

Relationships in Visual Art and Illustrated Literature

A unit of study for 2nd grade learners and their teachers.

Grace W. Ho

ARE 6148 – Curriculum in Teaching Art – Fall, 2013

Independent Project

October 17, 2013

(updated)

Master of Arts in Art Education
University of Florida

Dedicated to Z.

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Unit Title: Relationships in Visual Art and Illustrated Literature

Enduring idea: Relationships

Targeted grade level: 2nd grade

Instructor: community-based art teacher

Optional extension: art teacher team-teaches with 2nd grade classroom teacher

Introduction

Early learners construct knowledge when they connect learning objectives with everyday experiences with others, such as people and pets, to make it meaningful. Relationships may be understood as meaningful connections between objects, ideas, and people. This unit focuses on relationships between people, such as family members, friends, and community.

Using examples of visual art and illustrated children's books, the art teacher will help students understand the significance of relationships as students relate to self and others. The unit includes 3 lessons whose activities rely on the power of looking as it applies to (a) visual thinking¹, (b) problem-solving, and (3) exploring and creating in the studio². The unit grows habits of thinking with repeated exercises in discussions, investigations, and processes that reinforce and extend knowledge gained from preceding activities. Each activity has 1 to 3 associated tasks; specific rubrics accompany tasks. Visual thinking strategies culminate in art making to reflect personal and original thought. A summation of assessments allows the teacher to see overall progress of skills being developed from activity 1 through 8. Inspiring art examples have been included as suggestions, and may be replaced with other carefully selected choices.

The art teacher may choose to co-teach this unit with a 2nd grade classroom teacher, as an integrated unit of study. Collectively, the unit addresses the North Carolina visual arts essential standards and related strands of visual literacy, contextual relevancy, and critical response.

The essence of this unit is anchored by an enduring idea, with related essential questions, objectives for understanding and application of knowledge, and suggested assessment strategies. Resources provide information related to the unit goals and suggested art examples.

Specific rubrics to assess student efforts in discussions, investigations, processes, art making, and student reflections are provided as an appendix. A bibliography includes references and endnotes for further reading.

STANDARDS

North Carolina Essential Standards for Visual Arts

(<http://www.ncpublicschools.org/docs/acre/standards/new-standards/arts/visual/k-8.pdf>).

Visual Literacy

- 2.V.1 Use the language of visual arts to communicate effectively.
- 2.V.2 Apply creative and critical thinking skills to artistic expression.
- 2.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.

Contextual Relevancy

- 2.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.
- 2.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.

Critical Response

- 2.CR.2 Use critical analysis to generate responses to a variety of prompts.

OVERARCHING IDEAS

- Relationships shape that who we are.
- Different types of relationships have different meanings.
- Relationships change over time.
- People understand relationships in different ways.

Essential questions

- How do relationships shape who we are?
- How do relationships inspire people to make art?
- How do artists of different cultures (past and present) express ideas about relationships in their art works?

UNIT GOALS

Discussion questions

- What types of relationships may be seen in art?
- How does art about relationships differ from culture to culture?
- How does art about relationships differ over time?

- How do artists create art about relationships? What materials and methods do they use?

What students will understand

- Students will understand that interpretations about art may be different.
- Students will understand that art about relationships differs from culture to culture.
- Students will understand that art about relationships changes over time.
- Students will understand that artists incorporate relationships in their art works in different ways (materials and methods).

What students will be able to do

- Participate in discussions and investigations related to ideas and questions raised.
- Use different materials and methods to express ideas in creating original art.
- Use appropriate art vocabulary when discussing art and art making (materials and methods).

INSPIRATION

Artists/Art to inspire learning

- John Thomas Biggers – [Untitled \(1994\)](#)
- John Singleton Copley - [Sir William Pepperrell \(1746-1816\) and His Family \(1778\)](#)
- Ledelle Moe – [Congregation \(2003-2008\)](#)
- Grace W. Ho – [collection of works for UF](#)

Illustrated children's literature to inspire learning

- [Mister and Lady Day](#) – written by Amy Novesky; illustrated by Vanessa Brantley Newton (people & their pets; illustrations and collage)
- [Henry and the Dragon Kite](#) – written by Bruce Edward Hall; illustrated by William Low (friends, family, & community; painting)
- [Fly Guy and the Frankenfly](#) – written and illustrated by Tedd Arnold (friends & painting/color pencil)

Lesson 1 – FAMILY RELATIONSHIPS

Working as a class: getting to know...



Grace W. Ho
From There to Here, Only on the Outside (2013)
20x20" mixed media on canvas

PREPARATION

- See Resources for related information and definitions.

Selection of art

Select 2 artists of varying cultures and times (past and present) and choose one example of art for each artist whose subject matter is FAMILY (personal relationships). The subject matter may appear similar, but the art may be created differently (materials, methods, purpose). You may enhance the unit by choosing a contemporary artist to come in as a guest (visiting) artist for the lesson. Visual art examples from a nearby museum may further extend learning when students visit the museum on their own or as a class field trip.

FYI: Examples:

Artist/art #1a (present - contemporary)

John Thomas Bigger - [Untitled \(1994\)](#) *

Artist/art #1b (present – contemporary visiting artist)

Grace W. Ho – [From There to Here, Only on the Outside \(2013\)](#)

Artist/art #2 (past - historical)

John Singleton Copley - [Sir William Pepperrell \(1746-116\) and His Family \(1778\)](#) *

*These examples are available at the North Carolina Museum of Art.

ACTIVITY 1 - Think and discuss (day 1).

Introduce students to artists of different cultures and times whose art works are about relationships. Think and discuss by observing, interpreting, and comparing.

- Observe and interpret

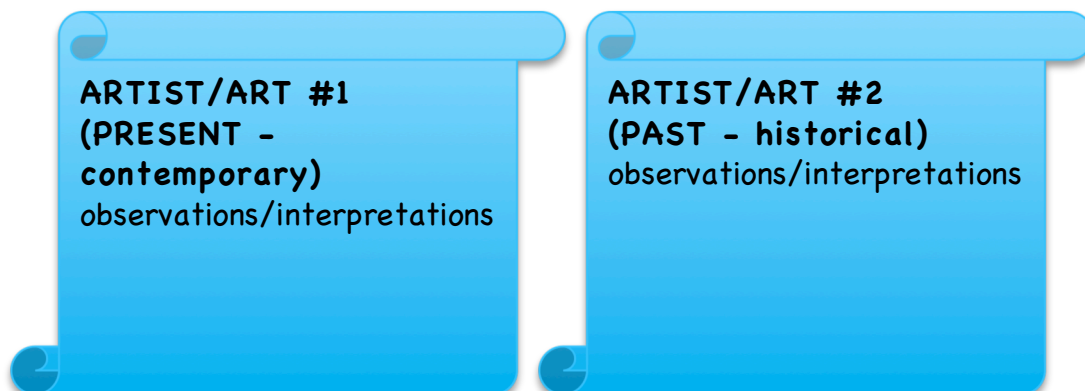
As a class, ask students to spend 1-2 minutes looking at each artwork before voicing observations and interpretations related to the subject matter.

What do you see?

What do you think the art is about?

What do you think is going on?

TASK #1: Record student comments for all to see (i.e. record = write on white board or large newsprint paper, etc. --- and save).



- Facilitate³ student discussions by pointing out what students are observing and interpreting. Add to the recorded comments being generated.

What's going on in this picture?

What do you see that makes you say that?

What more can we find?

- Compare

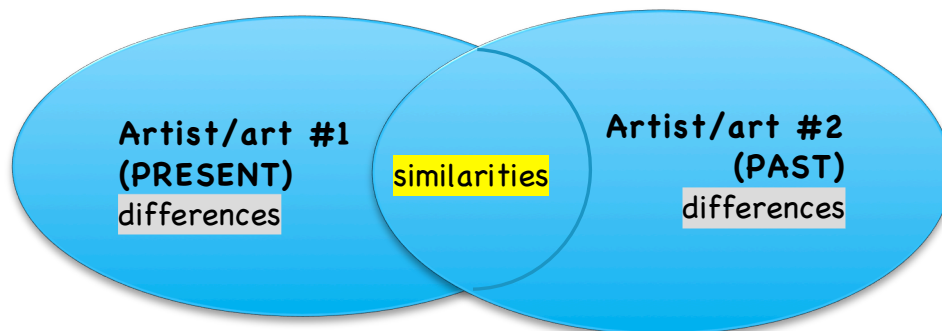
As a class, ask students to make comparisons.

How are some of these comments similar?

How are some of these comments different?

TASK #2: As you make comparisons with the class, **draw a Venn diagram** to help students visualize the connections being made about art and facilitate student understanding that **interpretations about art may be different**. Label this Venn diagram **OUR THOUGHTS** or something similar.

Venn Diagram OUR THOUGHTS



- Assess: use RUBRIC A (discussions) for TASKS #1 and 2.

ACTIVITY 2 – Look and find (day 2)

Discover possible reasons these artists might have for creating art about relationships.

- Ask questions

As a class, ask students to come up with questions that may help them learn more about each artist and her art.

When you meet someone new, what might you ask to get to know her better?

What would you ask the artist if you could chat with her right now?

What would you ask the artist about her art and life?

What do you want to know more about?

TASK #3: Record questions posed by students for all to see.

Questions to ask the artist?

(listed below are examples of questions students might suggest...)

1. Why did you make this art?
2. Where do you live?
3. Where do you work?
4. How long did it take to make that?
5. How did you make that?
6. What is your art about?

- Find answers

Share with the class the available resources previously gathered. Review sources and highlight background information about each artist and his/her art in order to answer the questions posed by the students.

TASK #4: Record answers (new knowledge) and other interesting information as it relates to the artist's culture, time period, materials and methods, location/community, inspirations, family/friends, etc. Students will understand that **art about relationships differs from culture to culture, and changes over time.**



Answers to our questions about the artist.
(include other "new knowledge," besides answers to questions posed...)

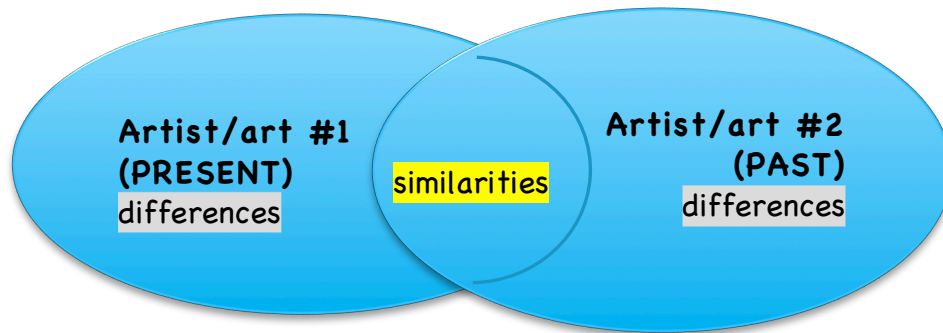
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

- Compare

As a class, ask students to use the new knowledge about each artist/art and make comparisons. Review similarities and differences.

TASK #5: as you make comparisons using new knowledge, **draw a Venn diagram** to help students visualize the connections and facilitate student understanding that **artists incorporate relationships in their art works for different reasons and in different ways.** Label this Venn diagram: **OUR DISCOVERIES** or something similar.

Venn Diagram OUR DISCOVERIES



- Assess: Use RUBRIC A (discussions) for TASK #5 and RUBRIC B (investigations) for TASKS #3 &4.
- Reflect
Make visible the recorded discussion comments and images of art examples.
Ask each student to choose one example and write her story (2-3 sentences) to tell what she thinks is going on in the art. Use classroom teacher and/or available ELA (English Language Art) rubric to assess for writing.

Lesson 2 – FRIENDSHIPS

Working with peers: sharing what we know...



Grace W. Ho
[Dragon and Phoenix \(2009\)](#)
 30x30" acrylic on panel

PREPARATION:

- See Resources for related information and definitions.
- Selections of art

Select 2 illustrated children's books written/illustrated by contemporary artists whose main idea focuses on personal relationships (i.e. family, community, friends)

FYI: Examples

Illustrated children's book #1: [Mister and Lady Day](#) – written by Amy Novesky; illustrated by Vanessa Brantley Newton (people & their pets; illustrations and collage)

Illustrated children's book #2: [Fly Guy and the Franken Fly](#) – written and illustrated by Tedd Arnold (friends; watercolor/color pencil illustrations)

Illustrated children's book #2: [Henry and the Dragon Kite](#) – written by Bruce Edward Hall; illustrated by William Low (friends, family, & community; painting).

ACTIVITY 3 – Review and share (day 3)

- Review

As a class, review accumulated knowledge about the artists and their art gathered from Lesson 1:

- Different observations/interpretations about these artists/art works.
- Different discoveries (new knowledge about cultures, times, artmaking) about these artists/art works.

Review definitions for “**relationships**,” “**contemporary art** (artists),” and “**subject matter**.” Apply definitions to artists/art knowledge learned thus far – point out the relationships depicted as subject matter.

- Share
As a class, ask students to think about personal relationships. Using a guiding prompt, ask students to share ideas and experiences about personal relationships.
- Prompt: **Personal relationships** are meaningful connections between one person and another person/peoples/objects, such as family members, friends, pets, and people in our community.

What types of relationships do people have with other people?

Provide examples as necessary.

FYI examples: teacher and students

Ask students to think more and **add an action word** (i.e. verbs – “to do” words) to connect the two people in a unique or special (meaningful) way.

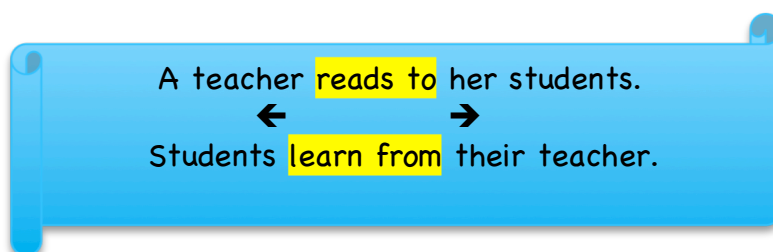
What action makes one person (people) special to another?

FYI example: The teacher **reads to** her students.

Point out that the sentence may be considered in reverse (i.e. the relationship may be viewed as a two-way connection of “to” and “from”).

FYI example: Students **learn from** their teacher.

TASK #6: Record student comments for all to see.



- Assess: Use RUBRIC A (discussions) for TASK #6.

ACTIVITY 4 – Reintroduce and discuss (day 4)

Reintroduce relationships, with a focus on FRIENDSHIPS as subject matter. Select 2 illustrated children’s books. Choose an illustration from each book to initiate discussions. If possible, project illustration on white board for students to view as enlarged images. (NOTE: an

illustration within the story with little to no text will work best – this allows students to make visual connections with the art prior to text clues).

- Discuss
As a class, ask students to observe and interpret each illustration. Facilitate discussions (similar to Activity 1, TASKS #1).
What do you see?
What’s going on in this picture?
What do you see that makes you say that?
What more can we find?
TASK #7: Record student comments for all to see.
- Compare
As a class, review record of comments (TASK #7) for each illustration.
TASK #8a: Have students **work in pairs** to make comparisons. Each student will draw his/her own Venn diagram to show comparisons. Student Venn diagrams will be collected.
Which comments are similar?
Which comments are different?
TASK #8b: As a class, review comparisons and draw a Venn diagram to facilitate student understanding that **interpretations about art may be different**. Label this Venn diagram: **OUR THOUGHTS** or something similar.
- Assess:
Use RUBRIC A (discussions) for TASKS #7 and 8b.
Use RUBRIC C (process) for TASK #8a.

ACTIVITY 5 – Think, compare, and integrate (day 5)

- Think and compare
As a class, ask students to think about the two illustrations as works of art.
How are the illustrations similar/different as compared with the first two gallery examples?
How do you think the illustrator created the images in his/her book? (materials & methods)
TASK #9: Record student comments for all to see.
- Integrate visual art with literature (variable)
For each illustration, observe and interpret; integrate with ELA objectives.

What do you see happening?

Describe the characters and setting.

Imagine what the relationships might be.

Predict what the story might be about.

TASK #10: Record student comments for all to see.

Investigate further (variable)

Read each book with the class. Investigate ELA objectives as appropriate. The classroom teacher may wish to facilitate this discussion and/or connect with other learning objectives.

- Reflect
Make visible the recorded discussion comments and images of art examples. Ask each student to choose one example and write her story to tell what she thinks is going on in the art. Use classroom teacher and/or available ELA (English Language Art) rubric to assess for writing.
- Assess: Use RUBRIC A (discussions) for TASKS #9 and 10.

Lesson 3 – COMMUNITY RELATIONSHIPS

Working together: connecting what we know...



Grace W. Ho
WDYT? #ufglobal @GhoyangGrace
20x20" mixed media

PREPARATION:

- See Resources for related information and definitions.
- Selections of art
Select 2 contemporary artists of different cultures whose art deals with COMMUNITY (local or global) relationships.
FYI: Examples:
Artist/art #1: Ledelle Moe - [Congregation \(2003-2008\)](#) – artist connecting with her country and world.
Artist/art #2: Jennifer Steinkamp – [Mike Kelley \(2007\)](#) – artist connecting with her art teacher and nature.
Artist/art #3: El Anatsui – [Lines that Link Humanity \(2008\)](#) – artist connecting with those who help him create, found materials, and his culture.
Artist/art #4: Grace W. Ho – [WDYT? #ufglobal @GhoyangGrace \(2013\)](#) – artist connecting with art, art education, and the world.
- Materials & methods for art
Choices in materials and methods will depend on availability of art supplies and prior exposures in technique and skills. A studio-based⁴ approach whereby students choose among available materials within their realm of prior skills and knowledge allows for open-ended exploration and creativity towards methods. Techniques and skills may be taught to enhance methods as necessary.
FYI: Examples for materials (art supplies)

Drawing: use color-medium-of-choice (crayons, color pencils, markers, pastels), with available surface (letter-size white paper), pencils, erasers.

Painting: use paint-of-choice (watercolor, tempura, acrylic), with available surfaces (paper, canvas boards, cardboard, etc.)

Collage: use assorted papers, magazines, newspaper, etc.

Mixed-media: combination of mediums and other materials.

ACTIVITY 6 – Explore and prepare (day 6 and day 7)

Exploring artists and art about COMMUNITY RELATIONSHIPS will begin discussions about relationships that connect people with people and objects, ideas, and concepts.

- Explore

As a class, use various sources to find art examples about COMMUNITY RELATIONSHIPS.

FYI examples:

My Pinterest board of [“Illustrated Children’s Books: RELATIONSHIPS in literature and art”](#)

My Pinterest board of [“Relationships in Contemporary Art.”](#)

If possible, project images on white board for students to see. As a class, ask students to raise their hands in making a few selections of art with which to have open discussions about how they feel about art: ask them to consider questions like

What do you like about the art you chose?

How does your chosen art make you feel?

How does your chosen art impress you?

Why did you choose this piece of art to discuss?

- Ask each student to choose one example of art that impresses him/her and give one or two reasons why it was chosen?

TASK #11: Record student comments for all to see.

- Review

Remind students that **personal relationships** are special connections between one person and another, such as family members, friends, pets, and people in our community (local and global).

- Preparation to creating

Students will learn about other students in the class and create original art to reflect the possibility of new personal relationships between classmates.

- Ask questions and find answers

In pairs, students will ask each other questions like those posed to the artists (activity 2, recorded as TASK #3). Post the recorded list of questions as a source for students to use.

TASK #12a: Each student will ask questions and record answers given by his/her partner.

- Imagine and draw

Student pairs will compare their recorded answers and note similarities and differences. Using similarities, each student will IMAGINE an action/activity that she could do with her partner as a special connection between two friends.

Students may establish IDEAS by using a guiding prompt: **My new friend _____ (name) and I like to _____ (verb) together**

TASK #12b: Ask students to review answers and complete the guiding prompt. Remind students to use an action word --- verb, similar to TASK #6 (e.g. bake cookies, ride bikes) --- to make a meaningful connection. Each student will write down his/her IDEA.

- Assess: Use RUBRIC B (investigations) for TASK #12a and RUBRIC C (processes) for TASK #12b.

ACTIVITY 7 – Connect and create (day 8 +/- day 9)

- Review materials & methods

After IDEAS have been established, each student will create original art to show what a new FRIENDSHIP might look like using available materials and methods. As a class, review art vocabulary related to class instructions for proper use, set up, and clean up of materials.

- Connect and create

Connect IDEA with materials/methods to create original art.

Share RUBRIC D for art making with students and emphasize that they put forth their best effort.

Ask students to spend 20 minutes on rough draft sketches using pencil and paper.

Walk around and review sketches with each student before he/she begins work.

- **TASK #13:** Using available materials and methods, students will use rough draft sketches to develop individual original works of art.
Drawing may be the most familiar, least cost prohibitive, and most time efficient method to use. For inspiration, share with students Tedd Arnold's "[drawing step-by-step](#)" pages on his website. Other methods may be used depending on availability of supplies and time for the art teacher to teach new techniques/skills. An open-studio set-up allows students to select their mediums and techniques of choice, which help them understand that [artists incorporate relationships in their art works in different ways \(materials and methods\)](#).
- Assess: Use RUBRIC D (craftsmanship) for TASK #13.

ACTIVITY 8 – Reflect, present, and collect (day 10)

- Reflect & present
After completing TASK #13, ask each student to reflect on her work and present it to the class using answers to suggested questions.
What materials and methods did you use to create your art?
What is the subject matter? Tell us what your art is about.
What do you like most about your art?
What would you change about your art, if anything?
TASK #14: individual presentation of original art.
- Collect
A collective display of original art created reminds students of the many possibilities that exist for how and what artists create in today's world.
How do we want to display these examples as a collection?
As a book? On a wall? Other possibilities?
What title would you like to give our collective display?
If possible, assemble the collective display with students.
TASK #15: As a class, view and review work created and discussed by students: recorded lists of comments, Venn diagrams (OUR THOUGHTS, OUR DISCOVERIES), and OUR COLLECTIVE DISPLAY.
- **TASK #16 Teacher self-assessment**
Assess what students have learned by hearing the answers for

Essential questions

- How do relationships shape who we are?
- How do relationships inspire people to make art?
- How do artists of different cultures (past and present) express ideas about relationships in their art works?

Discussion questions

- What types of relationships may be seen in art?
- How does art about relationships differ from culture to culture?
- How does art about relationships differ over time?
- How do artists create art about relationships? What materials and methods do they use?

Open discussions to share final thoughts and feelings.

- Assess: Use RUBRIC D (presentations) for TASK #14 and RUBRIC A (discussions) for TASK #15.

FINAL REMARKS: Remind students that *they are contemporary artists*, with differences and similarities in what, how, and why they create art.

ASSESSMENTS – see appendix for rubrics.

Evidence

1. RUBRIC A - Participation in class discussions.
2. RUBRIC B - Participation in investigations.
3. RUBRIC C - Participation in process of work.
4. RUBRIC D - Craftsmanship and presentation of work.

Student Self-Assessment

(RUBRIC E – evaluation of student’s self-assessment)

1. Choose one activity/TASK and explain how it helped you better understand how artists use different materials and methods to create art.
2. Choose one activity/TASK and explain how it helped you better understand how artists create different types of art about the same subject matter.
3. Which activity did you like the most? Why?
4. Was there work/ideas of another student that stood out to you as particularly interesting or different (explain)?

RESOURCES

Definitions

- [Compare/comparison - wikipedia](#)
- [Similarity - wikipedia](#)
- [Differences – wiktionary](#)
- [Venn diagram - wikipedia](#)
- [Create - definition](#)
- [Discover - dictionary](#)
- [Discuss/discussion - dictionary](#)
- [Observe/observation - wikipedia](#)
- [Interpret/interpretation - definition](#)
- [Explore – definition](#)
- [Relationships - wikipedia](#)
- [Interpersonal relationships - wikipedia](#)
- [Personal relationships – dictionary](#)
- [Contemporary art - wikipedia](#)
- [Culture - wikipedia](#)
- [Subject matter – about.com](#)
- [Research - definition](#)

Artists

- BIGGER, J. T. [John Thomas Bigger - info](#)
- COPLEY, J. S. [John Singleton Copley - info](#)
- MOE, L. [Ledelle Moe – info](#)
- HO, G. W. [Grace W. Ho](#)

Authors & Illustrators

- ARNOLD, T. – [Tedd Arnold - info](#)
- BRANTLEY-NEWTON, V. [Vanessa Brantley Newton - info](#)
- HALL, B.E. [Bruce Edward Hall - info](#)
- LOW, W. [William Low - info](#)
- NOVESKY, A. - [Amy Novesky - info](#)

Other

[NCMA works of art via ArtNC](#)

[Family](#)

[Collaboration](#)

[Interdependence](#)

[North Carolina Essential Standards](#)

Related: IDENTITY in literature and art

[It's Test Day, Tiger Turcotte](#) written by Pansie Hart Flood; illustrated by Amy Wummer

[Visualizing Race, Identity, and Change](#) National Geographic, September 2013

[I'm Glad I'm Me, Poems About You](#) written by Jack Prelutsky; illustrated by Nancy Meyers

APPENDIX – ASSESSMENT RUBRICS

RUBRIC A – PARTICIPATION IN DISCUSSIONS (6 points)

CRITERIA	Exemplary (3)	Satisfactory (2)	Needs Improvement (1)	TOTAL
Observations	Student made many thoughtful contributions.	Student made some thoughtful contributions.	Student made few contributions.	
Interpretations	Student made many thoughtful contributions.	Student made some thoughtful contributions.	Student made few contributions.	

RUBRIC B – PARTICIPATION IN INVESTIGATIONS (6 points)

CRITERIA	Exemplary (3)	Satisfactory (2)	Needs Improvement (1)	TOTAL
Posing questions	Student made many thoughtful contributions.	Student made some thoughtful contributions.	Student made few contributions.	
Finding answers (gathering new knowledge)	Student made many thoughtful contributions.	Student made some thoughtful contributions.	Student made few contributions.	

RUBRIC C – PARTICIPATION IN PROCESS OF WORK – Partner work (6 points)

CRITERIA	Exemplary (3)	Satisfactory (2)	Needs Improvement (1)	TOTAL
Individual participation efforts	Student made several thoughtful attempts at contributing to task.	Student made some thoughtful attempts at contributing to task.	Student made few attempts to contribute towards task.	
Cooperation	Student worked well with partner, without conflict and showed support in discussions to complete task.	Student worked with partner with minimal conflict/disturbances to complete task.	Student worked with partner with moderate conflict/disturbances and task was incomplete.	

RUBRIC D – CRAFTSMANSHIP and PRESENTATION OF ORIGINAL ART (9 points)

CRITERIA	Exemplary (3)	Satisfactory (2)	Needs Improvement (1)	TOTAL
Time/effort	Student put in extra time/effort to create art.	Student put in adequate time/effort to create art.	Student put in little time/effort to create art.	
Craftsmanship	Student created art with high-level of attention to detail, care, and thought towards completion.	Student created art with moderate-level of attention, with a few areas needing further details, care and thought towards completion.	Student created art with little attention to details, care, and thought towards completion.	
Presentation to class	Student presented many thoughts that connected well with his/her art.	Student presented some thoughts to connect with his/her art.	Student presented minimal comments to connect thoughts with his/her art.	

RUBRIC E – Evaluation of Student’s Self-Assessment (12 points)

CRITERIA	Exemplary (3)	Satisfactory (2)	Needs Improvement (1)	TOTAL
Question 1	Student made thoughtful comments.	Student made some brief comments.	Student made unrelated comments.	
Question 2	Student made thoughtful comments.	Student made some brief comments.	Student made unrelated comments.	
Question 3	Student made thoughtful comments.	Student made some brief comments.	Student made unrelated comments.	
Question 4	Student made thoughtful comments.	Student made some brief comments.	Student made unrelated comments.	

SUMMARY OF ASSESSMENTS

TASK	RUBRIC subtotals	COMMENTS
Activity 1, TASKS # 1 and 2 Rubric A (discussions) – 6 points		
Activity 2, TASKS # 3 and 4 Rubric B (investigations) – 6 points		
Activity 2, TASK #5 Rubric A (discussions) – 6 points		
Activity 3, TASK #6 Rubric A (discussions) – 6 points		
Activity 4, TASK #7 Rubric A (discussions) – 6 points		
Activity 4, TASK #8a Rubric C (process) – 6 points		
Activity 4, TASK #8b Rubric A (discussions) – 6 points		
Activity 5, TASKS #9 and 10 Rubric A (discussions) – 6 points		
Activity 6, TASK #11 Rubric A (discussions) – 6 points		
Activity 6, TASK #12a Rubric B (investigations) – 6 points		
Activity 6, TASK #12b Rubric C (process) – 6 points		
Activity 7, TASK #13, Activity 8, TASK #14, Rubric D (craftsmanship/presentation) 9 points		
Activity 8, TASK #15 Rubric A (discussion) – 6 points		
Evaluation of Student self-assessment Rubric E – 12 points		
OVERALL TOTAL		

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Yenawine, P. (2013). *Visual thinking strategies*. Massachusetts: Harvard Education Press.

ENDNOTES

^{1,2,4} Visible thinking and studio-based practices in art education were summarized by the author in "A Trio Combination of Strategies for Teaching Art" retrieved from http://becauseartmatters.weebly.com/uploads/1/6/5/2/16529980/ho_rr7a.pdf on October 14, 2013.

³ Philip Yenawine outlines the use of specific questions while implementing visual thinking strategies (VTS) as a teaching method that integrates visual art and other methods with critical thinking. *Visual thinking strategies*. (2013). Massachusetts: Harvard Education Press.