



On Mother's Lap

GRADE: 1

TIME: 1-2 sessions

Developed by Jenifer Cameron and Karen Stomberg, Art Specialists

<p>KIT INCLUDES:</p> <ul style="list-style-type: none"> • lesson plan • book: <u>On Mother's Lap</u> • reproductions (3) <ul style="list-style-type: none"> --<i>The Banjo Lesson</i> --<i>Susan on Balcony</i> --<i>Holding Dog</i> --<i>Mother About to Wash Her Child</i> • lesson example • teaching boards(2) • pattern example board • vocabulary board 	<p>MATERIALS:</p> <ul style="list-style-type: none"> • posterboard (const. paper can be substituted) <ul style="list-style-type: none"> White <ul style="list-style-type: none"> --9 1/2" x 7" --11 1/2" x 7" Black <ul style="list-style-type: none"> --1/2" x 6" • construction paper: various colors <ul style="list-style-type: none"> --4 x 6 multi-cultural skin tones <ul style="list-style-type: none"> --4 x 6 • glue • crayons • scissors • staplers
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LESSON DESCRIPTION:
Students view impressionist artwork while discussing the subject of family closeness. Students then share the book On Mother's Lap, by Ann Hebert Scott. Students create an interactive artwork involving a chair and puppets. Students can tell their own story about their family using their artwork.

VOCABULARY:
Impressionist
oval
curved line
pattern

ART ELEMENTS:

- Line
- Shape/Form
- Color
- Value
- Texture
- Space/Perspective

ART PRINCIPLES:

- Pattern
- Rhythm/movement
- Proportion/Scale
- Balance
- Unity
- Emphasis

CONTENT CONNECTIONS:
Alaska Studies

THEMES:
Family

OBJECTIVES AND ASSESSMENT CRITERIA:

1. Students will engage in a discussion about the works of art.
2. Students will practice interpreting a work of art.
3. Students will identify an important person in their life.
4. Students will practice drawing a person.

PREPARE:

- Cut white posterboard, 9 1/2 x 7, and 1 1/2 x 7 (Staple small white strip to bottom of larger rectangle)
- Cut black posterboard strips, 1/2 x 6.
- Have a selection of construction paper available for students to use at their work station.

ENGAGE AND EXPLORE:

Artists have used the theme of family for centuries, and have interpreted this concept in many ways. Adults playing or interacting with children are common subjects, especially during the Renaissance period, when portrait painting became popular. One of the first images a child may draw is a picture of their family, probably because it is the most important and familiar to them. Many of our memories are of our families and the special times we share with them. In this lesson, students will get an opportunity to talk about impressionist paintings, their interpretations, and create meaningful connections between the artwork and their own lives.

To begin the lesson, share with students the visual *The Banjo Lesson* by Henry Tanner. Henry Tanner studied at the Pennsylvania Academy of Fine Arts in the 1800's. He painted this painting in 1893, and wanted to show a positive image of the African-American people. He studied under Thomas Eakins, and learned the Impressionist style of art from his mentor. Lead the students through a discussion about the painting. Explain to students this is an example of Impressionist style painting. Artists who paint in this style are not concerned with details, but are more focused on the color and mood of the painting. Questions to ask:

- How does this painting make you feel?
- Who do you think this grown-up is?
- What is he doing with the child?
- Where do you think they are?
- What musical instrument are they holding?
- What might the child be thinking?
- Is anyone else in the room?
- What time of day might it be?
- Do you think this is the child's first banjo lesson?
- What is your favorite part of this painting?
- Discuss the art elements; color, line texture, shape.

Next, share the visual *Mother About to Wash her Sleepy Child* by Mary Cassatt. Mary Cassatt was also an Impressionist painter. She is best known for her cheerful images of women and children in comfortable surroundings. She used light and color in a way that helped show the happy feelings between her subjects in her paintings.

Questions to ask:

- How does this painting make you feel?
- What do you think the child is thinking?
- Have you ever felt this way?
- What time of day do you think it is?
- How does this painting feel different from *The Banjo Lesson*?
- What are some things that are the same, and what is different from the other painting?

Next, share the visual *Susan on a Balcony Holding a Dog* by Mary Cassatt.

Questions to ask:

- What does her clothes tell us about when this was painted?
- What could she be thinking about?
- How does this painting make you feel?
- What do you think the dog is looking at?
- How is this painting different from the other two we looked at?
- How is this painting the same?
- Do the colors help us know what time of day it is?

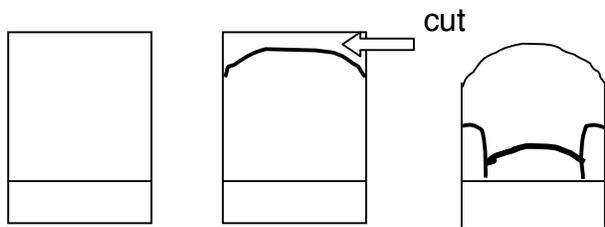
While students are still gathered, share the book On Mother's Lap by Ann Herbert Scott. Have them think about a special person and how they feel when they are close to them. Also, during the story, have them think about some of their favorite things they like to have close to them.

During the story, have students comment on the setting of the story, (rural village) and the types of toys the young boy has. Discuss the clothes and the activities seen through the window. Compare those to what is common in the students' geographical area. Also make note of the style of art used by the artist Glo Coalson. Does it remind you of the Impressionist style?

CREATE:

Keep students gathered close to watch you demonstrate the lesson. Begin by showing the students the example of the lesson. Explain they will be creating a chair from stiff white paper, and will be making puppets to sit in the chair, just like in the book and paintings.

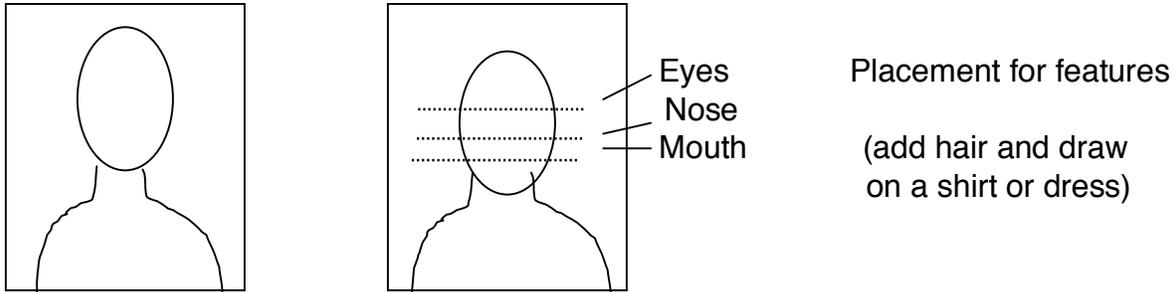
Display the lesson "step by step" board. Demonstrate how to make the chair by trimming off the top, drawing arms, cushions and creating a decorative pattern with crayons.



Display the pattern board and decorate the chair with crayons. Bottom strip can be decorated as well.

Students will now make people and objects for the chair.

1. Choose a multi-cultural skin tone piece of construction paper. Think of a grown-up who is close to you. Display the “step by step” board about drawing a person shape. Demonstrate how to draw just the top portion of a person. Make an oval shaped head, a neck and shoulders. This can be done with a pencil. Make the person big enough to fit it the chair, but not too big. With crayons, add in the face feature, hair and clothes.



2. Cut around the person, not worrying about getting too close to the drawing. It can be hard to cut around the hair.

3. Next, make the next person...you! Repeat the same process, making an oval, neck and shoulders. Draw in the face, hair and clothes. Cut around the person.

4. Next, choose any color piece of construction paper. Think of an object that means something special to you. It can be a toy, stuffed animal, pet, sibling or whatever. Draw that shape on a colored piece of construction paper. Draw in details with crayon. Cut around shape.

You should have three shapes now. Glue the black 1/2-inch strips to the bottom of each shape. Make sure to glue the strip to the back of the shape. Glue enough of the strip to the back so it helps stabilize the shape.

Have students return to their work stations to create their own special grown-up, themselves and a special object.

Students should put their names on the back of all their pieces, including the chair.

CLOSE:

Have students clean up their work areas. Students can now share their puppets with the class, explaining who the grown-up is, and why they are special to them. Then they can share about what they chose as a special object/person that is special to them and why.

ASSESSMENT:Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____																				
			Grade_____ Date_____ Number of Students_____																				
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)																				
			1. Did you participate in the discussion? (K)																				
			2. Do you know what the word Impressionist means? (K)																				
			3. Did you find clues in the paintings? (S)																				
			4. Did you draw your person with a head, neck and shoulders? (S)																				
			5. Did you add an imaginative touch to your art? (C)																				
			6. Did you actively listen and follow directions?(A)																				
			7. Did you do your best during this lesson?(E)																				
<u>Teacher self-critique</u>			8. My teaching of this lesson: <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="5" style="text-align: left;">needed improvement</td> <td colspan="5" style="text-align: right;">was highly successful</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	needed improvement					was highly successful				
1	2	3	4	5	6	7	8	9	10														
needed improvement					was highly successful																		
			9. What would I do differently next time?																				

ALIGNMENT:**Alignment of Standards:**

Art: A1,2,3; B4; C2b,5;D1.
 English: C2,3,4.
 Math: B4.
 Science: C2,3.
 Geography: E

Alignment of GLE's:

Reading: R1.4, R1.6, R1.7.
 Math: M5.1.6, M5.1.7.
 Science: SC1, SC3

CREDITS:

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