

**Let's Illuminate our Classroom with Kindness  
August 2018**

Students at the K-5 elementary level are exposed to both an academic curriculum, as well as a social curriculum where they practice mindfulness and empathy. Although many schools acknowledge these character traits by simply posting rules on the wall or reciting a daily pledge to be kind, this activity will ask the students to brainstorm various empathetic traits demonstrated among people and will require the learners to visually represent the word itself as beautifully as the idea it represents. The students will begin studying typography through primary sources such as: illuminated manuscripts, posters, advertisements, historical political documents, fraktur designs, and children's literature, to name a few! The resulting composition will visually communicate the beauty of words. The students will begin with practice sessions in their sketchbook before deciding on a final design. Multiple art mediums will be available for completion of the art piece to further challenge the student artists to consider how to successfully implement the elements and principles of design. The post-studio activity will require the students to "pair-and-share" the product and process with a peer for reflection.

**Overview****Student Objectives**

*List the bulleted goals/objectives behind your lesson plan*

**Students will:**

- Observe the historical context of typography from early handwritten examples from the 15<sup>th</sup> century, through the modern day use of fonts on the computer.
- Observe various forms of type in our modern environment.
- Consider an artists' design choices when creating a typographic design.
- Brainstorm a list of positive character trait words that represent acts of kindness among people.
- Choose a character word and create a design that visually communicates the beauty of the kind act itself.

**Grade level**

3<sup>rd</sup> Grade

**Curriculum area**

*Example: Language Arts*

Visual Art & Language Arts

**Materials**

Student sketchbooks, Chromebook tablets, magazines, newspapers, pencils, paper, Sharpie markers, crayons, colored pencils, oil pastels, colored markers,



watercolor paint, brushes, water cups, paper towels, “Let’s Illuminate Our Classroom with Kindness” post-studio reflection worksheet.

## Standards

### Learning Standards by State

*Explain in bullet points how each of the Objectives align with state learning standards*

- 9.1.3 A. Know and use the elements and principles of design of each art form to create works in the arts and humanities.
- 9.1.3 C. Recognize and use fundamental vocabulary within each of the arts forms.
- 9.1.3 G. Recognize the function of rehearsals and practice sessions.
- 9.1.3 H. Handle materials, equipment and tools safely at work and performance spaces.
- 9.1.3 K. Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.
- 9.3.3 E. Recognize and identify types of critical analysis in the arts and humanities.
- 9.4.3 D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities.

## Procedures/Resources

### Recommended time frame overview

*Example: 6 sessions: 1 30-min group intro / 5 30-min computer-based activity sessions / 1 30-min group wrap-up*

- 6 sessions, 45 minutes each, one session per week:**
- (1) 25 minute group intro, with 20 minute web research/sketching**
  - (1) 45 minute web research/sketching/rough draft**
  - (3) 45 minute good copy/final project generation**
  - (1) 20 minute final touch-ups, 25 minute pair-and-share**



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<i>List the procedure and resources for—bullet points with resource links for each sessions:</i>	
<b>Session One:</b>	<ul style="list-style-type: none"> <li>•Students will begin with a discussion of various forms of text found in their environment.</li> <li>•Students will observe the design choices the artist used to communicate the text.</li> <li>•Students will learn a brief historical overview of typography from the early 15<sup>th</sup> century to present, with an emphasis on frakturs.</li> <li>•Students will research typography primary sources on their student Chromebook tablets and do some observational sketching in their sketchbooks.</li> </ul>
<b>Session Two:</b>	<ul style="list-style-type: none"> <li>•Students will brainstorm a list of positive character traits that are practiced both at school and in their community (i.e. trustworthiness, honesty, caring, respectfulness, responsibility, citizenship, etc.)</li> <li>•Students will choose a word from the list and begin to visually express the word using various fonts until a parallel is made between the meaning of the word itself and the chosen graphic representation of the text.</li> <li>•Students will enclose the word in a frame that mimics the Pennsylvania Dutch frakturs.</li> </ul>
<b>Session Three:</b>	<ul style="list-style-type: none"> <li>•Students will finalize their rough draft sketches and begin their good copy designs.</li> <li>•Students will begin to plan both medium and color choices for their composition.</li> </ul>
<b>Session Four:</b>	<ul style="list-style-type: none"> <li>•Students will add color as appropriate, using one or more of the following mediums: colored pencils, crayons, oil pastels, colored markers, and watercolor paint.</li> </ul>



<b>Session Five:</b>	•Students will finish adding color to their compositions.
<b>Session Six:</b>	•Students will execute final details and touch-ups to their compositions.  •Students will “pair-and-share” with a peer to present their work to a friend. They will reference their sketchbook and discuss successes/set-backs during planning and execution, as well as choices made regarding medium.

**Evaluation**

*Note the rubric which will help you evaluate/grade your students*

- Students will be evaluated using...

	Independent Progress	Steady Progress	Limited Progress
Demonstrates Knowledge of Art Concepts	Independently identifies an example of typography with consideration of design.	With minimal support identifies an example of typography with consideration of design.	With significant support identifies an example of typography with consideration of design.
Manipulates Materials Safely and Successfully	Independently uses materials safely and successfully.	With minimal support uses materials safely and successfully.	With significant support uses materials safely and successfully.
Applies Artistic and Problem Solving Skills to the Production of Artwork	Independently experiments with the elements and principles of design to communicate their chosen character trait word.	With minimal support experiments with the elements and principles of design to communicate their chosen character trait word.	With significant support experiments with the elements and principles of design to communicate their chosen character trait word.



## Additional Resources

*List any additional resources (example: websites related to lesson plan topic) that students can use for additional information and/or after class exploration*

- **Library of Congress website**
- **Pennsbury School District research database titled, “Factsite.”**
- **“The History of Typography- Animated Short” by Ben Barrett Forrest. (<https://www.youtube.com/watch?v=wOgIkxAfJsk>)**



## Accommodations

*Note any accessibility options that might be applied to address student needs*

**Students with documented special needs will be able to search magazines and newspapers in an effort to cut/paste/collage their own composition as well as collect and present images relating to the meaning of their chosen character trait word.**






## Primary Sources from the Library of Congress

Image Thumbnail	Description	Citation	URL
	<b>On July 4, 1776, the Second Continental Congress, meeting in Philadelphia in the Pennsylvania State House (now Independence Hall), approved the Declaration of Independence, severing the colonies' ties to the British Crown</b>	Broadside. In Congress, July 4, 1776, a declaration by the representatives of the United States of America, in General Congress assembled. Philadelphia: John Dunlap, July 4, 1776. Broadside Collection, Rare Book and Special Collections Division.	<a href="https://www.loc.gov/rr/program/bib/ourdocs/declarind.html?&amp;locl=rec004">https://www.loc.gov/rr/program/bib/ourdocs/declarind.html?&amp;locl=rec004</a>
	Contributor Names: Rassmann, Heinrich, calligrapher Created / Published: [1709] Subject Headings: - Flowers--1700-1710	Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA	Digital Id: cph 3g02772 <a href="https://hdl.loc.gov/loc.pnp/cph.3g02772">//hdl.loc.gov/loc.pnp/cph.3g02772</a>






	<p><b>The Gutenberg Bible is the first great book printed in Western Europe from movable metal type. It is therefore a monument that marks a turning point in the art of bookmaking and consequently in the transition from the Middle Ages to the modern world.</b></p>	<p>Biblia latina (Bible in Latin). Mainz: Johann Gutenberg, 1455. Page 19 - Page 23 - Page 28 - Page 29 - Page 34 - Page 45 - Page 47 - Page 57 - Page 82 - Page 102 - Page 138 - Page 139 - Page 184 - Page 196 - Page 197 - Page 343 - Page 346 - Page 349. Otto Vollbehr Collection, Rare Book and Special Collections Division, Library of Congress (01.17.00)</p>	<p><a href="https://www.loc.gov/exhibits/bibles/the-gutenberg-bible.html">https://www.loc.gov/exhibits/bibles/the-gutenberg-bible.html</a></p>
	<p><b>Poster for movie starring Hugh Marlowe, Joan Taylor and Donald Curtis, illustrated with flying saucers, dead Earth people and spacemen from an alien planet</b></p>	<p>Flying Saucers Attack!. [No Date Recorded on Caption Card] Photograph. Retrieved from the Library of Congress</p>	<p><a href="https://www.loc.gov/item/2002720224/">https://www.loc.gov/item/2002720224/</a></p>
	<p><b>Pepsi sign, located at Meeker's Hardware store in Danbury, Connecticut</b></p>	<p>Contributor Names: Highsmith, Carol M., 1946-, photographer</p>	<p><a href="http://www.loc.gov/item/2012631635/">http://www.loc.gov/item/2012631635/</a></p>



		Created / Published: 2011 October. Subject Headings: - United States--Connecticut --Danbury	
	<b>First edition, second state. Cf. Schiller. - Illustrated title-page in color</b>	Contributor Names: Baum, L. Frank (Lyman Frank), 1856-1919. Denslow, W. W. (William Wallace), 1856-1915, ill. Created / Published: Chicago ; New York : G.M. Hill Co., 1900, c1899	<a href="http://www.loc.gov/item/03032405/">http://www.loc.gov/item/03032405/</a>
	<b>Poster shows typography and a geometric face. Created / Published: New York : The James H. Barry Co., 1987. Genre: Posters--American --1980-1990</b>	Michael Mabry, artist. - Title from item. - Forms part of the Artist poster filing series (Library of Congress) - Promotion goal: U.S. K99. 1987 - Gift; 1987.	<a href="http://www.loc.gov/item/2015645385/">http://www.loc.gov/item/2015645385/</a>
	<b>Poster shows the word "blah" written repeatedly across the sheet in</b>	- Design: Pentagram. - Gift; Pentagram; (PR 13 CN 2004:072)	<a href="https://www.loc.gov/item/2013650185/">https://www.loc.gov/item/2013650185/</a>





	<b>several sizes and colors.</b>	- Accession box no. DLC/PP-2004:072 Medium 1 print (poster) : silkscreen, color ; 96.2 x 71.3 cm.	
	<b>Alphabet of 24 elaborate calligraphic designs</b>	Created / Published: 1719. Notes: - Illus. in: Arte nuevo de escribir by Juan C. Aznar de Polanco. 1719.	<a href="http://www.loc.gov/item/2007681166/">http://www.loc.gov/item/2007681166/</a>
	<b>Illuminated manuscript pages. Annunciation illumination I</b>	Contributor Names: Horydczak, Theodor, approximately 1890-1971, photographer Created / Published: ca. 1920-ca. 1950.	<a href="http://www.loc.gov/item/thc1995013802/PP/">http://www.loc.gov/item/thc1995013802/PP/</a>