

Art Education in Practice Series

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Differentiated Instruction in Art

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Norman Rockwell's paintings
Four Freedoms

Download this collection of reproducible resources and worksheets at DavisArt.com/DI/Resources



Museum Guide Sheet

A.5.1

One thing I want you to know about me is that...

My favorite item or items in the exhibition are: (Please explain)...

Something else I want you to know while viewing my museum exhibition is...

The title of my personal art museum exhibition is:

The artist and curator of this exhibition is:

What Makes Me ME

A.5.2

Name: _____

Class: _____

Answer honestly and appropriately (in accordance with our existing rules of conduct).
Our classes will include ideas and learning that relate to the views you share here.

Fill in each line.

My favorite...

sport is _____

music is _____

color is _____

movie is _____

place is _____

Another favorite is ...

Circle all that you want.

I would like to use...

Paint Clay Metals

Ink Wood Pencil

Charcoal Markers

Found Objects Yarn

Other _____

Fill in each line.

I have never...

gone to _____

seen _____

heard _____

tried _____

Another thing I have
never done is ...

Recipe for a successful class...

1 cup your interests

2 cups your aspirations

1 cup your experiences

3 cups of hard work

What do you add?

___ cup(s) of _____

Mix well, bring to a boil, then enjoy our class!



What's My Learning Style?

A.5.3a

Look through the statements below and put an X in the box by the ones that best describe you. If you see something that you do, but only once in a while, skip it and choose the answers that relate to things you do most often. When you are done, look at the *What's My Learning Style?* sheet (A.5.7b) and match your answers to the ones below to discover your learning-style preference.

- I need to hear it to remember it.
- I often need to talk through what I am thinking in order to understand it.
- I remember things best when I repeat them to myself.
- I prefer to listen to books.
- It helps me to talk things through to solve problems or figure things out.
- I am good at remembering what people say.
- It helps me to understand things when I see a picture or example.
- I often draw things out to explain them to other people.
- I am drawn to colors or other visually appealing things.
- Sometimes I appear to be daydreaming, but really I am trying to visualize something in my head.
- I remember things best when I can see the person who is speaking.
- I remember where things are located on a page.
- I need to write out information to help me understand it.
- It helps me remember things when I have something in writing to refer back to.
- I am often quiet or introverted.
- I like to take notes and collect written material.
- I enjoy using the Internet to discover or read things.
- It helps me when teachers post directions, objectives, or other project steps on the board.
- I learn best when I can physically do something, not just listen.
- I have difficulty staying still for more than a few minutes.
- I often ignore directions and start working right away independently.
- I prefer to hear or read stories that are full of action.
- If I can make, create, or do something, it helps me process and remember what I am learning.
- I like to play sports, dance, or do other things where I can move around.



What's My Learning Style? – Teacher

A.5.3b

Look through the statements below and put an X by the ones that match your answers marked on the front of this sheet. The category with the most marked answers will tell you your preferred learning style.

Visual

- It helps me to understand things when I see a picture or example.
- I often draw things out to explain them to other people.
- I am drawn to colors or other visually appealing things.
- Sometimes I appear to be daydreaming, but really I am trying to visualize something in my head.
- I remember things best when I can see the person who is speaking.
- I remember where things are located on a page.

Kinesthetic

- I learn best when I can physically do something, not just listen.
- I have difficulty staying still for more than a few minutes.
- I often ignore directions and start working right away independently.
- I prefer to hear or read stories that are full of action.
- If I can make, create, or do something, it helps me process and remember what I am learning.
- I like to play sports, dance, or do other things where I can move around.

Written

- I need to write out information to help me understand it.
- It helps me remember things when I have something in writing to refer back to.
- I am often quiet or introverted.
- I like to take notes and collect written material.
- I enjoy using the Internet to discover or read things.
- It helps me when teachers post directions, objectives, or other project steps on the board.

Auditory

- I need to hear it to remember it.
- I often need to talk through what I am thinking in order to understand it.
- I remember things best when I repeat them to myself.
- I prefer to listen to books.
- It helps me to talk things through to solve problems or figure things out.
- I am good at remembering what people say.

My name is: _____

My preferred learning style is: _____

Oral Learning Style Inventory

A.5.4

Name:

Class:



1.

10.

Ask students the following questions, and ask them to draw their response (smiley, ho-hum, or sad face) next to the corresponding number.

2.

11.

How do you feel about...

3.

12.

1. Drawing or coloring?
2. Looking at artwork?
3. Talking with other people?
4. Being by yourself?
5. Being with other people?
6. Reading?
7. Writing?
8. Listening to stories?
9. Dancing or moving around?
10. Using numbers?
11. Listening to music?
12. Making music?
13. Playing games or sports?
14. Computers?
15. Being a leader?
16. Helping others?
17. Thinking about things?

4.

13.

5.

14.

6.

15.

7.

16.

To use this as a handout for students, cover these instructions before copying.

8.

17.

9.

Planning for Differentiation by Learning Style

Using Four Square

A.5.5a

Name: _____

Class: _____

Being Unique: Identity is shaped by our unique qualities and experiences.

Essential Questions:

- What is unique or special about you?
- What makes you different from others?
- What makes you similar to others?
- What people have an effect on who you are?

Key Concepts:

- Identity is shaped by things and people around us.
- We shape our identity.
- Our interests shape our identity.
- We have our own unique identity but some parts of it might overlap with others.

Objectives:

Know

- Students will explore the concept of how identity is shaped both internally and externally (by themselves and by others) by writing on a Frayer Diagram or concept map.

Understand

- Students will discuss, with one or more people, the most important person, group of people, or thing that has affected their identity and how.

Do

- Students will create a design that represents who they are through the use of images that have been chosen for specific purposes.
- With care, students will use their design to create a unique screen print that represents their identity.
- Students will demonstrate tool safety by using tools correctly and responsibly through the duration of their projects.
- Students will share their identity screen print with peers through a pair-share or group-share activity in which they explain one or more of the choices they have made and why it represents an important part of their identity.

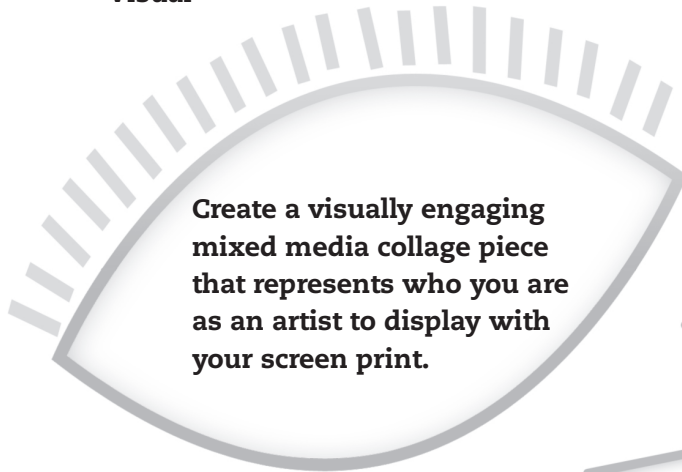
Planning for Differentiation Using Four Square—Example

A.5.5b

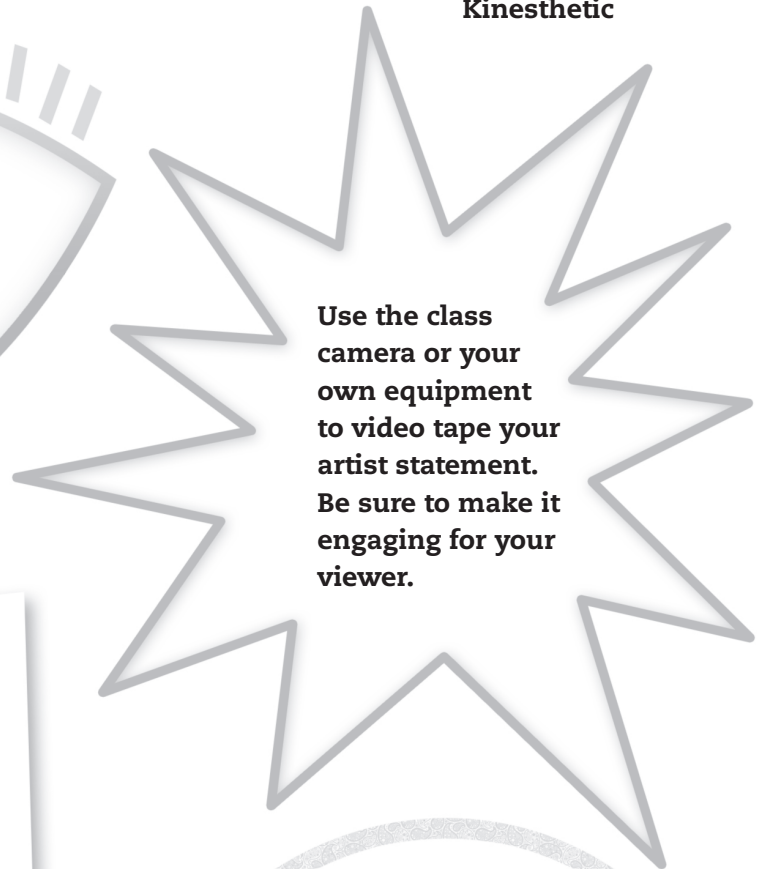
Name: _____

Class: _____

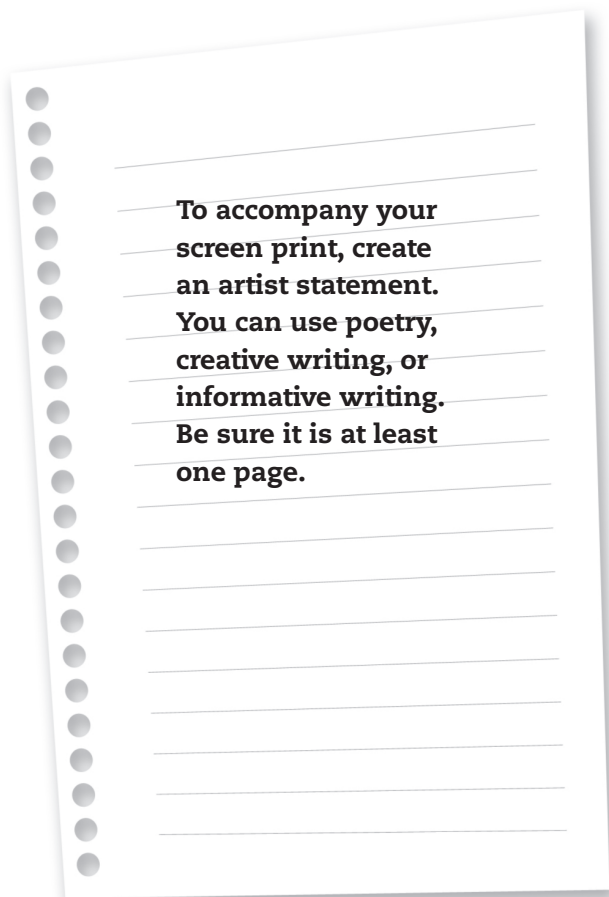
Visual



Kinesthetic



Written



Develop an artist statement that can be listened to by the viewer. You may incorporate, your voice, the voices of others, music, and sounds as needed to convey your message.

Auditory

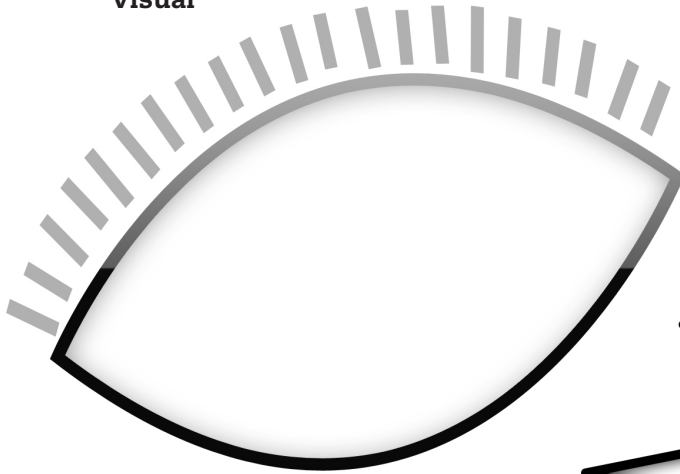
Planning for Differentiation by Learning Style (Four Square)

A.5.5c

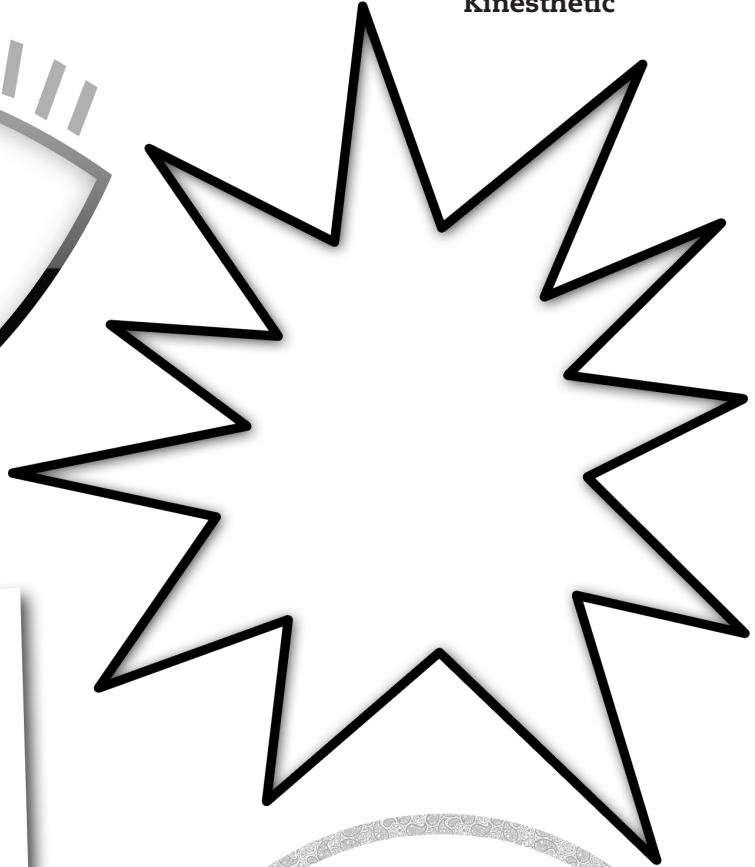
Name: _____

Class: _____

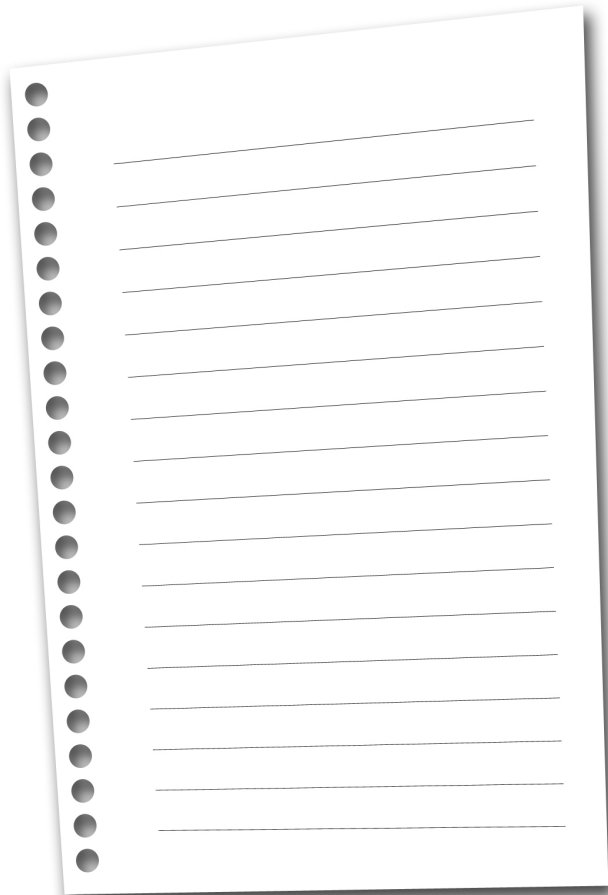
Visual



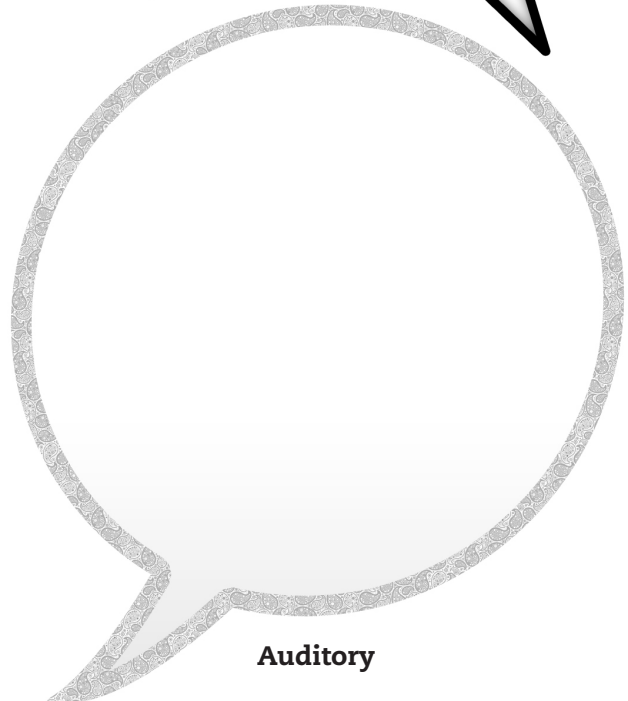
Kinesthetic



Written



Auditory



WOW! You Are Smart!

A.5.6

Name: _____

Class: _____

1. Fold the paper vertically on the dark line so that the Multiple Intelligences (MI) answers are hidden.
2. Read each statement below and decide if it sounds most like you.
3. If it sounds most like you, then place an X next to that statement.
4. When you have finished all the statements, unfold your paper and count up how many answers about you fit in each category. You are probably smart in all these ways, but in some areas more than others.

Which statements are true for you?

	MI
I love listening to music.	M/R
I like to work with other people.	IEP
Seeing things in writing or writing things down helps me think.	V/L
My best way to learn is through hands-on activities.	B/K
I can read maps easily.	V/S
Having quiet time to think through ideas is really important to me.	IAP
I love math.	L/M
I enjoy singing or writing songs.	M/R
I like to collect things from nature like shells or rocks.	N/E
I like drama or acting things out with gestures.	B/K
It helps me to draw things out when I am explaining them to others.	V/S
I enjoy problem solving and brain teasers.	L/M
I like spending time by myself.	IAP
I would love playing musical instruments or think I would.	M/R
I am good at writing stories or plays.	V/L
I keep a diary or journal.	IAP
I am good at dancing or other sports.	B/K
My friends often come to me to talk when they have problems or need help.	IEP
I like being outside in nature.	N/E
I am often humming, tapping a beat, or singing to myself.	M/R
I love caring for pets and other animals.	N/E
It helps to me see pictures or examples when I am learning.	V/S
I care about the environment so much that I must do something to protect it.	N/E
I like to be able to move around, and when I do, I rarely bump into others.	B/K
I enjoy crossword puzzles or word games.	V/L
I am good at figuring out patterns.	L/M
I am good at understanding other points of view even if they're different from my own.	IEP
I feel very sad when others are hurting, and I want to help them feel better.	IEP
I understand math easily, even when others around me have a hard time.	L/M
I enjoy reading.	V/L
I like writing about my thoughts and feelings.	IAP
Graphic organizers or mind maps help me think through ideas.	V/S

N/E _____ L/M _____ V/L _____ V/S _____ IAP _____ IEP _____ B/K _____ M/R _____

Planning for Differentiation by Multiple Intelligences Preference

A.5.7a

Verbal/Linguistic

Write a poem about patterns. Create three or more pictures to go with it. Be ready to share your pictures and your poem with someone else.

Bodily/Kinesthetic

Gather four things from around the room or from the pattern grab bag. Draw three patterns that you can make with these items, and then return them to where they came from.

Logical/Mathematical

Pretend you are the teacher today. Place an "X" over all incorrect answers on the pattern sheet. Count up how many are wrong. Correct the mistakes you found, so your student will know how to fix them.

Intrapersonal

Are there patterns in your life? Think of three patterns that are part of your life and draw them.

Big Idea/Lesson

**Pattern
Exploration**

Grade 1

Interpersonal

Write a story about patterns. Use pictures of patterns in your presentation.

Musical/Rhythmical

Write a song about patterns to share with your class. Create at least four pictures to go with your song.

Naturalistic

Draw and color four things from nature that show pattern.

Visual/Spatial

Create a new logo for a crayon company that includes at least three patterns. Use construction paper to create a new crayon box with your design on it.

Goals

- To gain a basic understanding of patterns.
- To explore patterns of various kinds in art and in our world.
- To have students create at least two patterns.

Planning for Differentiation by Multiple Intelligences Preference

A.5.7b

Verbal/Linguistic	Bodily/Kinesthetic	Logical/Mathematical
Intrapersonal	Big Idea/Lesson	Interpersonal
Musical/Rhythmical	Naturalistic	Visual/Spatial
Goals		

Station #1: Monoprint

A.6.1a

A monoprint is a print that happens once (mono).

1. The artist paints or rolls ink quickly onto a smooth, washable surface, such as a tabletop or a piece of glass or Plexiglas (*printing plate*).
2. The artist adds or wipes away paint until satisfied with the texture or image created.
3. The artist then places a piece of paper over the image and carefully rubs its entire surface to ensure the paper has come in contact with the painted printing plate.
4. Finally, the artist peels the paper off the printing plate to reveal the print. The artist can rework the printing plate with additional ink or paint, or wash off and dry the printing plate and start over again.

Tip

Sometimes it is possible to create a *ghost print*. Once the artist smoothes the paper over the printing plate and lifts it off, a second piece of paper is immediately placed on the image, creating a print that is always much lighter than the first—a ghost image.

Vocabulary

monoprint

printing plate

ghost print

Create

1. Cover the table with newspaper.
2. Create one or two monoprints of your own. If you need an idea, create a scene of your favorite place or animal. You can also simply explore lines and shapes to create interesting abstract images.
3. When you are done, please clean up this station and leave it ready for the next group (clean and dry tools, clean paper, clean printing plates, and put down new newspaper).

Station #2: Stamping

A.6.1b

One of the most widely used forms of print-making is stamping. To create a stamp, a shape or image is carved into wood, linoleum, rubber, or cut out of foam, a potato, an eraser or a sponge (the printing plate). Many found objects can be used as a stamp. The surface of the stamp is covered with marker, ink, or paint and pressed onto a surface, creating a pattern or design. The beauty of stamping is that you can quickly create the same image multiple times with ease. You can also clean off your stamp and use it again. Unlike a monoprint (a print that happens only once) you can create multiples.

1. As a group read about *adinkra* on the information sheet at this station.
2. In the *adinkra* cloth nine-block image, choose a design and interpret its meaning by finding the symbols on one of the symbol charts or in the African symbol book.
3. As a group, discuss the following questions:
 - a. Why do you think the Ghanaian people created such beautiful cloth to say goodbye to a loved one who had died?
 - b. Why do you think the purpose of *adinkra* cloth has changed over time?
 - c. What symbolic meaning would you share with others to represent your personality on an *adinkra* cloth?
4. Use stamps to create your own *adinkra* cloth.
 - a. Pay attention to the symbols you use, as each will represent you and your beliefs.
 - b. Include a border around your block patterns to hold in your beliefs.

Tip

Often you can use the same stamp multiple times before you need to re-ink it. Just keep in mind that each print will be lighter, as less ink will be present on the stamp. Many artists use this to create contrast and interest in their designs.

Vocabulary

Ghana	Ghanaian
printing plate	stamping
adinkra	monoprint
contrast	interest

Extra Challenge: Create a Stamp

1. Draw a small shape in pencil on a piece of foam.
2. Use scissors to cut out your shape.
3. Peel off the white paper from the back of the foam to reveal a sticky surface.
4. Stick your shape to the outside of one of the bottle caps.

YEAH!

You have created your own stamp and are ready to apply marker to it and press it onto the paper. If you want to change colors you **MUST** completely wash and dry your stamp before using a different colored marker on the surface. Using your stamp, and the ones provided, you can create a beautiful patterned image.

Station #3: Collograph

A.6.1c

Collograph printing is a method of printmaking that uses cardboard and other flat scraps, with or without texture, to create a printing plate.

Miró was a surrealist artist who used collograph prints to create imaginary worlds and creatures.

1. In the book *Imagine That!: Activities and Adventures in Surrealism* by Joyce Raimondo, turn to pages 26 and 27.
2. As a group read about Joan Miró.
3. As a team follow the directions to play the Looking Game.
4. After you have made a title for Miró's art scene and described your choice, look below for directions on how to create your own collograph plate. Two examples of collograph prints are at the station, so you can see what a collograph print looks like once it is printed.

Vocabulary

collograph

printing plate

print

Joan Miró

surrealist

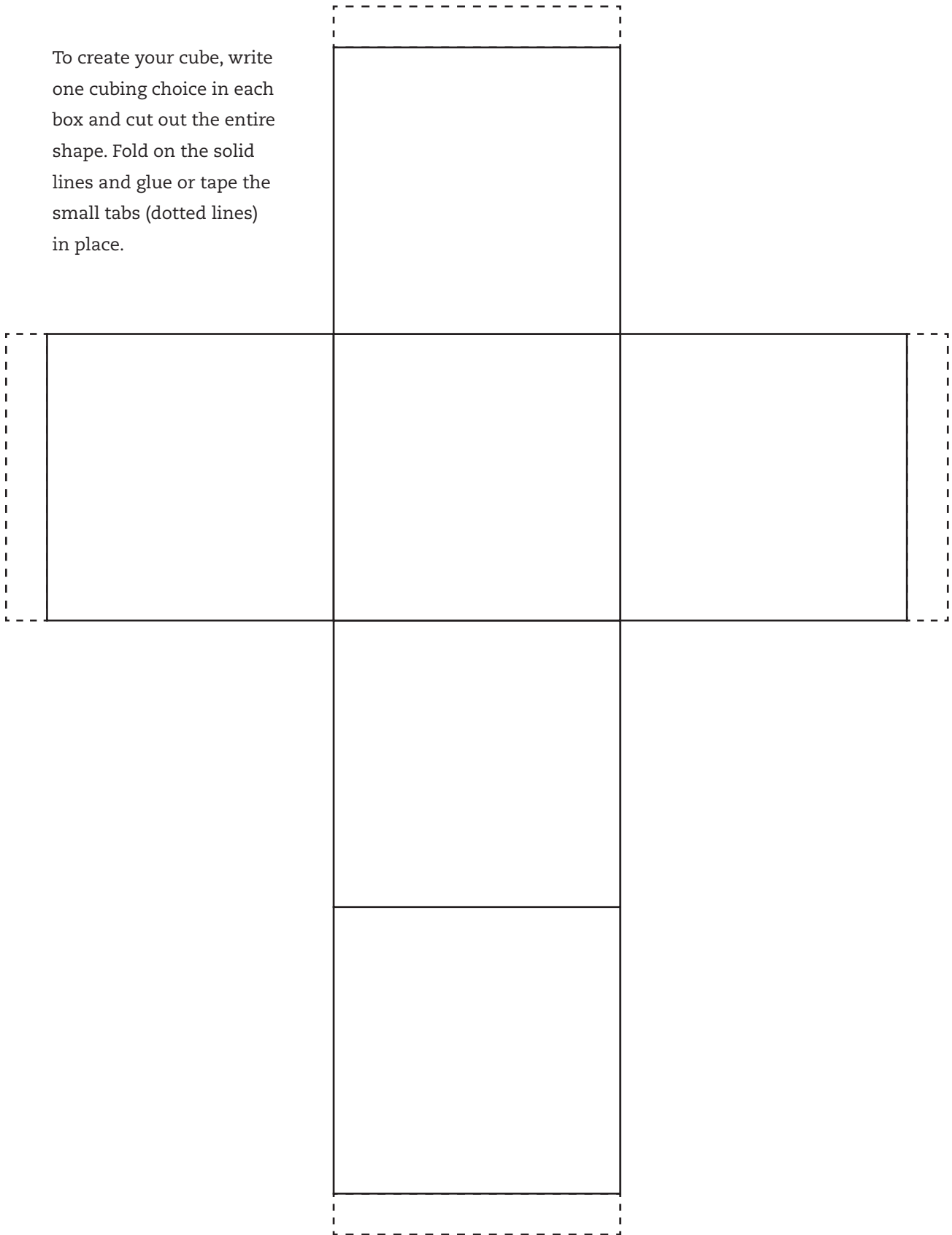
Create

1. Use oaktag from an old folder to cut out a rectangle printing plate.
2. Write your name on the back of the plate.
3. Cut out shapes using the oak tag scraps or collect textured materials such string, netting, bubble wrap, foil, or cardboard.
4. Make a printing plate. Cut your materials into shapes and arrange them on the printing plate to create a strange creature.
5. Securely glue down all of your materials onto the plate.
6. Let your collograph print plate dry completely.
7. Next class we will print with your collograph plates.

Cube Template

A.6.2

To create your cube, write one cubing choice in each box and cut out the entire shape. Fold on the solid lines and glue or tape the small tabs (dotted lines) in place.



Think-Tac-Toe Example

A.6.3

Color, Emotion, and Composition

Complete one choice in each category. Place a light X over each choice you make. Be sure your name and class designation are on the back of each assignment. Keep this sheet in your folder.

Color	Find ten other artworks that have a color scheme similar to the work provided. List the colors they share and create a title that best describes this color scheme.	Create a new 4 x 4" artwork, using colored pencils. Your artwork should have the same color scheme or palette as the artwork provided.	You are a profiler: write and illustrate a complete and useful profile of the artist who made this piece. Make your profile assumptions based on the artist's use of color.
Emotion	Find pictures of people whose emotions make them look like they belong in this artwork. Cut out the images and create a crowd scene. Use watercolors to paint the background to fit with the emotion of the artwork.	Create a nonrepresentational drawing that conveys the opposite emotion of the artwork provided. Use any medium you wish.	Write a poem that explores or conveys the same emotions that you feel this artwork conveys. Illustrate your poem using any medium you wish.
Composition	Create a sculpture that, when viewed from one specific angle, shares the same basic composition as this work.	Redraw this artwork in a way that shows all of its original parts and elements, but creates a new composition. Be sure to write the reasons for your choices on the back in pencil.	Write a two-page letter to a friend describing this artwork's composition and comparing it to another artwork of your choosing.

Art Criticism RAFT

A.6.4

Directions:

1. Choose one image of an artwork from the folder on your table.
2. In your journal, record the title of the artwork you chose and write at least two complete sentences in each of the following art criticism categories:
 - a. Describe: Tell what you see—the visual facts.
 - b. Analyze: Explain how the artist used the elements and principles of art in the piece.
 - c. Interpret: Describe what you think the artist was trying to say. What is the meaning of the piece?
 - d. Judge: Give your opinion of the artwork based on what you have discovered about it.

Be sure to back up all your answers with evidence.

3. Once you have completed step #2, you may choose one *Role* from the chart below to help you practice talking about and critiquing an artwork. Keep in mind that you will be sharing your choice with others in the class who may have made the same choice.

Role	Audience	Format	Topic
The artist who created the artwork	Self	A journal entry	Here is what I need to change about this work:
The artist's teacher	Current students	Formal critique of a work of art	What I like about this work and/or what I don't like.
The artist's significant other	Art critic	Interview for a magazine	Exploring the meaning behind the work
A visitor to a museum seeing the artwork for the first time	A small child	An informal conversation	I wonder why...

Setting the Scene

A.6.5a

Name: _____

Class: _____

Fill in the information to describe the setting of the story in the artwork.

Title of artwork _____



What time of day
is it?



Where does the story
take place?



Who are the important
characters or stars?

What do you think happens next?

Sketch a picture to describe your answer.

What surprised you or interested you about this setting? If you could visit this setting, would you want to? Why or why not?

Setting Map

A.6.5b

Name: _____

Class: _____

Title of artwork _____

Important characters _____



What time of day is it?



Where does the story take place?



**How important is time to the story?
How would the story change if it were a
different time?**

How is the place important to the story?

How do the characters act or behave because of the time and place in which they live?

Setting, Events, and Character Actions

A.6.5c

Name: _____

Class: _____

Title of artwork _____

Fill in the chart below. Describe the setting using details from what you see in the artwork, summarize an event, and explain how the setting influenced the characters' actions.

SETTING	EVENT	CHARACTER ACTION
Fill in all the details you can to describe the setting.	Describe a main event that occurred in this setting.	Describe how the setting influenced the characters' actions in this event.
Place		
Time		
Weather/Climate		
Other things you notice		

Could this event have taken place in a different setting? Yes? No? Explain your answer.

Freedom

A.7.1

Name:

Class:

Write a definition, in your own words, for freedom.

What are the benefits of freedom?

What are the costs of freedom?

Let Freedom Ring Cards

A.7.2

Give each student in the class a card with one of the following facts to consider:

<p>Contrary to popular belief, slavery occurs on all six inhabited continents. Experts estimate that today there are 27 million people enslaved around the world. And yes, that includes the United States. Slavery did not end in the United States with Abraham Lincoln's Emancipation Proclamation in 1863.</p>	<p>The U.S. Central Intelligence Agency estimates 14,500 to 17,000 victims are trafficked (sold as slaves) into the "land of the free" every year.</p>	<p>In many countries, children can only go to school if their families have the money for tuition, supplies, and uniforms. In China alone, nearly 2 million children are missing out on school because their parents cannot afford tuition fees (\$36.00 US).</p>
<p>Approximately 4,484 American troops died in Iraq between 2003 and 2011.</p>	<p>Approximately 33,186 American soldiers were wounded in the Iraq War between 2003 and 2011.</p>	<p>Approximately 2.5 million people have lost their freedom because they are in jail or prison in the United States. That is 1 in 100 adults.</p>
<p>Our country is called "the land of the free," yet we have hundreds of thousands of laws at the city, county, state, and federal levels.</p>	<p>If you are from the country of Haiti and you live in the Dominican Republic, you are not allowed to go to school or to be treated in a hospital (except one mission hospital in La Romana).</p>	<p>Around the globe, millions of children are sold into slavery every day.</p>

Note: Many of the facts for the Let Freedom Ring cards were retrieved from <http://www.iabolish.org> (accessed November 12, 2011, and May 18, 2012).

Freedom Choice Board

A.7.3

<p>Choice 1 Visit the Norman Rockwell Museum website.</p> <p>View and read about Norman Rockwell’s paintings titled <i>Four Freedoms</i>.</p> <p>Are these the four freedoms you would have chosen? If yes, describe why; if no, write about or sketch what four freedoms you believe all people should have.</p>	<p>Choice 2 Describe a personal freedom.</p> <p>Illustrate, in words and through the creation of an artwork, one freedom that you wish you had that you currently do not have, or a freedom that you wish all people had in our world.</p> <p>What are some ways that people could achieve this freedom?</p>	<p>Choice 3 Watch two short newscasts on graffiti artists.</p> <p>If freedom is “the right to do what you want,” should graffiti artists have the right to create their art anywhere, even on someone else’s property, without it being against the law? Write a persuasive paper to justify your point of view.</p>
<p>Choice 4 Freedom to appropriate art images.</p> <p>Take a look at the images in folder #7.</p> <p>Artists often get ideas from other artists’ work. How would you feel if someone took your ideas and used them in their work? What if they took your work and made fun of it by changing it into something different than you intended? Justify your answers in your journal.</p>	<p>Choice 5 Read the “Rockefeller Controversy” and debate the following issues of freedom: Did Diego Rivera, the artist of the mural, <i>Man at the Crossroads</i>, have the right to refuse to repaint the face, as requested by Mr. Rockefeller? Did Mr. Rockefeller have the right to destroy the mural? Justify your answers in your journal.</p>	<p>Choice 6 <i>The Problem We All Live With</i>, 1964</p> <p>Read about the topic of this artwork by Norman Rockwell. Does our freedom give us the right to treat other people any way we want? Does it give us the freedom to say and do whatever we want, even if it hurts others? Justify your answers in your journal.</p>
<p>Choice 7 Create a three-dimensional work that displays your consideration of the benefits of freedom and the costs.</p>	<p>Choice 8 What does freedom mean to you?</p> <p>Create a podcast that expresses your ideas. Be sure to add in a minimum on ten images and a clear expression of your ideas. You may use narrative voice-over, other sound such as music, or rely on images alone.</p>	<p>Choice 9 Read the article titled <i>Student Flag Project Draws Controversy</i></p> <p>Consider the questions at the end of the article and answer them on the sheet and paste the article in your journal.</p> <p>Find one other person to discuss the issues of freedom that were brought up in this article.</p>

Freedom Choice Board Contract

A.7.4

To demonstrate what I have explored and learned, I will complete the following three choices:
(Be sure that one of your choices is 1, 5, or 9, and another of your choices is 2, 7, or 8.)

Choice #____ Choice #____ Choice #____

To help me stay on track and complete these choices by the deadline, I will:

If I fall behind or need help, I will do the following things to take responsibility for my work:

If I have extra time or complete my choices before the deadline, I will use my time wisely in the following ways:

Freedom is a choice I would like to have in this class, and I state that I am trustworthy enough to be given this responsibility.

Artist Name (Print): _____

Artist Name (Signature): _____

Date: ____ / ____ / ____

Art Mentor (Signature): _____

Date: ____ / ____ / ____

Freedom: Choice 1

A.7.5

Norman Rockwell's paintings *Four Freedoms*

Name: _____

Class: _____

If you would have chosen the same four freedoms as Rockwell, describe why. If not, write about or sketch what four freedoms you believe *all* people should have. Please be sure to write in complete sentences and to justify all your answers with reasons to support your ideas.

Freedom: _____

Freedom: _____

Freedom: _____

Freedom: _____