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## New Perspectives (pre-k through teens)

Natalie Skeith  
*Art 496*

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# Art 496 Unit Plan

By, Natalie Skeith

Objectives:

- 1-To help students use the written word and visual art in collaboration with each other
- 2-To encourage students to see art in their everyday life and the world from different perspectives.



**Objectives:**

- 1- To expose students to their natural ability to use figurative language
- 2- To give students an opportunity to interact with nature in the classroom
- 3- To help develop creative thinking through poetry and visual art combined
- 4- To teach tolerance for diversity of opinions and confidence in one’s own

**Materials:**

- 1-Pens
- 2-Colored pencils
- 3-Poster board
- 4-Assorted objects from nature (ex: leaves, shells, sticks, flowers, etc.)

**Introduction:**

[ask students if they would like to play a game, set lesson up as play]

*+Sometimes when we look at things they remind us of other things. So when I look at this [Giant leaf] I see [an elephant ear] or [a big feather]*

*+Q: What does it remind you of?*

*\*Give a few more examples:*

- A tree like a giant giraffe*
- A cloud like a pirate ship*
- A crumpled flower like crumpled sheets on your bed you forgot to make.*

*+Okay, here is how the game is going to work, I am going to hold up an object from nature and you are going to raise your hand and tell me what it looks like or what it reminds you of, sound fun?*

*\*Hold up one item at a time, ask students to provide figurative language surrounding that object.*

*\*When they answer they may go to the poster board and write down what their metaphor or simile was and then draw a picture of it next to their poetic phrase*

*\*Explain how together, they just made one big visual poem, applause! Also explain how cool it is that they were all looking at the same objects but all saw different things in it, they all had different perspective and that is what made the poem beautiful!*

## Lesson plan 2 for Teen Shelter in Redlands

Natalie Skeith

[To be taught in collaboration with the "paper curls" art lesson Michelle and Brittany have developed]

### **Objectives:**

- 1- To use visual and written art in collaboration.
- 2- To challenge students to see with new perception.
- 3- To instill self-confidence in the students by encouraging the belief that they are growing into more complete people

### **Materials:**

All paper curl supplies, a piece of sketch paper, and a writing utensil.

### **Introduction:**

[Brittany and Michelle will introduce the artist, concept, and procedures of making the paper curl art before I begin]

\*Explain the ambiguity of abstract art, that every person can look at the same piece of art and see something totally different, this tells you a lot about who that person is.

-show a few examples, and have the students say what they see.

- *We are going to be doing something similar with your paper curl art*

### **Instructions:**

- 1- Construct your paper curl art at your own pace according to what you've been taught
- 2- Every 6-7 minutes I will ask you to stop, take a look at your project, and ask 'what do you see?'
- 3- You will write down the first image that came to your mind. [Try to keep your image specific, instead of writing "I see a butterfly" write "I see 2 crushed wings fitted to the pencil thin body of a butterfly"]
- 4- We will do this until everyone has finished his or her paper curl hand and then write one last line about what you see in the finished project. This line will be slightly more personal, try to answer one of these questions, what do YOUR hands hold? What do YOUR hands do? What do YOUR hands make?
- 5- Finally, we will construct one final poem out of all the images you have written down and call it "Journey." Connect each line with "to" to show the journey from one image to the next in your art piece and end with the final line about YOUR hands.

"Ex: "Journey"

The pinafore start of a skirt  
to 2 crushed wings pinned  
to the pencil thin body of a butterfly  
to the bat claws at dawn  
to the crumpled bed sheets  
to the open sea  
to fingers wrapped in the ink-thought  
of a pen about to write"

### **Conclusion:**

Explain that sometimes our lives are like this activity, if someone peaks in at one season we might look like a mess, but if we keep crafting, keep pushing, keep constructing, eventually we will find completeness and purpose, it is all just a journey and we can always find beauty along the way.





### **Lesson Plan 3**

Natalie Skeith

*Boys and Girls Club with Justin and Casto*

#### **Objectives:**

- 1- Help students be more aware of their 5 senses and how they can play a role in artistic inspiration
- 2- Collaboration between written and visual art

#### **Materials:**

(Pencils, paper, video clip, CD player and CD, food, scent (perfume or air freshener), unfired clay, fired clay, colored pencils)

#### **Introduction:**

- +Ask students what they think inspiration is. Then, what makes them feel inspired?
- + Discuss the five senses, give examples, and how they can make us think of all types of things (ex: when I eat a strawberry I think of my mom's strawberry patch, or when I smell chalk I think of my 3<sup>rd</sup> grade teacher who always used chalk on the board)
- +Explain directions:
  - 1- We are going to explore each of the 5 senses individually
  - 2- For each unit we will give you the object for that sense and you will have 30 seconds to experience it and see where your mind goes, pay close attention!
  - 3- Rules: This means that during this lesson we can't have our cellphones out or talk to our neighbors because we have to be extra aware of ourselves.
  - 4- After the 30 second observation time you are going to write 3-4 lines of poetry about that sense, it can include what it made you feel, think, what the object felt like, tasted like, etc. Anything at all.
  - 5- After this you will draw a small picture next to your writing to explore that sense in an artistic way.
  - 6- We will do this for each sense and by the end you will have a whole poem and 5 drawings!

+Questions?

#### **Lesson:**

##### Unit 1: Visual

+Show Aeron Brown Painting for 30 seconds, ask poignant questions (what does it make you feel? What colors do you see? What shapes/objects do you see? Can you imagine yourself in the painting?)

+Ask everyone to write 3-4 lines of poetry about the visual

+Ask the students to draw a small picture next to their writing

##### Unit 2: Audio

+Play 30 seconds of "Sæglópur" by Sigur Ros and tell the students about how the artist made up the language he is singing to express himself. Ask them to close their eyes and listen.

+Ask everyone to write 3-4 lines of poetry about the music

+Ask the students to draw a small picture next to their writing

##### Unit 3: smell

+ Spray one puff of apple pie scent in front of each student's nose and ask them to breathe in the scent and pay attention to what it makes them feel or think of.

+Ask everyone to write 3-4 lines of poetry about the smell

+Ask the students to draw a small picture next to their writing

Unit 4: texture

- + Have a station set up in the center of the table with the different textures of clay and give the students a minute or two to touch the clay
- + Ask everyone to write 3-4 lines of poetry about the texture
- + Ask the students to draw a small picture next to their writing

Unit 5: Taste

- + Give the students something small to eat and ask them to savor and enjoy it, ask if it reminds them of anything or makes them feel anything?
- + Ask everyone to write 3-4 lines of poetry about the taste
- + Ask the students to draw a small picture next to their writing

Conclusion:

+ The next time you want to draw or write or paint or dance and need to find some inspiration just start paying attention to the world, how does it feel? How does it smell? Taste? Sound? Look? To be good artists we have to be good observers! Eyes open, ears open, hands open, mouths open, noses open, hearts open!



**Lesson Plan 4 Boys and Girls Club**  
*With Marina and Ashley*

Natalie Skeith

**Objectives:**

- 1- To practice writing from different points of view
- 2- Use writing to explore identity, secret selves, and experience acceptance within ourselves for all our parts
- 3- Experimentation with poetic forms
- 4- Making written work into a visual art piece

**Intro:**

+Discuss how we can't be pigeonholed into a stereotype: I am a cheerleader, I am a jock, I am artsy, etc. We have complexities within ourselves; we act differently with friends and parents, differently at church than with our boyfriends/girlfriends, differently with the principal than with our younger siblings.

+Quotes:

- “Here I am....a strange combination of images”-Wakowski
- “Everyone in me is a bird,/ I am beating all my wings”- Rich

+Intro Wallace Stevens & read poem

+Intro Anne Sexton, read Sandra Gilbert quote & read poem

**Exercise:**

This exercise is going to explore these questions through poetry.

- 1- Pick two distinct sides of yourself. (This can be the sexual side of you vs. the you, you bring to church, your student self vs. your party self, the part of you that still feels like a little kid vs. the part of you that is responsible, your artistic free wind spirit side vs. your social self etc.)
- 2- Pick one of those sides and write a short poem 4-12 lines that excludes everything else about yourself except that distinct ‘self’.... express its desires, what it looks like, what it eats, give it a name, what is it like? Give it full range.
- 3- Now write a short poem (4-12 lines) about the second ‘self’ in the same fashion.
- 4- Now combine the 2 poems by writing every other line from each poem until they make up one whole (if you have another idea about how to combine them, by all means be creative in this!)
- 5- Now make a final “display” with your poem with Marina and Ashley’s instructions
- 6- Share with the group, go forward from this exercise knowing that even if you feel like you have conflicting attributes or ‘sides’ to yourself, they are all *you* and you can bring them all to the table when you are writing. Learn how to access all your ‘selves.’

## Female Avenger :

### Her Kind

By, Anne Sexton

(born in 1928, published 15 books of poetry & prose, dealt with mental illness, controversial subjects in writing of menstruation, addiction, and abortion, committed suicide in in 1974 at the age of 46)

I have gone out, a possessed witch,  
haunting the black air, braver at night;  
dreaming evil, I have done my hitch  
over the plain houses, light by light:  
lonely thing, twelve-fingered, out of mind.  
A woman like that is not a woman, quite.  
I have been her kind.

I have found the warm caves in the woods,  
filled them with skillets, carvings, shelves,  
closets, silks, innumerable goods;  
fixed the suppers for the worms and the elves:  
whining, rearranging the disaligned.  
A woman like that is misunderstood.  
I have been her kind.

I have ridden in your cart, driver,  
waved my nude arms at villages going by,  
learning the last bright routes, survivor  
where your flames still bite my thigh  
and my ribs crack where your wheels wind.  
A woman like that is not ashamed to die.  
I have been her kind.

*“to reconcile male myths about her with her own sense of herself, to find some connections between the name the world has given her and the secret name she has given herself, the woman poet inevitably postulates that perhaps she has not one but two (or more) selves, making her task of self-definition bewilderingly complex. The first of these selves is usually public and social, defined by circumstance and by the names the world calls her—daughter, wife, mother, Miss, Mrs., Mademoiselle—a self that seems, in the context of the poet’s cultural conditioning, to be her natural personality (in the sense of being both the psychologically inevitable and morally proper or appropriate). The female poet’s second self, however, is associated with her secret name, her rebellious longings, her rage against imposed definitions, her creative passions, her anxiety, and—yes—her art. And it is this Doppelgänger of a second self which, generating the woman’s uneasiness with male myths of femininity, gives energy as well as complexity to her struggle toward self definition.” - Sandra Gilbert*

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## **Male Avenger:**

### **Thirteen Ways of Looking at a Blackbird**

By, Wallace Stevens

(1879-1955, law degree worked in business his whole life but led a double life as a poet, concerned with impressionist painting, that there is multiple ways of looking at everything, multiple selves)

I Among twenty snowy mountains, The only moving thing Was the eye of the blackbird.

II I was of three minds, Like a tree In which there are three blackbirds.

III The blackbird whirled in the autumn winds. It was a small part of the pantomime.

IV A man and a woman Are one. A man and a woman and a blackbird Are one.

V I do not know which to prefer, The beauty of inflections Or the beauty of innuendoes, The blackbird whistling Or just after.

VI Icicles filled the long window With barbaric glass. The shadow of the blackbird Crossed it, to and fro. The mood Traced in the shadow An indecipherable cause.

VII O thin men of Haddam, Why do you imagine golden birds? Do you not see how the blackbird Walks around the feet Of the women about you?

VIII I know noble accents And lucid, inescapable rhythms; But I know, too, That the blackbird is involved In what I know.

IX When the blackbird flew out of sight, It marked the edge Of one of many circles.

X At the sight of blackbirds Flying in a green light, Even the bawds of euphony Would cry out sharply.

XI He rode over Connecticut In a glass coach. Once, a fear pierced him, In that he mistook The shadow of his equipage For blackbirds.

XII The river is moving. The blackbird must be flying.

XIII It was evening all afternoon. It was snowing And it was going to snow. The blackbird sat In the cedar-limbs.

**Objectives:**

- 1-To make poetry and writing a fun, relevant, and approachable subject for students
- 2-To make visual/artistic representations of poetry

**Materials:**

Paper divided in half by a line, pens, crayons or color pencils

**Intro:**

*+We all have dreams about what we want to be when we grow up. Some of us want to be Mommys and Daddys, some of us want to be firemen or firewomen, some may want to be doctors or dancers or mailmen or cops or astronauts or artists or writers or make video games or chefs.*

+Ask the students what their dream jobs are one at a time.

**Writing Exercise:**

1-The first line of their poem should read “I want to be a \_\_\_\_\_”  
with their answer filled into the blank space

2-The next five lines will be a list of characteristics or duties of that career.

So if I chose “I want to be a nurse” as my first line, my next lines could read something like:

“Nurses are kind

Nurses are smart

Nurses give people shots

Nurses always have Band-Aids

Nurses wear white”

3-The final line will be the same as the first line “I want to be a \_\_\_\_\_”

**Art Exercise:**

1- Have the children draw a picture on the other half of their paper of themselves doing that job (i.e. Johnny draws himself as an astronaut and Megan draws herself as a police woman).

**Objectives:**

- + To raise self-esteem and self-awareness through art, writing, and media
- + To give students practical experience using art and writing in a commercial medium they are familiar with to see the practicality of art

**Materials:** poster board folded in half, colored construction paper cut for article titles, magazines, colored pencils, glue sticks, scissors, sharpies.

**Introduction:**

Q: Have any of you ever wanted to be famous enough to be on a magazine cover?

Q: What if you could make a magazine all about you? What do you think the writers would want to talk about in it? Would there be quizzes? Articles about your family? A story about how you hung out with One Direction?

+That's what we are going to do today, you are going to be featured in your own magazine!

**Instructions:**

1-First come up with the titles of the articles in your magazine and write them on construction paper scraps (think fun shapes)

\*possible article topics:

- Who are you dating?
- What's unique about you?
- What do you want to be when you grow older?
- What's something fun you do with your family?
- What's your favorite art piece that you made? (*mandatory*)

2-Write your name as the title of the magazine on the top of your folded poster board

3-Either draw or collage your picture large and in the center of the cover of your magazine.

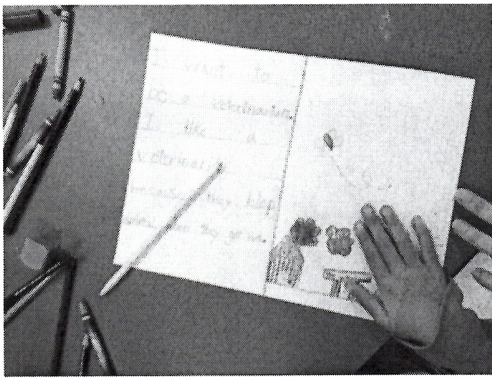
4-Glue your article titles around your face

5- Inside your magazine write a few sentences reflecting on the last 8 weeks of this art class: What did you like? What did you dislike? What were you good at? What did you learn? What did you learn about yourself?

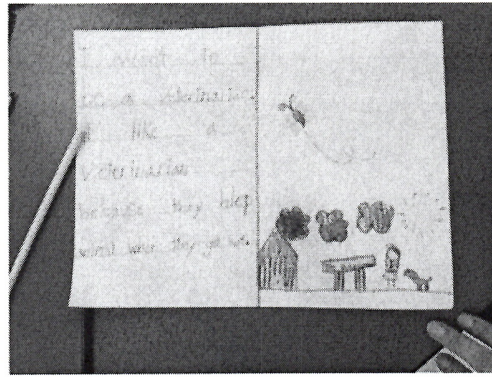
**Wrap up:**

You can use this as an art folder to keep all of your creations in if you would like!  
Remember that you are special and worth getting to know!

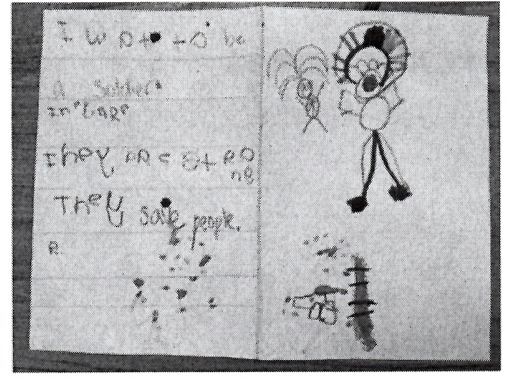




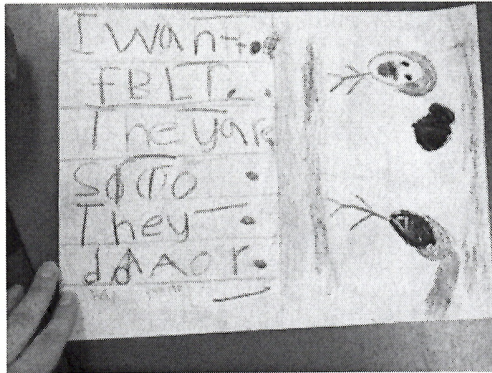
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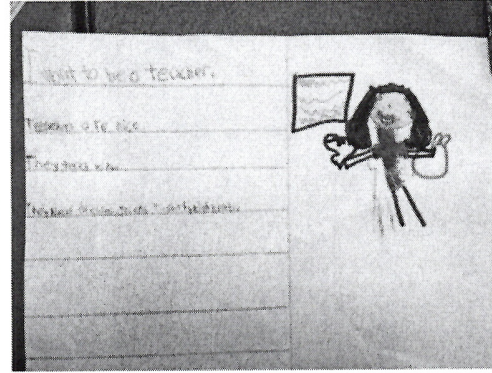
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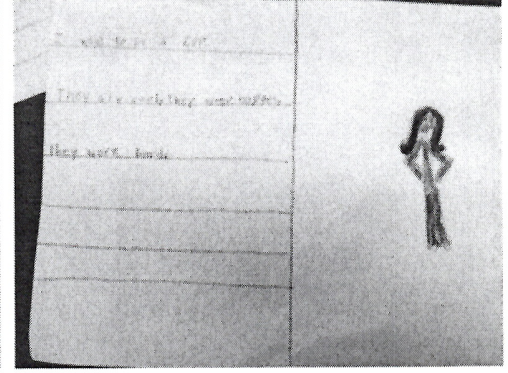
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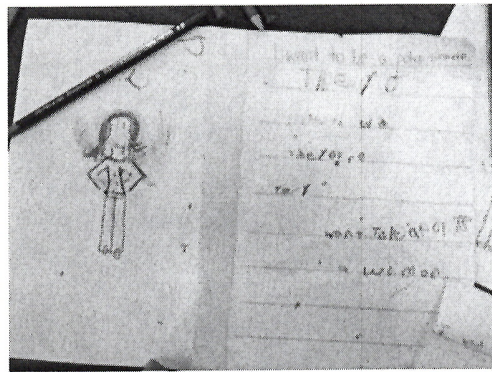
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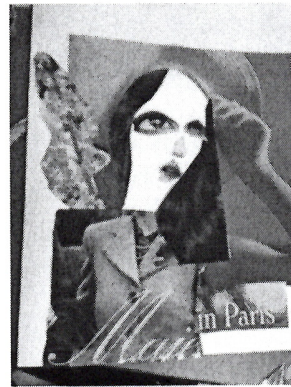
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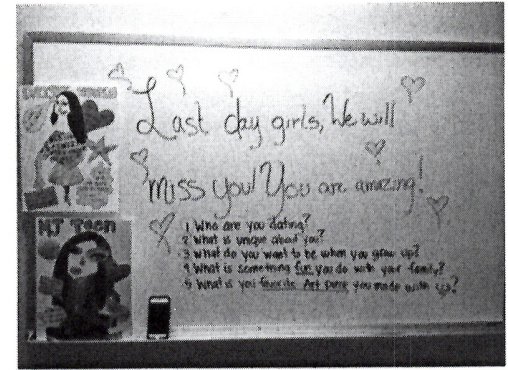
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