

ANN NORTON SCULPTURE GARDENS



Art in the Gardens Language Arts and Visual Art K-10 Curriculum



Ann Norton Sculpture Gardens

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Art Sensations

Lesson Plan A

K-2nd Grade

Objectives: 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.

- LA.K (1) (2).1.6.1** Use new vocabulary that is introduced and taught directly
- LA.K.1.6.4** Identify and sort common words into basic categories
- LA.K (1).1.6.5** Use language correctly to express spatial and temporal relationships (up/down)
- LA.K (1) (2).1.6.6** Relate new vocabulary to prior knowledge/familiar words
- LA.K.4.2.1** Participate in creating a variety of informational/expository forms through drawing or writing (lists)
- LA.2.5.2.1** Interpret information presented and seek clarification when needed
- LA.1.5.2.4** Use formal and informal language appropriately
- LA.K (1).5.2.5** Communicate effectively when relating experiences and retelling stories read and heard
- VA.C.1.1** The student understands the visual arts in relation to history and culture
- VA.D.1.1** The student understands, assesses, evaluates and responds to the characteristics of works of art.
- VA.E.1.1** The student makes connections between the visual arts, other disciplines and the real world

Materials:

- Pencil
- Colored pencil
- Erasers
- Sharpener
- Drawing paper at least 9 x 11

Prior Knowledge: students can...

- Identify the 5 senses
- Verbalize identification of shapes
- Verbalize identification of textures
- Verbalize identification of sounds
- Verbalize identification of smells

Teaching Procedures

1. Receive a guided tour of the Ann Norton Sculpture Gardens.
2. As a group, choose a spot in the garden with a view that interests them. The view may be interesting because of the art that you can see or the environment surrounding the art.
3. Observe everything they can by using four of the five senses (sight, smell, hearing and touch) to experience the environment.
4. Together, make 4 list, (sight, smell, hearing and touch). Use descriptive words to express the things they experience in the gardens and place the words in the appropriate list for example, in the sight list you may have words like: large, arched, red, massive, hidden.
5. Draw a picture to illustrate their experience, illustrating the shapes they see and the textures they feel, but also what they hear and smell by including drawings of the things that make the sounds and smells, (flowers, trees blowing, wind and birds).

Indicators of Success: students...

- Can verbally recall the senses used in experiencing the gardens
- Create 4 lists (sight, hearing, smell, touch) of descriptive words illustrating their experience
- Create a drawing that depicts their experience and the sensations they experienced
- Can look at their picture and verbally recall, discuss what they experienced and illustrated

Follow-up Activities

- Create a display in the classroom or corridor of the school with all of the garden pictures to tell about the field experience.
- Add the children's words that describe the different things experienced by the senses (tall, rough, chirping, blowing, and huge).
- To enhance the garden display, add cut colored construction paper shapes of objects and symbols that capture the garden environment such as leaves, the sun, birds, trees, clouds, berries).
- Word Activity: Have the students further explore the senses by creating a fifth list of words to describe the sense that was not explored at the gardens (taste).

Art and Wordplay
Lesson Plan B
3rd-5th Grade

Objectives: Students pretend they are on an expedition in an unexplored place. In their exploration they discover new types of plants and mysterious sculptures. Students will write a journal entry about their discovery and what they imagine the sculptures to be using descriptive words to tell about the environment and the 3-dimensional artwork.

Benchmarks:

The student will:

LA.3 (4) (5).1.6.1 Use new vocabulary that is introduced and taught directly

LA.3 (4) (5).1.6.3 Use context clues to determine meanings of unfamiliar words

LA.3 (4) (5).1.6.5 Relate new vocabulary to familiar words

LA.3 (4) (5).1.6.6 Identify “shades of meaning” in related words

LA.3 (4) (5).3.1.1 Generating ideas from multiple sources

LA.3(4)(5).4.1.1 Write narratives based on real or imagined events or observations that include characters, setting plot, sensory details, and a logical sequence of events

VA.A.1.2 The student understands and applies media, techniques and processes

VA.B.1.2 The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts

VA.C.1.2 The student understands the visual arts in relation to history and culture

VA.D.1.2 The student assesses, evaluates, and responds to the characteristics of works of art

VA.E.1.2 The student makes connections between the visual arts, other disciplines and the real world

Materials:

- Pencils
- Colored markers or pencils
- Erasers
- Sharpener
- Drawing paper at least 9 x 11
- Board to put drawing paper on
- Journals

Prior Knowledge: students can...

- Identify 2-dimensional objects and can give examples (photograph, drawing, mirror)
- Identify 3 dimensional objects/forms and can give examples (automobile, tree, sculpture, person)
- Create a 3-dimensional object using various materials (blocks, sticks, pop sticks, clay)

Teaching Procedures:

- Tour the Ann Norton Sculpture Gardens. Have each individual student choose a work of art.

- Have the students pretend they are on an expedition in an unexplored place. In their exploration they discover new types of plants and mysterious sculptures. Have the students write a journal entry about their discovery and what they imagine the sculptures to be. Be sure the student describes the sculpture's 2-D and 3-D qualities.
- Have the students draw a picture of one of the 3-dimensional sculptures they discovered in the journal entry.

Indicators of Success: students...

- Use adjectives/descriptive words accurately in the writing project
- Utilize art terms and new vocabulary words
- Demonstrate comprehension of the differences between 2-dimensional and 3-dimensional qualities of an art object through their written and spoken words
- Have the students read their journal entries aloud to their classmates

Follow-up Activities:

- Have the students revise and refine the draft for clarity and effectiveness. (LA.3.3.3.1, LA.3.3.3.2, LA.3.3.3.3, LA.3.3.3.4)
- Based on their journal entry, have the students create an imaginary map of this newly discovered place.
- Research another sculptor and write about their sculpture. Students can compare and contrast the work of Ann Norton to this new sculptor's work.

Art Critic For A Day
Lesson Plan C
6th-10th Grade

Objectives: Students will observe the Ann Norton Sculpture Gardens and participate in a live interview process to collect information about Norton and her art. Students will create a written critique of one particular artwork, which will be shared in follow-up discussion with classmates.

Benchmarks:

- LA. (6)(7)(8)(910).1.6.1** Use new vocabulary that is introduced and taught directly
- LA. (6)(7)(8)(910).1.6.2** Listen to, read and discuss familiar and conceptually challenging text
- LA. (6)(7)(8)(910).1.6.5** Relate new vocabulary to familiar words
- LA. (6)(7)(8)(910).1.7.3** Determine the main idea or essential message in grade-level text through, inferring, paraphrasing, summarizing and identifying relevant details
- LA. (6)(7)(8)(910).3.1.2** Making a plan for writing that prioritizes ideas, addresses purposes, audience, main idea, and logical sequence
- LA. (6)(7)(8)(910).3.4.2** Capitalization including major words in titles of books, plays, movies, television programs, exhibitions
- LA. (6)(7)(8)(910).4.2.3** Write informational expository essays (process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraph
- LA. (6)(7)(8)(910).4.3.1** Write persuasive text that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence
- LA. (6)(7)(8) (910).4.3.2** Include persuasive techniques (word choice, repetition, emotional appeal, hyperbole, appeal to authority)
- LA. (6)(7)(8) (910).5.2.1** Listen and gain information for a variety of purposes (clarifying, elaborating, summarizing main ideas and supporting details)

- VA.A.1.3 (4)** The Student understands and applies media, techniques, and processes
- VA.C.1.3 (4)** The student understands the visual arts in relation to history and culture
- VA.D.1.3 (4)** The student assesses, evaluates, and responds to the characteristics of works of art
- VA.E.1.3 (4)** The student makes connections between the visual arts, other disciplines, & the real world

Materials:

- Pencil
- Erasers
- Sharpener
- Drawing paper at least 9 x 11
- Camera (optional)

Prior Knowledge:

- Some awareness of art movements from 1920-1980

- Use of suitable vocabulary words
- The process of critiques
- Visit www.ansg.org and review Ann Norton's historical information

Teaching Procedures

1. Research appropriate questions for an art interview to prepare for ANSG interview.
2. Take a casual self guided tour of the Ann Norton Sculpture Gardens.
3. Choose a work of art document it with a sketch or photograph the piece.
4. Based on your first impression, add additional questions to your list of interview questions.
5. Pretend you are an art critic and you are writing a review on Ann Norton's work.
6. Interview the ANSG guide and ask specific questions that will help you gather research for your review. In your review, consider addressing the following:
 - What is your first reaction to Norton's art?
 - Determine and describe what the most noticeable detail is of the piece of art.
 - List adjectives that describe the surface/texture, scale, form and color of the sculpture.
 - Does Ann Norton's sculpture interact and work well in the garden environment? Why or why not?
 - What was Ann Norton trying to express in her work.
 - Describe how the sculpture interacts with the environment.
 - Describe a. the physical characteristics of the artwork and b. how you felt emotionally while looking at Ann Norton's work.

Indicators of Success: students...

- Demonstrate the ability to compile data and write an art essay/review
- Convey a clear position on the work and artist Ann Norton.
- Utilizes new vocabulary words and demonstrates an understanding of art terms

Follow-up Activities

- Students should write a final copy of their essay/review.
- Post the reviews on a bulletin board inside/outside the classroom with drawings or photographs of the sculptures.
- Consider submitting the review to your school newspaper.
- Research another sculptor and write an essay/review of their work. Compare and contrast their artwork to Ann Norton's sculptures.