

Title of unit: Interpreting our favorite memories with art

Work of Art Edward Loper Jr. The Breakfast Club

Teacher- Elizabeth Roverano

School and District - Appoquinimink

Grade - 3rd

Content - Spanish

OVERVIEW

Edward Loper's "Breakfast Club" in spanish class interpreting our favorite memories with art..

By studying Edward Loper's "Breakfast Club" and responding through writing and illustration, students will be able to achieve the following objectives:

Identify and analyze visual elements: Students will be able to identify and discuss the various visual elements in the painting, such as color, line, shape, form, texture, and space.

Interpret artistic choices: Students will analyze how Loper's use of these elements contributes to the overall mood, message, or subject matter of the painting.

Recognize influences and techniques: Students will be able to identify potential influences on Loper's style, such as modernism, and discuss his painting techniques. Students may create narratives inspired by the painting, imagining the stories of the figures or the scene depicted.

TIME REQUIRED 6 lessons of an hour each

Visual Art STANDARDS FOR INSTRUCTION AND ASSESSMENT

Creating Anchor Standard 2.1: Organize and develop artistic ideas and work. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Presenting Anchor Standard 6.1: Convey meaning through the presentation of artistic work. Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Responding Anchor Standard 7.1: Perceive and analyze artistic work. Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Connecting Anchor Standard 10.1: Synthesize and relate knowledge and personal experiences to make art. Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

ACTFL Standard: Communication: Presentational Communication

Learners present information, concepts, and ideas to perform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, and viewers.

ACTFL Standard: Connections: Acquiring Information and Diverse Perspectives

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures

STUDENT "I CAN STATEMENTS"

Creating I CAN combine ideas to create an original idea for art-making.

Presenting I CAN work collaboratively, prepare, and present selected artworks, based on a theme, for display and write an artist statement.

Responding I CAN analyze ways that cultural symbols add meaning to artwork.

Connecting I can analyze a piece of art and connect it to a personal experience and create art that represents that.

I can use Spanish words to help write about my own memory.

Aprender sobre el artista (Learn about the artist): Students will learn basic facts about Edward Loper Sr., his life, and his role as a teacher, using simple Spanish phrases.

MATERIALS

Oil pastels, worksheet with Spanish words and vocabulary, pencil, paper, print of artist work, various construction paper, glue, scissors and worksheet on oil pastel techniques.

LESSON ACTIVITIES

Lesson 1. Introduction to Edward Loper Jr.'s piece and presentation on who he was. Present students with the questions, what do they see in the image? What could it be about? Do we see any patterns in Loper's other works? If you were to honor his work, what could you take from these paintings and make your own?

Lesson 2. Deeper dive into our specific image. Start with a turn and talk in which students share their thoughts from the previous session around what they think the image is about. Share the meaning of the work of art with students and ask them if they can think about their favorite memory. Present the idea of a brainstorm to them and have them work in table groups to come up with as many details about their memory that they can think of to share in their writing. Make the connection with students that including details in their writing will help them also include important details in their art.

Lesson 3. Have students begin to write and draw out their memories. Conduct one on one sessions on how to include more details and help students brainstorm what they can include in their artwork. Present the rubric to students. Discuss symbols and colors they can use to express their memory.

Lesson 4. Display other works of art by Loper Jr. And have students think about what patterns they saw during our first lesson. Question them again about what elements of Loper's style they can include in their artwork and how. Present oil pastel techniques that they can use when adding color to their final images. Introduce and discuss amateur art and how we will make our artwork look similar.

Lesson 5. Discuss how Loper created the frame for his artwork and painted it. Present students with their own frames and allow them to paint them and paper mâché specific items related to their morning.

Lesson 6. Meet with students to discuss their final art pieces and writings and how they feel their project went. Discuss the rubric with them and add any final touches to artwork.

ASSESSMENT FOR LEARNING

Formative - frequent check-ins with students during and after final writing and during and after final artwork. Brainstorming and sketchbook entries. Class discussion on Loper's artwork.

ASSESSMENT OF LEARNING

Summative - Sample Rubrics grading at the end of the project. For teacher observation:

Criteria 	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Identify and Analyze Visual Elements	Identifies and articulates a sophisticated analysis of multiple visual elements (e.g., color, line, shape, form, texture, space), demonstrating a deep understanding of their relationships and impact.	Identifies and discusses multiple visual elements and their role in the painting, showing a solid understanding.	Identifies some visual elements but struggles to analyze their impact or connection within the artwork.	Provides a superficial or incomplete description of visual elements, with minimal analysis.
Interpret Artistic Choices	Offers insightful and well-supported interpretations of Loper's artistic choices and their contribution to the painting's mood, message, or subject matter.	Offers plausible interpretations of Loper's choices and their impact on the painting, supported by some visual evidence.	Struggles to interpret Loper's choices or connects them superficially to the painting's meaning.	Provides a limited or unsupported interpretation of the artwork's meaning.
Recognize Influences and Techniques	Demonstrates a clear understanding of potential influences on Loper's style and techniques, providing specific examples or observations from the artwork.	Identifies some potential influences or techniques in Loper's work, providing general examples.	Offers a limited understanding of potential influences or techniques in the painting.	Demonstrates minimal understanding or makes inaccurate statements about Loper's influences or techniques.

Creative expression through writing

Criteria 	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Develop Descriptive Writing Skills	Provides a comprehensive and vivid description of the painting, utilizing strong imagery and sensory details.	Offers a detailed description of the painting, using appropriate descriptive language.	Provides a basic description of the painting, with some details, but may lack vivid imagery.	Provides a minimal or unclear description of the painting.
Practice Analytical Writing	Presents a clear, well-supported analysis of the painting's meaning and the artist's message, integrating visual evidence effectively.	Presents a plausible analysis of the painting's meaning, supported by some visual evidence.	Offers a basic analysis of the painting, with limited support from visual evidence.	Provides a weak or unsupported analysis of the artwork.
Explore Narrative Possibilities	Creates an engaging and well-developed narrative inspired by the painting, showcasing imagination and originality.	Develops a coherent narrative inspired by the painting, showing creativity and a sense of story.	Attempts to create a narrative, but it may be underdeveloped or lack clear connections to the painting.	Presents a narrative that is unclear, disconnected from the painting, or lacking creativity.

Creative Expression in Illustration rubric

Criteria 	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Translate Visual Observations into Personal Artwork	Creates a compelling illustration that demonstrates a sophisticated understanding and personal interpretation of the painting.	Creates an illustration that reflects a clear understanding and personal connection to the artwork.	Produces an illustration that shows some understanding of the painting but may lack personal interpretation.	Creates an illustration that is minimally connected to the painting or lacks originality.
Experiment with Artistic Techniques	Demonstrates skillful and deliberate use of artistic techniques and materials, experimenting effectively to convey their vision.	Utilizes artistic techniques and materials with competence, showing some exploration.	Shows basic use of techniques and materials, but may struggle with control or experimentation.	Demonstrates limited use or understanding of artistic techniques and materials.
Develop Personal Interpretation	Clearly conveys a unique personal interpretation of the painting through the illustration, demonstrating thoughtful engagement with the source material.	Expresses a personal interpretation of the artwork through the illustration, showing some originality.	Shows some attempt at personal interpretation, but the illustration may be derivative or lack a strong point of view.	Presents an illustration that is largely copied or lacks any discernible personal interpretation.

Nombre:

Fecha:

Writing Rubric/Rúbrica de la escritura

Wrote their name. Escribió su nombre.	
Used capital letters to begin sentences. Usó letras	

mayúsculas para empezar frases.	
Used periods to end sentences. Usó puntos para terminar frases.	
Left spaces between each word. Dejó espacios entre cada palabra.	
The story is written nicely (not reversed, appropriate on lined paper etc.) Escribió bonito (las letras no están al reves, etc.)	

VOCABULARY

Pattern

Color

Storytelling

Symbols

Oil Pastel: A drawing tool made of pigment mixed with a non-drying oil and wax binder.

Color: The way our eyes see light reflected from surfaces.

Line: A mark on a surface, which can be straight, curved, zig-zag, thick, or thin.

Shape: An enclosed line that can be geometric (like a square) or organic (like a leaf).
Texture: How something feels or looks like it would feel (smooth, bumpy, rough, soft).
Value: How light or dark a color is.
Outline: A light line that shows where shapes or objects will be in a drawing

RESOURCES AND REFERENCES

Website Resources - <https://www.edwardloperjr.com/about>
<https://www.artsy.net/artist/edward-loper-jr>

Oil pastel techniques resource- <https://christianawalther.com/oil-pastel-techniques-for-beginners/>

EXTENSIONS

Ideas for lessons based on this unit:

Investigate the Harlem Renaissance: Connect Loper's work to the broader context of the Harlem Renaissance and the contributions of Black artists during that period.

Poetry: Students can write poems inspired by the painting, focusing on its visual elements, emotions, or social commentary.

Explore other oil pastel techniques: Introduce additional oil pastel techniques like sgraffito or color blocking, allowing students to experiment with these techniques in their own artwork.