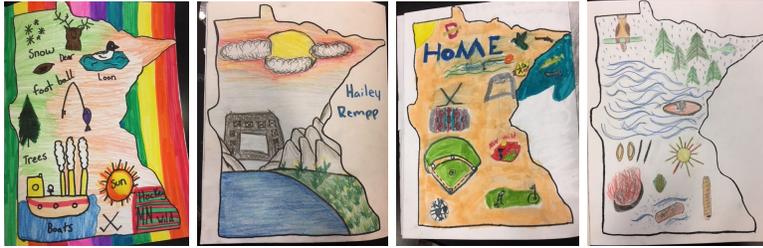


Lesson Plan: Minnesota State Drawing

Grade level: 5-12



Duration: 4-5 class periods

Media Type: colored pencils, markers, paint

Subject Integration: Health

Objective: To be inspired by MN artist Anna Hess, and create a personally descriptive work of art.

Assessment:

Rubric:

4-Standards are exceeded

3-Standards are met

2-Standards may be met at a very low quality or with some exceptions

1-Standards are not met

0-

Vocabulary:

Visual Arts Elements/Principles:

color	shape	line	texture	balance	unity	proportion	form
value	space	contrast	emphasis	movement	pattern	rhythm	

Materials and Procedure:

Day 1: Present students with *Making It Up North* video snippet about artist Anna Hess. (7:51)

<https://makingit.wdse.org/watch/artist-anna-hess> Anna Hess quote: “Whenever I need to figure something out, I’ll draw it.”

Discuss artists who choose to gain inspiration from being outdoors, and from a traumatic life event. Anna shares her own traumatic life events, and how her art has been shaped from these events. Discuss with students the importance of self care, and how being creative can help heal certain life events. Allow students time to process this information and come up with sketches/writing about times in their own lives that have been difficult.

Day 2: Students draw or trace the shape of their current home state, in this case, Minnesota. Students fill this shape/space by drawing things about themselves that make them who they are.

Discussion: “What types of things can you fill your state space with?” “What can you draw in this space that shows me who you are?” “How does drawing things about you help to process a

difficult life event?” “Is it possible to draw things you enjoy doing to help heal from a difficult life event?” “Do you enjoy spending time outdoors?” “What do you enjoy about being outside? How does it make you feel? What does it remind you of?” “Do you have a story to share about a time when you were outside and it made you feel better after a difficult event?”

Day 3: Continue with drawings. Use colored pencils, markers, and/or paint to add color to drawings.

Day 4: Finish drawings. If time permits, ask students (who would be comfortable presenting their artwork) to the class to share their own thoughts / ideas, or have small groups of students present artworks to one another to share ideas / concepts.

Resources:

<https://alwhessart.com/>

<https://traumaawareschools.org/traumainSchools> (Information about trauma informed schools)

<https://traumasensitiveschools.org/>

<https://www.crisisprevention.com/Blog/October-2018/Trauma-Informed-Schools>

National Standards for Visual Arts:

Anchor Standard 2:

Organize and develop artistic ideas and work.

Enduring Understanding:

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Essential Question(s):

How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.

VA:Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance.

Sample Health Standards, Middle School:

May is Mental Health Awareness Month

1.8.2 Students can describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

1.8.3 Students analyze how the environment affects personal health.

6.8.1 Students assess personal health practices.