



Arts & Creativity Initiative Lesson Plan

Lesson Title **Urban, Suburban, Rural**

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Grade Level(s): **2**

CREATIVE CHALLENGE

Create a sculpture, painting, drawing, collage, to demonstrate understanding of one of the three land use types: Urban, Suburban, & Rural

OVERVIEW OF LESSON

Through Reading Art, students will build understanding of Urban, Rural, and Suburban communities to compare and contrast them. Architectural/ landscape sketches will be used and their final independent project can be a sculpture, painting, collage, etc. to demonstrate their understanding of one of the three communities.

PREPARATION

Choose 25-30 images to display and discuss three communities

Choose 3-6 literature books with content based in rural, suburban, and urban settings

Form Questions to Read the Images

MATERIALS

- * Modeling Clay
- * Class paint/ Watercolor
- * White Paper
- *Paint Brushes

LESSON SEQUENCE

Lesson 1

1. Read 3-4 Images of community types to define what each environment consists of. Give students 30-45 sec. per image to look and contemplate. Use 3-4 min to discuss each as you define each environment.
2. Together-fill out a three way venn-diagram to compare and contrast them.

Lesson 2

1. Teacher- demonstrate quick landscape/cityscape sketches. Pass out tri fold papers and give students 30-45 sec to complete quick sketches of each environment.

Lesson 3

1. Pass out images (Art Box, Google images of paintings, selected literature) and have groups of 3-4 students categorize them into their corresponding three community types. Have the groups rotate around the room giving the groups 2 minutes to sort each station. (I created enough images to have 5 stations) 25-20min to complete all stations. Students have the teacher check reasoning for sorting choices.

Lesson 4

1. The third and final piece can be a creative work of art demonstrating their understanding of one of the three communities. I provided modeling clay, white paper, watercolor paint/brushes, geometric shapes, and sharpies.
2. Allot a 45 min create time.
3. Have students display their pieces on desks and run a gallery walk to notice, wonder, appreciate, and or offer changes one may do if re-creating again.
4. Lastly, if students haven't already guessed which environment a piece represented, we would guess.

NATIONAL CORE ART ANCHOR STANDARDS & OTHER/Common Core Standards

National Core Art Anchor Standards (simplified)

Students...

- brainstorm multiple ideas for the artwork
- organize their thinking and further develop their ideas
- make the artwork and refine it
- select artwork to present
- make final revisions to the artwork
- present the artwork in a way that conveys meaning (displaying explanation or reflection as appropriate)
- read and respond to artwork
- interpret intent or meaning in artwork
- apply criteria to evaluate artwork
- make artwork that is personally meaningful
- understand the history and cultural context of art

California's Social & Emotional Learning Principles Guidelines (simplified)

- Includes social, emotional, or physical well-being as a goal of education
- Is relevant or responsive to students either personally or culturally
- Builds human capacity by focusing on relationship-building experiences or environments
- Partners with families or community

Other Standards (CCSS for ELA, Math,

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments. 4. Compare and contrast basic land use in urban, suburban, and rural environments in California

