder

http://en.wikipedia.org/wiki/File:Hannover_Calder_Modern_art.jpg

This sculpture is outside the Sprengel Museum of Modern Art. A "halebardier" is French for "halberd," a medieval weapon with a long shaft and an axe blade topped with a spike.

Group of Four Trees (1969 - 1972), New York City, Jean Dubuffet

http://theartpages.com/NEW_YORK/15-Dubuffet.jpg

This sculpture stands in front of the Chase Manhattan Bank building in NYC. The artist didn't mean for this to represent actual trees, but rather the growth of human thought that took place in the building.

D Tower (1998 - 2005), Doetinchem Netherlands, Q. S. Serafijn & architect Lars Spuybroek

<http://architectureboston.files.wordpress.com/2010/07/wall3.jpg>

D Tower is a sculpture that, through different colors of lights, shows the emotions of the residents of the town where it stands. Citizens answer questions on a website and their feelings are shown through the color of light inside the sculpture.

The ArcelorMittal Orbit (planned for 2012), London England, by Anish Kapoor

<http://artradarasia.files.wordpress.com/2010/04/anishkapoor.png>

Named after steel tycoon Lakshmi Mittal, this steel structure is being built for the 2012 Olympic Games in London. The artist describes his design as reaching up to the sky, building the impossible. a procession, a long winding spiral: a folly that aspires to go even above the clouds and has something mythic about it.'

Explain that these are large, outdoor sculptures created by famous artists. They are called "public art" because they are placed in public areas accessible to all people. Tell students that, as with any artwork, you

need to carefully observe the piece to decide what the sculpture represents.

Explain that these are **abstract** sculptures. Abstract means that they do not look exactly like any object we see, like an animal or a person. An abstract work of art might represent an artist's feelings or emotions. It's up to the viewer to decide the meaning. They must look carefully for clues that help explain the artist's message, such as the shapes, color, materials, or setting of the artwork. Sometimes the title and the artist's name can help too, but in this case they won't learn that information until after the activity.

Ask students to work with their team to decide the meaning of the sculpture. Stress that there are no right or wrong answers. Have them consider questions such as:

What message was the artist trying to give us?

Do the materials help us understand the message better? How about the color, shapes, or setting?

How would this sculpture make you feel if you were next to it?

After 10 minutes, ask a representative from each team to share the team's conclusion. If possible, project the images of each sculpture onto a screen as they are being discussed. Ask other teams if they can provide alternative explanations. Provide the title and names of the artists.

Ask: **Was it simple to decide the meaning of the sculpture? Why or why not?** (*i.e. answers will vary*)

Why do other people often have different ideas about the meaning of a sculpture? (*i.e. It's not always obvious what the message might be.*)

Explain that they will soon visit the Ann Norton Sculpture Gardens. Along with seeing beautiful plants and water features, they will also see sculptures created by Ann Norton. They will even participate in an adventure that involves finding the hidden meanings of the artwork.

2. Pre-Survey

Distribute Pre-Surveys for students to complete. Explain that this is only to help the people at Ann Norton Sculpture Gardens determine what students already know. Tell students they take another survey after their field trip to show what they have learned.

NOTE: Please review the results of the students' surveys, and send a short summary to the Ann Norton Sculpture Gardens at least one week prior to your scheduled visit. For example, you may report that about 90% of your students were not able to answer Question 2, and 75% were unable to describe how to determine the meaning of abstract sculpture for Question 5. By reporting this information to us we are able to customize your field trip to your students' needs. There are four ways to submit your survey summary:

email: education@ansg.org

fax: 561-835-9305

mail or drop off: 253 Barcelona Road, West Palm Beach, Florida 33401

3. Background Information

Provide background information about the Ann Norton Sculpture Gardens:

- The Ann Norton Sculpture Gardens includes the former home of sculptor Ann Weaver Norton (1905-1982), the widow of Ralph Hubbard Norton.
- The home was built in 1925.
- Displayed throughout the house, studio and gardens are more than 100 works by the artist, including nine enormous sculptures, eight in brick and one in granite.
- The gardens are an outdoor setting for the sculpture, and also help the plants, wildlife, wild animals, and birds which live in the area.
- The gardens include a collection of 300 kinds of palm trees, natural food sources for wildlife, and drought tolerant plantings.

4. Field Trip Behavior

Explain to students that there are a few rules they must follow on the field trip that will protect them as well as the gardens, and will make their experience enjoyable and educational:

- Listen carefully to the tour guides during your visit.
- Do not touch any of the plants or sculptures.
- Stay with your tour group at all times.
- When participating in the sculpture activity, follow the guide's rules carefully.

5. Teams

Divide students into teams of two in preparation for the day of the field trip. Record these teams and bring this information on the day of the trip in case students forget.

Main Lesson (Completed during Ann Norton Sculpture Gardens Visit)

1. Guided Tour

Students participate in a guided tour of the Ann Norton Sculpture Gardens. The guide provides some background information on Ann Norton's sculptures but is careful not to divulge the exact meanings/interpretations of each piece since students do that later. The guide does, however, explain as many art terms as necessary, such as:

- abstract
- casting
- carving
- figurative
- marble
- relief
- three dimensional
- two dimensional

2. Warm-up

After taking a seat on the ground, students listen to their guide read a quote by the French artist Aristide Maillol (1861 – 1944):

“I express myself in sculpture since I am not a poet.”

After listening to the quote, the guide asks questions such as:

What did the artist mean? (*i.e. both sculptors and poets express themselves, but in different ways*)

What do sculptors and poets express through their work? (*i.e. feelings, emotions, opinions, etc.*)

Why do artists use their work to express themselves? (*i.e. it's easier than trying to use words, it lets them use their creativity, etc.*)

What other kinds of artists express themselves through their work? (*i.e. painters, singers, musicians, dancers, actors*)

3. Sculpture Activity

The guide now explains the activity: Student pairs pretend to be on an expedition in the garden. They pretend it is an undiscovered location with mysterious plants and structures they have never seen before. Each student pair then chooses one of the sculptures to “discover,” using their journals to write and sketch about their chosen sculpture. When they return to the classroom they will use their notes and sketches to create a map and a narrative about their discovery.

4. Guidelines

The guide explains the following guidelines, giving background information and examples as necessary:

- describe the sculpture and its location in words using extremely descriptive adjectives, similes, and idioms
- describe the sculpture's two dimensional/three dimensional qualities
- use art terms in the written descriptions
- describe the sculpture in graphic version as well by sketching different views and details

5. Procedures

The guide:

- Explains safety procedures, including not entering the water, being careful of wet surfaces that are slippery, not touching the sculpture or plants, walking, etc.
- Assembles students into their predetermined partnerships.
- Distributes supplies to each partnership.
- Explains that students should be respectful of other partnerships that choose the same sculpture (i.e. keeping voices low)
- Reminds students to accurately record their observations in their journals, and that both students in the partnership should have their own journal and their own notes.
- Reminds students that they will use their notes and sketches for another activity back in the classroom

The ANSG guide then allows students to begin their activity, and assists students as needed throughout the activity.

6. Wrap Up

The guide gathers students into one group and does the following:

- allows students to observe each other's notes and sketches
- asks students to present their observations
- discusses with students the similarities and differences in their observations (i.e. why they may have recorded different kinds of details)
- discusses how sculpture can help express emotions or provide a message
- facilitates the return of the materials
- asks students to keep their notes and sketches for the follow-up activity they will complete in the classroom

Post-visit Lesson (completed in classroom after visiting Ann Norton Sculpture Gardens)

1. Warm-up

Ask students to think about the sculptures at the Ann Norton Sculpture Gardens. Ask questions such as:

Why do you think Ann Norton wanted her sculptures outside in the gardens? (*i.e. the sculptures compliment the garden, etc.*)

Is the setting of a sculpture important? (*i.e. yes—it can add to the sculpture’s effect*)

Would these sculptures be as interesting if they were inside a museum in a gallery? (*answers will vary*)

Think about the sculpture your team looked at before the field trip (Cloud Gate, Le Halebardier, Group of Four Trees, D Tower, or ArcelorMittal Orbit). How is their setting important? (*answers will vary*)

Would any of those sculptures work in the Ann Norton Sculpture Gardens? (*answers will vary*)

2. Follow-up Activity

Ask students to take out their notes and sketches from the field trip. Explain that they will use their observations to create two things:

- a narrative (story) that tells about their expedition in the Ann Norton Sculpture Garden and the discovery of the sculpture they chose
- a map that shows the path of their expedition and the location of their sculpture

Encourage them to do the following:

- include a plot in the story (*use examples as needed to explain this to students*)
- include a sequence of events that follows their expedition through the Ann Norton Sculpture Gardens
- describe the sculpture and its setting in words using extremely descriptive adjectives, similes, and idioms (*use examples as needed*)
- describe the sculpture’s two dimensional/three dimensional qualities
- use art terms (*you may write the list from the main lesson on the board or on chart paper*)
- include sketches of the sculpture
- include as much detail on the map as possible

You may continue this project over the course of several periods to provide enough time for students to prewrite, draft, revise, edit, and publish their work. At the conclusion, allow students to share their work.

3. Post-Survey

Distribute Post-Surveys for students to complete. Explain that this is only to show how much students learned on their field trip to the ANSG.

NOTE: Please review the results of the students' surveys, and send a short summary to the Ann Norton Sculpture Gardens. For example, you may report that about 90% of your students were able to answer Question 2, and 95% and 85% were able to describe how to determine the meaning of abstract sculpture for Question 5.. By reporting this information to us we are able to customize your field trip to your students' needs. There are four ways to submit your survey summary:

email: education@ansg.org

fax: 561-835-9305

mail or drop off: 253 Barcelona Road, West Palm Beach, Florida 33401

3. Enrichment

Poetic Sculpture

Explain to students that sculptors often design their artwork on paper first. This activity involves students doing the same activity.

Ask students to choose one of the classic poems on the next page as inspiration for the design of a sculpture. Challenge them to design their sculpture in a more abstract style, like the sculptures they studied before the field trip or the sculptures they saw at the Ann Norton Sculpture Garden.

Provide drawing paper, colored pencils, crayons, and markers for students to create their design.

When the designs are complete, ask students to share their design while the class guesses which poem was the inspiration for the design.

Classic Poems for the Enrichment Activity

At the Seaside

by Robert Louis Stevenson

When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.
My holes were empty like a cup,
In every hole the sea came up,
Till it could come no more.

What Does the Bee Do?

Christina Rossetti

What does the bee do?
Bring home honey.
And what does Father do?
Bring home money.
And what does Mother do?
Lay out the money.
And what does baby do?
Eat up the honey.

There Was a Little Girl

Henry Wadsworth Longfellow

There was a little girl
Who had a little curl
Right in the middle of her
forehead.
When she was good
She was very good indeed,
But when she was bad she was
horrid.

The Wind

Christina Rossetti

Who has seen the wind?
Neither I nor you;
But when the leaves hang
trembling
The wind is passing through.
Who has seen the wind?
Neither you nor I;
But when the trees bow down
their heads
The wind is passing by.

Pre-visit Survey

Name _____ Date _____

1. Have you ever visited the Ann Norton Sculpture Gardens? YES NO

2. What do you know about Ann Norton? _____

3. Describe an abstract sculpture you have seen. _____

4. Describe how you can use figurative language to describe a sculpture. _____

5. Describe how you could determine the meaning of an abstract sculpture.

6. List the steps in creating a piece narrative writing. _____

Post-visit Survey

Name _____ Date _____

1. Have you ever visited the Ann Norton Sculpture Gardens? YES NO

2. What do you know about Ann Norton? _____

3. Describe an abstract sculpture you have seen. _____

4. Describe how you can use figurative language to describe a sculpture. _____

5. Describe how you could determine the meaning of an abstract sculpture.

6. List the steps in creating a piece narrative writing. _____

Art Critic for a Day

LANGUAGE ARTS & VISUAL ARTS CURRICULUM FOR GRADES 6 THROUGH 10

Preview	This curriculum includes three lessons, a pre and post-visit lesson taught by the classroom teacher, and a lesson taught during the field trip by the guide at the Ann Norton Sculpture Gardens. Using the sculptures in the garden as the focus, students explore key Sunshine State Standards for language arts and visual arts.
Student Target	I can pre-write, draft, revise, and edit a persuasive piece of writing.
Grade Levels	6 - 10
Estimated Lesson Length	Pre & post-lessons: 1 to 2 hours each; lesson at ANSG: 1 hour
Materials for Pre & Post Lessons in Classroom	-Pre & post tests, 1 per student (from Ann Norton Sculpture Gardens) -copies of "D, A, I, J: Making a Proper Critique" (at end of lesson) -image of the sculpture Cloud Gate by Anish Kapoor available online at: http://mentalimage.co.uk/old_site/images/full/Anish_Kapoor_cloud_gate.jpg -image of sculpture Group of Four Trees by Jean Dubuffet available at: http://theartpages.com/NEW_YORK/15-Dubuffet.jpg
Materials Provided at Ann Norton Sculpture Gardens	- pencils -journals
Strategies	arts integration, experiential learning, visual aids, cooperative learning
Benchmarks	<p>LA.(6,7,8,9-10).3.1.1 (prewriting with ideas from multiple sources)</p> <p>LA.(6,7,8,9-10).3.1.3 (pre-write by using organizational strategies)</p> <p>LA.(6,7,8,9-10).3.2.2 (draft by organizing into a logical sequence)</p> <p>LA.(6,7,8,9-10).3.3.1 (revise by evaluating ideas, content, organization)</p> <p>LA.(6,7,8,9-10).3.4.1 (editing)</p> <p>LA.(6,7,8,9-10).4.2.1 (write in a variety of informational forms)</p> <p>LA.(6,7,8,9-10).4.2.2 (record information)</p> <p>LA.(6,7,8,9-10).4.3.1 (write persuasive text)</p> <p>LA.(6,7,8,9-10).5.2.1 (listen and gain information)</p> <p>VA.B.1.2 (communicates ideas using knowledge of structures & functions of visual arts)</p> <p>VA.D.1.2 (assess/evaluate/respond to characteristics of artworks)</p>

Vocabulary

balance	principle of art representing sense of stability
color	element of art with 3 properties: hue (color name), intensity/strength (bold, bright), and value (light or dark)
critique	a review of someone's work
emphasis	a principal of art that means pulling the viewer's attention to a certain place
form	a 3-dimensional element of art that encloses volume, such as a cube
harmony	principle of art achieved by using similar elements throughout a work
lines	element of art that is a continuous mark made on a surface by a moving point; can be 2-D (pencil line on paper) or 3-D (wire)
movement	principle of art that shows action and directs a viewer's eye
proportion	principle of art referring to the sense of scale of the artwork
rhythm	principle of art attained by repeating an element such as color or texture
sculpture	three-dimensional work of art
shape	enclosed space defined by other elements of art
space	element of art referring to area that is between, above, around, or within things
texture	element of art referring to the surface quality
unity	principle of art when all the parts equal a whole
value	element of art that represents the darkness or lightness of a color
variety	principle of art that refers to the differences in a work

Pre-visit Lesson (completed in classroom before visiting Ann Norton Sculpture Gardens)

1. Pre-Survey

Distribute Pre-Surveys for students to complete. Explain that this is only to help the people at Ann Norton Sculpture Gardens determine what students already know. Tell students they take another survey after their field trip to show what they have learned.

NOTE: Please review the results of the students' surveys, and send a short summary to the Ann Norton Sculpture Gardens at least one week prior to your scheduled visit. For example, you may report that about 90% of your students were not able to answer Question 2, and 50% were able to answer Question 3. By reporting this information to us we are able to customize your field trip to your students' needs. There are four ways to submit your survey summary:

email: education@ansg.org

fax: 561-835-9305

mail or drop off: 253 Barcelona Road, West Palm Beach, Florida 33401

2. Warm-up

Project an image of the sculpture **Cloud Gate** (2004 - 2006), available online at:

<http://mentalimage.co.uk/old site/images/full/Anish Kapoor cloud gate.jpg>

Explain to students that this sculpture, Cloud Lake, by the Indian born British artist Anish Kapoor, marks an entrance into Millenium Park in Chicago, Illinois.

Ask students to discuss with their team their impressions of this artwork. After a few minutes, ask a few students to share their responses.

Ask: **Did everyone feel the same way about this sculpture?** (probably not)

Why did we have different impressions about the same sculpture? (i.e. everyone has their own opinion and their own likes/dislikes, etc.)

Explain that students just did a critique, which is an oral or written discussion strategy used to analyze, describe, and interpret artwork. While students had many different types of comments about the sculpture, explain that there is an organized way to make a critique. If students use this more organized method, it will help them improve their persuasive oral and writing skills.

On the board or on chart paper write the letters D, A, I, J.

Explain that in order properly to critique any given artwork they need only to remember the acronym “DAIJ.” It stands for “**Description, Analysis, Interpretation, Judgment.**”

Ask: **What would be the reason someone would write a critique?** (i.e. to let the artist know how people like the work, to tell others your opinion, to persuade someone to like or not like an artwork)

Distribute the D, A, I, J: Making a Proper Critique student page (found at the end of this lesson). Briefly review the four steps in the critiquing process, using the examples in italics.

How were the examples of the critiques similar or different to the critiques we made in class? (i.e. they were more organized and detailed)

Next show the image of **Group of Four Trees** (1969 - 1972), New York City, Jean Dubuffet, available at:

http://theartpages.com/NEW_YORK/15-Dubuffet.jpg

Explain that this sculpture stands in front of the Chase Manhattan Bank building in NYC.

Challenge students to use their D, A, I, J student page to critique Group of Four Trees. Ask for volunteers to share their responses.

After the discussion, explain that they will soon visit the Ann Norton Sculpture Gardens. Along with learning about the artist who once lived there and seeing the gardens, they will choose one of the outside sculptures to critique. (Teacher note: As an option, you may have students bring digital cameras on the day of the field trip to photograph the sculptures they critique. If this is your choice, make sure you notify students/parents in advance.)

Collect the D, A, I, J student pages so they can be used again on the field trip.

(Note: Critique Process explanation based on information found at

<http://artsedge.kennedy-center.org/content/3338/>).

3. Background Information

Provide background information about the Ann Norton Sculpture Gardens:

- The Ann Norton Sculpture Gardens includes the former home of sculptor Ann Weaver Norton (1905-1982), the widow of Ralph Hubbard Norton.
- The home was built in 1925.

- Displayed throughout the house, studio and gardens are more than 100 works by the artist, including nine enormous sculptures, eight in brick and one in granite.
- The gardens are an outdoor setting for the sculpture, and also help the plants, wildlife, wild animals, and birds which live in the area.
- The gardens include a collection of 300 kinds of palm trees, natural food sources for wildlife, and drought tolerant plantings.

4. Field Trip Behavior

Explain to students that there are a few rules they must follow on the field trip that will protect them as well as the gardens, and will make their experience enjoyable and educational:

- Listen carefully to the tour guides during your visit.
- Do not touch any of the plants or sculptures.
- Stay with your tour group at all times.

Main Lesson (Completed during Ann Norton Sculpture Gardens Visit)

1. Garden Tour

The Ann Norton Sculpture Garden (ANSG) guide leads the class on a tour of the gardens.

2. Warm-up

After the tour, the ANSG guide gathers the class near one of the sculptures. The teacher distributes the D, A, I, J page to each student. The guide then asks questions such as:

What type of comments do you include in step 1, the description?

(i.e. title, artist, materials, technical information, elements of art, etc.)

How do you make comments for step 2, the analysis?

(i.e. principles of the artwork, the focus, etc.)

For step 3, interpretation, what type of comments would you make?

(i.e. the artist's message, how it makes you feel)

What type of comments do you make for step 4, judgment?

(i.e. what makes it successful or unsuccessful, etc.)

Why is it important to use this organized way of critiquing art?

(i.e. it is more detailed, it includes more information, it's easier for a reader to understand)

Why would someone write an art critique? *(i.e. to let the artist know what people think about the work, to share your opinion and persuade others, it may be your job at a newspaper, magazine, or website)*

3. Example

The guide directs attention to the nearby sculpture and explains that they will practice the DAIJ process with this artwork.

Ask: Before we begin critiquing this sculpture, would it be helpful if I provided some background information about it? (Yes!)

What type of information do you want to know? The guide provides background information, guiding students to ask about:

- materials
- Ann Norton's influences in making this piece
- title
- year it was built
- possible interpretations

When students are finished asking background information, the ANSG guide leads a discussion on a critique of the piece using the DAIJ process.

4. Activity

The guide explains that students will now each choose a sculpture in the garden and write a draft critique using the DAIJ process. The guide explains the procedures:

- each student chooses one sculpture
- students should spread out throughout the garden so that one sculpture is not chosen by too many students
- they use their DAIJ sheet as a reference, but record their information in a journal
- they can ask the guide background questions
- they should carefully record their information with as much detail as possible for this draft, because they will be writing a final draft back in the classroom
- they may also choose to sketch or photograph their sculpture
- they should take care to follow the rules (do not touch the plants or sculptures, do not run, stay away from the water, etc.)
- the guide will distribute materials

When materials are distributed, the guide tells students to begin. The guide continues to walk throughout the garden answering background questions as needed.

6. Wrap Up

The guide gathers students to do the following:

- encourage students to show each other the information they recorded
- share aloud some of the comments they wrote about their sculpture
- discuss why students chose the particular sculpture they critiqued

The teacher collects the DAIJ sheets and journals for use back in the classroom.

Post-visit Lesson (completed in classroom after visiting Ann Norton Sculpture Gardens)

1. Warm-up

Ask students to listen carefully as you read a short piece, and ask them to identify what it might be:

"Brainy & beautiful" could refer either to James Cameron's inspiring "Avatar" or to its equally exquisite star, Zoë Saldaña. Actually, it applies to both.

I went to this movie with few expectations. It is an achievement - a love story, a war movie, and a film with a message, a plea about the environment, all wrapped in a green-colored, extraordinarily handsome package. It is eye Candy for grown-ups.

Cameron's movie is about Pandora – which might represent the Garden of Eden or maybe Oz - and the destruction of its resources by a private military company, that charges in pushes aside the people who live there.

Pandora's natives, the blue-skinned Na'vi, come to life by brilliant actors including Saldaña in an emotional performance that bursts through Cameron's tricky "motion capture" film technique.

"Avatar" is current, political and compassionate. All of the technology can be intimidating , especially in 3-D, but the story itself is genuinely humbling.

(Note: Based on review by Joe Baltake, The Passionate Moviegoer)

After reading this, ask questions such as:

What would you call this piece of writing? (i.e. a movie review or critique)

Why would someone write movie review or critique? (i.e. to share their opinion, to persuade someone to see or not see the movie, it may be their job)

Is it similar to the critique you wrote about a sculpture? (i.e. yes, because it includes description, analysis, interpretation, and judgment)

Besides sculpture and film, what other art forms can be critiqued? (i.e. music, painting, theatre, dance, etc.)

2. Post-Survey

Distribute Post-Surveys for students to complete. Explain that this is only to show how much students learned on their field trip to the ANSG.

NOTE: Please send a short summary of the results of the completed surveys, along with any other instructor or student feedback, to the Ann Norton Sculpture Garden. For example, you may report that about 90% of your students were able to correctly answer Question 2, and 95% were able to answer Question 3. By reporting this information to us we are able to gauge the effectiveness of our curriculum and make revisions as needed. There are four ways to submit your survey summary:

email: education@ansg.org

fax: 561-835-9305

mail or drop off: 253 Barcelona Road, West Palm Beach, Florida 33401

4. Activity

Distribute journals and DAIJ sheets.

Explain that students will now take their critique notes from their field trip journal and turn it into a finished piece. They will revise, edit, and publish their art critique. Review the steps of the writing process as needed. remind students to use

- descriptive adjectives
- similes and metaphors
- persuasive language
- sensory details
- language that helps the reader visualize your sculpture

You may continue this project over the course of several periods to provide enough time for students to revise, edit, and publish their work. At the conclusion, allow students to share their work. That might include:

- asking for volunteers to read their critiques aloud to the class
- having students share their writing with teammates
- creating a bulletin board with the critiques and sketches/photographs
- creating a booklet with the critiques and sketches/photographs
- posting the critiques and sketches/photographs on a class webpage

D, A, I, J: Making a Proper Critique

Description

Describe the artwork without using value words such as "beautiful" or "ugly." DO NOT say whether or not you "like" anything...you're just describing at this point:

- What is the written description on the label or in the program about the artwork?
- What is the title and who is the artist?
- When and where was the work created?
- Describe the elements of the artwork (i.e., form, line, shape, color, texture, space, value).
- Describe the technical qualities of the work (i.e., tools, materials).
- Describe the subject matter. What is it all about? Are there recognizable images?

Example: *This sculpture is called "Cloud Gate" and is made up of 168 stainless steel plates welded together. Built between 2004 and 2006, the highly polished exterior has no visible seams. It is 33 feet by 66 feet by 42 feet and weighs 110 tons. It was created by the Indian-born British artist Anish Kapoor who was inspired by liquid mercury. The bean-shaped sculpture sits on its two ends, leaving an open arch underneath that people can walk through. It reflects the city of Chicago on all of its surfaces.*

Analysis

Describe how the artwork is organized as a complete composition:

- Describe the principles of the artwork (emphasis, balance, harmony, variety, movement, rhythm, proportion, unity)
- Identify some of the similarities throughout the work (i.e., repetition of lines)
- Identify some of the points of focus in the work (i.e. specific figures or shapes, movement).

Example: *Cloud Gate is beautiful and elegant because it is completely balanced. The left side looks exactly equal to the right side in size, shape, and color. The sculpture sits in harmony with its environment because the environment is reflected in the shiny metal. In this way the environment and the sculpture become one and the same. The arched opening underneath is the focus that draws people inside.*

Interpretation

Describe how the work makes you think or feel, but don't judge—that comes in the next step.

- Describe the expressive qualities you find in the artwork. What expressive language would you use to describe the qualities (i.e., tragic, ugly, funny)?
- What is the artist's message to the viewer?
- Does the work remind you of other things you have experienced (i.e., can you use an analogy or metaphor)?
- How does the artwork relate to other ideas or events in the world and/or in your other studies?

Example: *When I first experience Cloud Gate, I felt a little frightened and surprised. You don't really see it when you glance from a distance, but as you get closer it pops into your view like a wild animal jumping out of tall grass. It looks alien as you approach closer, like an object from another world. But once you are next to it, it seems harmless because it almost disappears again in all of the reflections it has on the surface. Maybe Anish Kapoor wanted the viewer to go through this discovery process so that the sculpture was interactive, not just a piece of metal on the ground.*

Judgment or Evaluation

Present your opinion of the artwork's success or failure:

- What qualities of the artwork make you feel it is a success or failure?
- Compare it with similar artworks that you think are good or bad.
- What can you say to help others judge this work?
- How original is the artwork? Why do you feel this work is original or not original?

Example: *Cloud Gate is a successful sculpture because it interacts with the viewer. It's not simply a sculpture that sits quietly in a park, but a piece that changes with its environment, and changes as you approach it. Cloud Gate marks a gateway just like the St. Louis Arch, with elegance and sophistication. Spend some time walking around and under this piece, and watch how, right before your eyes, it becomes part of the city and part of the crowd. Anish Kapoor has created a true original that looks like nothing else on Earth, and maybe looks like it was created on another planet!*

Pre-visit Survey

Name _____ Date _____

1. Have you ever visited the Ann Norton Sculpture Gardens? YES NO

2. What do you know about Ann Norton? _____

3. What are the four parts of an art critique? _____

4. What is the purpose of writing an art critique? _____

5. What kind of language do you use to make your art critique more interesting and persuasive?

6. List the steps in creating a finished piece of writing. _____

Post-visit Survey

Name _____ Date _____

1. Have you ever visited the Ann Norton Sculpture Gardens? YES NO

2. What do you know about Ann Norton? _____

3. What are the four parts of an art critique? _____

4. What is the purpose of writing an art critique? _____

5. What kind of language do you use to make your art critique more interesting and persuasive?

6. List the steps in creating a finished piece of writing. _____

