

Addressing Academic Standards through Drawing Residencies

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Artist Philosophy:

I have a solid background in Environmental Education, with time spent as an intern at Shaver's Creek Environmental Education Center (a facility connected with the Pennsylvania State University). I was employed as a naturalist at several Environmental Centers in Minnesota, and am keenly aware of encouraging accurate details of the subject matter of the drawing projects which I use in the classroom. For example, when we draw local common birds, we spend time comparing and contrasting beak shapes, reflect on how it relates to the bird's diets, and why we find them in some areas year-round. I believe in content-heavy learning, and find that aspects of relevant environmental information and natural history details pair well with Art projects, and give added meaning and weight to the student process and product.

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Following are some specific Academic Standards that can typically be met through the Drawing Residencies. This is by no means a complete list, though, and drawing projects can be adapted to meet or support unique curriculum requirements in other academic areas. The standards listed are for the State of Minnesota, and may also be closely related to those that are set forth in other states.

Many of the Science Standards are touched upon during the course of the student projects as much of the subject matter involves drawing animals and their features accurately, and setting those animals in their natural habitats, with considerations of the survival needs of the animals, the resemblance of offspring to adults, and their particular habitats. Attention is paid to proportions (involving fractions in some projects) and placement on the page. Appropriate coloration in regard to the animal and unique features of its habitat are also a consideration.

Where appropriate and reflective of the school demographic, subject matter can reflect cultural considerations with regard to choices of animals and settings which may speak to the students' interests and cultural experiences.

Kindergarten:

Visual Arts 0.1.1.5.1 Identify the elements of visual art including color, line, shape, texture and space.

Visual Arts 0.1.2.5.1 Identify the tools, materials and techniques from a variety of two-and three-dimensional media such as drawing, printmaking, ceramics, or sculpture.

Visual Arts 0.2.1.5.0 1. Create original two- and three- dimensional artworks to express ideas, experiences or stories.

Visual Arts 0.3.1.5.1 1. Share and describe a personal artwork.

Visual Arts 0.4.1.5.1 1. Compare and contrast the characteristics of a variety of works of visual art.

Algebra K.2.1.1 Identify, create, complete, and extend simple patterns using shape, color, size, number.....Patterns may be repeating, growing or shrinking

Geometry and Measurement K.3.1.1 Recognize basic two- and three-dimensional shapes such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, cones, cylinders, and spheres.

Geometry and Measurement K.3.1.3 Use basic shapes and spatial reasoning to model objects in the real-world.

Geography strand, Concept of location Example: Near/far, above/below, left/right, behind/in front

Earth and Space Science 0.3.2.2.1 Monitor daily and seasonal changes in weather (depicting weather choices in drawings)

Life Science 0.4.1.1.2 Identify the external parts of a variety of plants and animals. Ex: Heads, legs, eyes and ears on animals

First Grade:

Visual Arts 5.1.2.2.1 Identify multiple ideas for an artistic prompt

Visual Arts 5.1.2.2.2 Use observation and investigation in preparation for making a work of art.

Visual Arts 5.1.3.6.1 Identify places where art may be displayed or saved.

Science 1.2.1.1 Create simple patterns using objects, pictures, numbers and rules. Identify possible rules to complete or extend patterns. Patterns may be repeating, growing or shrinking.

Life Science 1.4.2.1.1 Recognize that animals need space, water, food, shelter and air.

Life Science 1.4.2.1.2 Describe ways in which an animal's habitat provides for its basic needs.

Life Science 1.4.3.1.1 Demonstrate an understanding that animals pass through life cycles that include a beginning, development into adults, reproduction and eventually death.

Geography (concepts of near/far, above/below, left/right, behind/in front.)

Second Grade:

Visual Arts 5.2.2.2.2 Use various materials and tools to explore personal interests, questions, and curiosity

Visual Arts 5.2.2.3.1 Create art that represents natural and constructed environments.

Visual Arts 5.2.2.4.1 Revise and complete original artistic work.

Visual Arts 5.2.4.8.2 Use art vocabulary to express preferences about artwork.

Physical Science 2.2.1.1.1 Describe objects in terms of color, size, shape, weight, texture, flexibility, strength and the types of materials in the object.

Life Science 2.4.1.1.1 Living things are diverse with many different observable characteristics.

Third Grade:

Visual Arts 5.3.2.2.1 Modify an original idea for a work of art.

Visual Arts 5.3.2.2.2 Apply knowledge of available resources, tools, and technologies to investigate ideas through the artmaking process.

Visual Arts 5.3.2.3.1 Create visual representations of places or systems that are part of everyday life using artistic foundations.

Visual Arts 5.3.2.4.1 Revise and complete original artistic work/Discuss feedback about choices made in creating artwork

Physical Science 3.2.3.1.2 Explain how shadows form and can change in various ways.

Physical Science 3.2.3.1.3 Describe how light travels in a straight line until it is absorbed redirected, reflected or allowed to pass through an object.

Life Science 3.4.1.1.1 Compare how the different structures of plants and animals serve various functions of growth, survival and reproduction.

Life Science 3.4.1.1.2 Identify common groups of plants and animals using observable physical characteristics, structures, and behaviors.

Life Science 3.4.3.2.1 Offspring are generally similar to their parents, but may have variations that can be advantageous or disadvantageous in a particular environment.

Fourth Grade:

Visual Arts 4.1.1.5.1 1. Describe the characteristics of the elements of visual art including color, line, shape, value, form, texture and space.

Visual Arts 4.1.1.5.2 2. Describe how the principles of visual art such as repetition, pattern, emphasis, contrast and balance are used in the creation, presentation or response to visual artworks.

Visual Arts 4.1.2.5.1 1. Describe the tools, materials and techniques used in a variety of two-and three-dimensional media such as drawing, printmaking, ceramics, or sculpture.

Visual Arts 4.1.3.5.1 1. Describe the personal, social, cultural, or historical contexts that influence the creation of visual artworks including the contributions of Minnesota American Indian tribes and communities.

Visual Arts 4.1.3.5.2 2. Describe how visual art communicates meaning.

Visual Arts 4.2.1.5.1 1. Create original two-and three-dimensional artworks to express specific artistic ideas.

Visual Arts 4.2.1.5.2 2. Revise artworks based on the feedback of others and self-reflection.

Visual Arts 4.3.1.5.1 1. Select and assemble artworks for a personal portfolio.

Visual Arts 4.4.1.5.1 1. Justify personal interpretations and reactions to works of visual art.

Math 4.3.1.1 Describe, classify and sketch triangles, including equilateral, right, obtuse and acute triangles. Recognize triangles in various contexts.

Fifth Grade

Visual Arts 5.5.2.3.1 Using artistic foundations, create art that redesigns artworks, objects, places, or systems

Visual Arts 5.5.2.3.2 Create original artistic work

Visual Arts 5.5.2.4.1 Revise and complete original artistic work

Geometry and Measurement 5.3.1.1 Describe and classify three-dimensional figures including cubes, prisms and pyramids by the number of edges, faces or vertices as well as the types of faces.

Life Science 5.4.1.1.1 Living things are diverse with many different characteristics that enable them to grow, reproduce and survive,.

Life Science 5.4.2.1.1 Natural systems have many components that interact to maintain the living system.