

Learning to Look

Elements of Community Past and Present

1st Grade Lesson Plans

**de Young **
\ Legion of Honor
fine arts museums
of san francisco

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Get Smart with Art @ the de Young

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Get Smart with Art @ the de Young

Get Smart with Art is an interdisciplinary curriculum package that uses art objects as primary documents, sparking investigations into the diverse cultures represented by the collections at the Fine Arts Museums of San Francisco. Using works of art as the foundation of every lesson, each guide is designed to increase visual literacy, historical knowledge, and expository writing skills. In an effort to reduce the burden of teacher preparation time, historical texts are written at the reading level of the intended student audience.

The enclosed materials may be used in preparation for a museum visit or over the course of the school year. *Get Smart with Art* differs from previous curriculum series in that it is a “living” curriculum which the Education Department seeks to revise through teacher and student feedback. As part of the preliminary assessment of this project, we are conducting pre and post student interviews. If you would like to participate in this process or have any questions regarding the curriculum, please do not hesitate to contact the Education Department.

Get Smart with Art curricula is available in the following subject areas:

1st-3rd	Learning to Look at Art
4th	California History: Native American Culture and Westward Expansion
5th	American History: Colonial – Revolution
6th	Ancient Western Civilizations
7th	The Art of Africa and Mesoamerica
8th	American History: Revolution – Reconstruction
9th-12th	Site in Sight

To order these materials, please call 415. 750. 3522 or email ejennings@famsf.org

Get Smart with Art @ the de Young First Grade Curriculum

OBJECTIVES

The curriculum for First Grade has a threefold purpose:

- To introduce young students to the de Young Museum and its collection
- To develop Visual Thinking Strategies and critical thinking skills
- To thematically complement and enhance classroom work with the California Common Core State Standards.

IMAGES

Images chosen for First Grade focus on “Elements of Community Past and Present”. During the lessons students learn about aspects of culture such as family life, work, and traditions.

The selected images for first grade are:

- *Peaceable Kingdom* by Edward Hicks
- *Portrait of Orleans* by Edward Hopper
- *Ancestral Screen* Pokia Family

GETTING STARTED

First Grade lessons are organized in four successive lessons to be completed prior to the students’ visit to the de Young Museum. These lessons are structured to be taught over a three-week period prior to the museum visit. Additionally, there is a post-visit project that completes and compliments the museum experience. Lessons may be combined, adjusted, or extended as necessary for success in your classroom. Lessons include [Visual Thinking Strategies \(VTS\)](#), class discussions, writing, reading, artwork, and oral presentations.

LESSON ONE: Developing Visual Thinking Strategies

MATERIALS:

Image posters

Chart paper for recording vocabulary/word lists

Pencils

Pens

Crayons

Mind Jog Journal cover page (see appendix A)

Primary writing paper

Blank drawing paper

TIME: Approximately 45-60 minutes

Part 1: Image Discussion

- Conduct a facilitated group discussion about the first image, *Peaceable Kingdom*, using the [Visual Thinking Strategies or VTS method](#). Let your students know that they are going to sharpen their looking and thinking skills.
- **VTS focus questions are:**
 - What is going on in this picture?
 - What do you see that makes you say that?
 - What more can we find?

Remember to point, paraphrase, link and expand vocabulary, while remaining neutral.

- **Vocabulary Development:**

During or after the lesson make sure to record the vocabulary that the students are using to describe the images and the supplementary vocabulary that the teacher uses in paraphrasing the students' comments. (Some teachers have found it useful to audiotape the VTS sessions so the vocabulary can be transcribed after the lesson.) This vocabulary will be used in later lessons. If you need suggestions for grade level vocabulary development, please refer to your Social Studies textbook.

Part 2: Connecting Visual Literacy with sketching and written expression

- **Journal Assembly:**
 1. After the lesson, distribute copies of the *Mind Jog Journal* cover page and six sheets of lined paper and six sheets of drawing paper.

2. Have students create their *Mind Jog Journals* by alternating the twelve pieces of paper, placing a piece of drawing paper over a piece of lined paper. The first page of the journal should be a piece of drawing paper and the last piece is lined.
3. Form a binding by stapling the top, middle, and bottom of the journal.

- **Sketching & Writing**

Following the VTS discussion and journal assembly time, ask students to illustrate and write about the image they studied, *Peaceable Kingdom*, in their *Mind Jog Journals*. Quick write leads might be “What is going on in this picture?” and “What more can you find?” Ask students to take time to sketch what the painting makes them think of. Then tell students to write what they think of when they look at the scene. After students are finished with their work, take time to share journals aloud. You may find it helpful to model some ideas on the board before students begin to sketch and write.

LESSONS TWO AND THREE:

Repeat the format of LESSON ONE, using *Portrait of Orleans* in LESSON TWO and *Ancestral Screen* in LESSON THREE, be sure to cover Part I: Image Discussion and Part II: Connecting Visual Literacy with sketching and written expression.

LESSON FOUR:

Review the three images with your class, recalling the vocabulary you recorded during the VTS discussions. Ask your students to choose one of the three images they like best. In their *Mind Jog Journals*, ask students to write and illustrate why they chose this image. Tell students to give three or more reasons why they made their choice. Share the writing and illustrations aloud. This lesson encourages your students to develop personal opinions that connect their visual literacy with sketching and written expression.

Prepare students for museum visit by reviewing expectations, plans and rules for the visit. Conclude by conducting a final class discussion to reflect on what students know and what students' wonder about the images they will see at the museum.

..... PACK-UP THE JOURNALS AND PENCILS FOR USE AT THE MUSEUM.....

LESSON FIVE: POST MUSEUM VISIT

After your visit to the museum, discuss the experience with your class. Tell your students that they will be creating a page for a class de Young Museum Gallery Guide. This Guide will contain their illustrations and writing of images that are memorable from the de Young. Ask students to sketch a memorable piece from their visit. Remind students of the many pieces they saw both inside and outside at the museum. Students may refer to their Journals to remind themselves of the images they saw and sketched during the visit.

Following the illustration time, have students write about their piece, describing the image and giving reasons for their choice. Help students to include descriptive/sensory details that will help someone who has not been to the museum be able to "see" the image. When the individual student artwork and writing is complete, bind the pages together to form a de Young Museum First Grade Gallery Guide.

Mind Jog Journal

Name: _____

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Common Core State Standards Addressed
1st Grade *Learning to Look* Curriculum
Elements of Community Past and Present
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English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

W.1.1, 1.2, 1.8

SL.1.1.A, 1.1.B, 1.1.C, 1.2.A, 1.3, 1.4, 1.5, 1.6

L.1.4.A





Ancestral screen

Nigeria, Kalabari, Ijo people, 1890–1920. Iroko wood, bamboo, rattan, pigment, vegetable fibers, metal. Foundation purchase, Phyllis C. Wattis Fund for Major Accessions. 2005. 23a–b





Edward Hicks (1780–1849)

The Peaceable Kingdom, ca. 1846. Oil on canvas. Gift of Mr. and Mrs. John D. Rockefeller 3rd. 1993.35.14



EDWARD HOPPER



Edward Hopper (1882–1967)

Portrait of Orleans, 1950. Oil on canvas. Gift of Jerrold and June Kingsley. 1991.32