

## WALKING IN THE ARTIST'S SHOES

### DESCRIPTION OF PROJECT:

Students study a landscape painting, and use it as a stimulus for use of visualization for descriptive writing.

### PROBLEM TO SOLVE:

How can visualization inform writing?

### STUDENT UNDERSTANDING:

Observation and recall of sensory information can support elaboration, clear imagery, and the reflective writing process.

### LEARNING TARGETS AND ASSESSMENT CRITERIA

The student:

**LT:** Describes **landscape**.

**AC:** Elaborates on a **specific setting with vivid imagery**.

**LT:** Describes **weather**.

**AC:** References **what is felt**.

**LT:** Writes in a **variety of forms: song/poetry**.

**AC:** Writes in a series of **lines that lead from one to another**.

**LT:** **Recounts a journey**.

**AC:** **Reflects upon experience or makes inferences**.

### EVIDENCE OF LEARNING

#### Art: Descriptive Writing

- describes a specific setting with vivid imagery
- references what is felt
- writes lines that lead from one to another
- reflects upon experience or makes inferences

### Ocean Bay

I feel mist, wind  
and the breezes  
from the trees.

I see a field, the  
ocean and the  
night sky.

Clouds, white  
as snow.

It's dusk now  
I sit by the  
water,  
Soon it will be  
morning.

By Audrey

### VOCABULARY

**Art:** *Concepts shared  
by Art and Literacy are in  
italics*

- color
- *imagery*
- landscape
- line
- *setting*
- shape

**Literacy:**

- description
- *elaboration*
- *imagery*
- *setting*

**Resources and  
materials** listed  
on page 2

# INSTRUCTIONAL STRATEGIES FOR TEACHERS AND STUDENTS

TEACHER	STUDENT
<p><b>Introduces students to Franz Xaver Hoch’s <i>Mountain Brook in the Snow</i> or Edward M. Bannister’s <i>Sabin Point, Narragansett Bay</i>. Leads a guided visualization writing exercise</b> and stops between each prompts so that students can respond.</p> <p>Prompts:</p> <p>I would like to invite you to enter this painting. We are going to the place it represents and we will be joining the artist as he works.</p> <ul style="list-style-type: none"> <li>• Where are we? Describe it.</li> <li>• The weather is changing. Feel it on your cheeks, in your hair. Describe the weather.</li> <li>• The painter lifts his nose to the breeze and sniffs. What does he smell? Where’s it coming from? He also hears something in the distance. What is it?</li> <li>• The painter goes back to painting. He’s so pleased that he sings a song, a song he’s made up. Write down the first few lines of the song.</li> <li>• Now, how will you get back home? What are some of the challenges you will face?</li> </ul>	<p>Follows teacher’s guided prompts one by one.</p>
<p><b>Asks students to share their visualization writing with the class.</b></p> <p>Each student reads writing sample over a period of a few days.</p>	<p>Shares writing with class. <u>Embedded Assessment</u>: Criteria-based teacher assessment</p>

## ART STUDIO TIP

### Art as a Catalyst for Writing

A second landscape painting (such as *Morning Shimmer* by Victoria Adams) representing a very different setting (time, place, season) can become the stimulus for another visualization/writing exercise using the same prompts.

The class can then compare the two writing samples.

## LEARNING STANDARDS

### Visual Art

2.3.1 Responding Process: Engages, describes and communicates

### Common Core ELA

3.W.3.b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

3.W.8. Recall information from experiences or gather information from print or digital sources: take brief notes on sources and sort evidence into categories.

3.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

3.SL.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.

## MATERIALS

### Resources:

Franz Xaver Hoch, *Mountain Brook in the Snow*, Frye;  
*Morning Shimmer*, Victoria Adams, TAM;  
 Edward M. Bannister, *Sabin Point, Narragansett Bay*

### Art Materials:

writing journals/sketchbooks, pencils

## LESSON EXPANSION

Students can create their own landscape and use it as a stimulus for descriptive writing.

## EVERYDAY CONNECTIONS

**Home/Community References:** sensory experiences



# Tell Me About Your Art!

## Dear Third Grade Families:

Today we looked at an art print  
in the classroom and

## WALKED IN AN ARTIST'S SHOES.

**Looking:** We looked at a **landscape** painting and imagined entering the **setting** it represents.

**Writing:** We described where we were based on the painting we observed: *Mountain Brook in the Snow* by Franz Xaver Hoch or *Sabin Point, Narragansett Bay* by Edward M. Bannister. We thought about what the painter felt, smelled and heard. We even imagined a little song or poem he might have made up. Then we described our journey back home. We **elaborated on details** and **described what we felt**.

## Art at Home

### Together:

You could walk together in a nearby landscape.  
You could learn more about the terrain by paying particular attention to the earth:  
the smells, sights, and the sounds.  
Then make written notes in a written journal or visual notes in a sketchbook.  
You could keep a journal/sketchbook together and each draw/write  
on opposite sides of the book.

### Questions to ask:

What do we feel? What do we smell? What do we hear? What do we see?

**Observation and recall of sensory information can support elaboration, clear imagery, and the reflective writing process.**