

Pleasant View Magnet School  
Wendy McWhorter, Art Specialist & Wayne May, Third Grade Teacher  
Project Title: Eric Carle, Picture Writer, Illustrator Unit  
Lesson: Creating pictures with our own paper  
Grade: Third

**Overall Goal of the Project:**

Third grade students have been studying the ways different Illustrators use media to create visuals to tell their story. The goal was to create an opportunity in the art room for students to learn about an artist that uses collage as a way to tell a story and then use that technique to create their own collaged artwork. In this lesson students learned that the author/illustrator Eric Carle creates his images of animals and people with collage paper. Mr. Carle paints, stamps and scrapes on tissue paper with paint to create a collection of different colors of paper with patterns and texture, from which he can choose. Once the subjects of the stories are created Mr. Carle draws on tracing paper and then cuts out this image and transfers this by tracing onto paper from his collection to make these subjects.

**Objective(s):**

- **First objective:**
- Students will see that Eric Carle builds his collage pieces from many different pieces of collage paper, by looking at many Eric Carle books ( in classroom) and also viewing the video: Eric Carle: Picture Writer (First lesson in art room).
- **Second objective:**
- Students will create hand made papers through a cooperative art making activity. (First lesson in art room).
- **Third objective:**
- Students will create their own underwater creature by looking at the paper created and seeing images in the paper that lend themselves to a water creature. Students will use at least three different papers to create their creature and glue them. They will cut these out and glue together and finally glue them on a large mural. (Second lesson in art room).

## Third Grade Visual Art and Language Arts

### Arts Standards

1. All students will apply skills and knowledge to perform in the arts
2. All students will apply skills and knowledge to create in the arts.
3. All students will analyze, describe and evaluate works of art.

### Content Area Standards

1. Use mixed media to communicate sensory experience in an artwork
2. Demonstrate how materials, techniques and processes can be used creatively to communicate ideas.
3. Discuss the visual ideas and structures used in personal artwork.

### English Language Arts GLECS

1. Writing Process: All students will set a purpose. Consider an audience, and replicate authors' styles and patterns when writing narrative or informational text.
2. Informational text: All students will identify and describe a variety of informational genre (e.g., textbooks, encyclopedia, and magazines).
3. Comprehension: All students will connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses.

## Instructional Outline

### 1) Set Up

- a) Diagnosing:** Students have been studying artists and illustrators for several weeks. They have learned about Realism, Surrealism, and Abstract Expressionism, two and three-Dimension and now collage. All lessons begin with having students look at art and telling us, What they see, What they think they see and finally What they wonder about? The lesson previous to this one included the students watching part of a video on Eric Carle demonstrating how he makes his collage papers. The student began making their own papers by traveling to different stations that incorporated Carle's techniques such as stamping, scraping, painting and rolling. The actual lesson
- b) Classroom Management:** Students must honor the one voice at a time and that we respect all opinions.
- c) Accommodations:** Many of the students have emotional needs and are placed with responsible peers as well as Student Intern and middle school mentors.
- d) Prep Work/Materials:** Each table (6) will have stacks of collaged paper, sharpie black markers, scissors and glue.

### 2) Beginning of Second Eric Carle Lesson:

- a) Introduction:** The Art Specialist (teacher) tells student they are going to make an underwater mural of sea creatures. Next the teacher asks students to raise their hand and tell what names of sea creatures they could make are. These are listed on the board. Next the teacher will take a piece of collage paper and look at it to see what the image reveals. The teacher reminds students that this is what Eric Carle does when he begins a collage piece. A large stamped circle can reveal and eye and can be the starting point of seeing a fish. The teacher points this out to the class. Then the teacher draws a fish body shape on the wrong side of the paper so that the design of the collaged paper is not marred by sharpie marker. The fish shape is then cut out and placed on the white board with a magnet to hold it up. Then another collage paper is examined for interesting texture that would make a tail and the teacher draws a tail and cuts and glues this one the fish body. Next the teacher looks at more paper for fins and scales and repeats the, drawing, cutting and gluing. The teacher hold up the assembled collage fish and tells the students that the fish began by imagining a fish or sea creature by looking deeply in the texture and patterned papers that they created. The teacher asks the students to save scraps as they may want to add them to their final creations. The students are asked to make at least two creatures. The Third grade classroom Teacher along with the University Student Intern also makes creatures and assists the students as they are working.

**3) Middle:**

- a) **Main Activity:** Students sort through paper and make decisions on what paper they will use and then begin identifying what kind of creatures to make. When a creature is finished it is brought by the student to the drying rack and they begin on another creature if time allows. Students that are having difficulty solving this visual problem are told to take a gallery walk. This is a walk around the classroom to see what other students are doing at tables. 10 minutes before class ends, cleanup begins/
  - b) **Reflection:** Several creatures are shown to students before they leave, so that they can see the variety of ways their peers solved this visual problem.
  - c) **Follow-up assignment/Homework:** Students that did not finish can make arrangements to finish at another time. At the end of the week students come to the art room in groups and place their creature on a mural surface ( four foam core pieces taped together) that have been prepared by the Art Specialist. The make decisions on where to arrange and then glue down.
- 4) After:**
- a) **Follow up assignment:** Student will write about their experience of creating the paper, their creature(s) and their thoughts on the finished mural by looking at the mural which is in their classroom temporarily. Students will talk about their creature with a peer and share their visual ideas and the structure of their artwork.
  - b) **Assessment:** Students writing will document what they learned.
  - c) **Document:** The mural will be installed on a wall in the school.