

### Lesson Summary

<b>Title of Lesson</b>	Point-of-View Windows
<b>Grade Level</b>	3-5
<b>Standard</b>	1) Knows a range of subject matter 2) Understands and applies media, techniques, and processes related to the visual arts 3) Understands the characteristics and merits of one's own artwork and the artwork of others
<b>Pre-test of understanding</b>	Show a variety of artworks that show the artist's point-of-view. Discuss where the artist might have been standing. Explain that point-of-view can be from different places (above, below, in front of, and so on).
<b>Enduring Idea</b>	Each of us respond to the aesthetic
<b>Essential Question</b>	How can artwork that shows a point-of-view express how an artist responds to the aesthetic?
<b>Measurable Objective(s)</b>	After students have explored the idea of points-of-view in artworks, each student will create a scene that effectively shows a point-of-view, design a well-planned cut-paper window, and provide 2-3 pieces of supporting evidence in a discussion of how the artwork expresses a point-of-view idea.
<b>Resources and Materials</b>	<a href="http://www.matisse-picasso.org/education/paintings.lasso">http://www.matisse-picasso.org/education/paintings.lasso</a> <i>Dropping in on Picasso</i> video or book  Sketchbook or copy paper Pencil 9 x 12-in construction paper (multiple colors, one per student) 6 x 12-in white construction paper (one per student) Rulers Scissors Glue Tempera or watercolor paints Brushes Water containers Markers
<b>Motivation</b>	Show <i>Dropping in on Picasso</i> or read the book. Tell students that Picasso, like many other artists, sometimes painted the view from his window. Picasso had a home in the south of France. He sometimes painted the view from his studio windows. Tell students that they will be making a point-of-view painting that shows a scene they'd like to see from their own windows.
<b>Vocabulary</b>	Point-of-view The place from which a scene is considered; the way that an idea is considered

<b>Activity</b>	<ol style="list-style-type: none"><li>1. Brainstorm with students the sorts of views they would like to see outside their school window. The ocean? The mountains? A big city?</li><li>2. Distribute the white construction paper, paint, brushes, and water containers.</li><li>3. Cover the paper with a light coating of clean water and then lightly paint the sky and ground.</li><li>4. Set aside the paintings to dry.</li><li>5. Distribute sketchbooks or copy paper and pencils.</li><li>6. Ask students to sketch ideas for a point-of-view scene that they'd like to see outside the school windows.</li><li>7. When the paintings are dry, lightly sketch the chosen point-of-view scene.</li><li>8. CHOICE: Students may choose to create the scene with markers, cut paper, paint, or a combination of materials and media. If using paint, tell students to paint one part at a time so that wet paints do not touch and bleed together.</li><li>9. When scenes are finished, allow the artworks to dry.</li><li>10. If desired, distribute additional sheets of copy paper for practice in cutting.</li><li>11. Hold the paper in a horizontal position and then fold it into four equal sections.</li><li>12. Fold the two outer sections so that the edges meet in the middle of the paper. The outer sections will create "shutters" over the inner "window" area.</li><li>13. OPTIONAL: If desired, create a curved top for the shutters. To do this, open the paper and then fold at the center. Lightly draw a curved shape at the top of an outer section. Stop at the fold. Cut out. Make sure that the window section is shorter than the shutters.</li><li>14. When students have practiced and feel secure in creating a window with shutters, distribute the colored construction paper and glue.</li><li>15. Create a window with shutters from the colored construction paper.</li><li>16. Glue the point-of-view scene to the window area. NOTE: Students might need to trim the painting to fit the window area.</li><li>17. OPTIONAL: Distribute black construction paper that is the size of the window area. Using a ruler, ask students to create window panes. Carefully cut out the panes and glue onto the painting.</li><li>18. OPTIONAL: Black markers can be used to create panes or decorations on the exterior shutters.</li><li>19. OPTIONAL: Exchange point-of-view windows and distribute cinquain format. Ask students to create a cinquain about the artwork they view. Post the cinquains with the artworks. (Cinquain format can be found at the end of this lesson summary.)</li></ol>
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**Differentiated Instruction**

	<b>Challenged</b>	<b>Target</b>	<b>Above</b>
<b>Content (Readiness)</b>	One concept	All concepts	In-depth study
<b>Process (Interest)</b>	Direct instruction for each step of the process	Model what is expected	Minimal instruction; independent work
<b>Product (Evaluation)</b>	Group product	Group product and contribute to oral discussion	Group product and lead discussion

**Assessment Rubric**

	<b>Below</b>	<b>On Target</b>	<b>Above</b>
Painted scene	A point-of-view scene is unclear and lacks care in development of the idea; skill of paint application not evidenced	A point-of-view scene is shown, but lacks some care in development of the idea and/or lacks skill of paint application	The point-of-view scene is carefully developed and shows skill of paint application
Window with shutters	Window and shutter designs are improperly assembled and show lack of skill	Window and shutter designs is generally well assembled, but lacks some skill of construction	Window and shutters design is properly assembled and shows skill of construction
Discussion	Limited or no supporting evidence is offered when discussing how the artwork expresses a point-of-view idea; evidence (if offered) is illogical or weak; does not suggest how the piece could be art	Two or more pieces of supporting evidence are offered when discussing how the artwork expresses a point-of-view idea; evidence is not strong, but suggests how the piece is art	Two or more pieces of strong supporting evidence are offered when discussing how the artwork expresses a point-of-view idea; evidence points to how the piece is art

**Student Check List**

	Yes	No
The shutters are carefully folded so that they cover the window.		
The artwork in the window shows a point-of-view.		
The artwork shows skill in the use of materials and tools.		
I can discuss how my artwork shows a point-of-view.		
I can give 2 or more reasons of why my point-of-view picture is art.		

**Student Reflection**

How does your point-of-view window tell about what you would like to see outside the school window? How is your point-of-view window art?

### Cinquain

\_\_\_\_\_

Noun

\_\_\_\_\_

Adjective

\_\_\_\_\_

Adjective

\_\_\_\_\_

Action verb

\_\_\_\_\_

Action verb

\_\_\_\_\_

Action verb

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Four-word phrase

\_\_\_\_\_

Synonym

Title of the work of art \_\_\_\_\_

Name of the artist \_\_\_\_\_

