

Lesson Topic: Introduction to the Artist – Eric Carle

ACARA Domain: The Arts

ACARA Dimension: Responding

Year Level: 3/4

Lesson Duration: 60 minutes

Learning Outcomes/Standards:

The Visual Arts, year 3 and 4 band standards.

- "Describing and comparing how different media, materials and process are manipulated to create effects" (ACARA, 2012, p.122).
- "Describing the visual arts works of others" (ACARA, 2012, p.122).
- "Identify possible motives, thoughts and skills artists have when they make visual arts works for an audience" (ACARA, 2012, p.122).

Resources:

- Interactive Whiteboard
- YouTube Clip, 'Eric Carle Discusses The Artist who Painted the Blue Horse' (Duration: 3:45).
- Hard or Electronic Copy of Eric Carle's 'Oopsy Daisy Giraffe Mother' Artwork (shown below).
- Examples of tone, texture, colour and pattern (hard or electronic copy)
- Computers/laptops (internet access)
- 'Art Criticism: The Four Stage Feldman Model' Handout (available below)

Content of the Lesson:

Introduction (10 minutes):

- Introduce the students to the artist – Eric Carle.
Give a brief history of who he is.
Make mention that he writes and illustrates children's picture story books.
Make reference to the some of the books the children might be familiar with.
e.g. 'The Very Hungry Caterpillar' and 'Brown Bear, Brown Bear'.
- Show the students the YouTube clip, 'Eric Carle Discusses the Artist who Painted the Blue Horse'.
This clip has Eric Carle discussing his inspiration for his book 'The Artist who Painted the Blue Horse' whilst demonstrating the process by which he creates his illustrations.

- Carle's important message at the end of the clip;

"There isn't really any wrong colour, and you don't have to stay within the line. In art you are supposed to be free"... (Carle, 2011)

Ensure to highlight this to the students, as it is very relevant to the art work they will eventually complete.

Development (20 minutes):

- Present Eric Carle's artwork of the Giraffes to the students (large hard copy or by an interactive whiteboard).
- Allow the students a few moments of silence to examine the artwork.
- Have a whole class discussion using the Visual Thinking Strategies (VTS) questions;

1. What's going on in this picture?
2. What do you see that makes you say that?
3. What more can we find?

(Housen & Yenawine, 2013)

- Guide the class discussion towards the artistic characteristics of the artwork, specifically; colour, tone, texture and pattern.

1. What is colour? (Element of art) Discuss/Examples
2. What is tone? (Element of art) Discuss/Examples
3. What is texture? (Element of art) Discuss/Examples
4. What is Pattern? (Principle of art) Discuss/Examples

- During discussion, focus on exposing students to relevant and necessary vocabulary. Words to consider;

COLOUR: primary, secondary, warm, cool, dark, light, bold, bright, intense, natural, blended.

TONE: shade, dark, deep, shadow, medium, light, rich, dramatic

TEXTURE: surface, rough, smooth, furry, wrinkled, sharp, soft, natural, bumpy.

PATTERN: repetition, decorative, abstract, arrangement, detailed, handmade.

- Model to the students how to complete the 'Art Criticism: The Four Stage Feldman Model' using the 'Giraffe' image as the focus artwork.

Consolidation/Practice (25 minutes):

- Students will work individually on computers/laptops, researching artwork by Eric Carle.

- They will choose one of Eric Carle's artwork that most appeals to them, and complete the 'Art Criticism: The Four Stage Feldman Model' handout.

Remind them of the importance of vocabulary.

Have them consider the artistic characteristic and some of the previously introduced vocabulary whilst completing the handout.

NOTE: They need to be given enough time to be able to put extensive research, thought and analysis into the artwork.

Closure (5 minutes):

- To conclude the lesson, the students will regroup on the floor and participate in a 'Think, Pair, Square' reflection activity.

1. Students are given a few moments of silence to reflect on the whole lesson. Have them think specifically about the artwork they focused on and how they completed the handout.

2. Students then turn to the person next to them. They are given a few moments to talk with their partner about what they learnt and about the artwork they focused on for the handout.

3. Each pair then joins with another pair. Now in groups of four, the students are given a few moments to share what they have learnt and about the artwork they focused on for the handout.

Assessment:

Of the Process:

- Did the student willingly participate in the discussions?
- Did the student share any of their own thoughts or ideas during the VTS questions?
- Did the student attempt to use any of the new vocabulary when sharing thoughts or ideas?

Of the Product:

- Did the student individually complete the handout?
- Did the student successfully locate an artwork by Eric Carle?
- Did the student attempt to use any of the new vocabulary or artistic characteristics discussed?
- Was the students able to recognise any of the artists skills in their chosen artwork?