UNIT OF STUDY: Carl Grupp, drawing/printmaking

TITLE OF LESSON PLAN: Things to Remember

GRADE LEVEL: 3-5

SOUTH DAKOTA CONTENT STANDARDS:

**Fine Arts:**
- Visual Arts Standard One 3-4 – Students will describe how visual arts tell stories, express moods, or convey ideas.
- Visual Arts Standard Two 3-4 – Students will understand selected techniques which give artwork detail.
- Visual Arts Standard Two 5-8 – Students will describe the various techniques which give artwork definition and detail.

**Writing:**
- 4.W.2.1 Students can capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.

ASSESSMENT STRATEGIES:
- Class discussion
- Observation using VTS
- Creation of a memory collage graded with a set of rubrics

LEARNING OBJECTIVES:
- Students will learn about South Dakota artist Carl Grupp.
- Students will discuss observations made using VTS techniques.
- Students will define balance and proportion.
- Students will identify images that have significance to their childhood.
- Students will create a memory collage about themselves or a member of their family.

TIME REQUIRED:
- Two class periods of 30 minutes each

MATERIALS/TECHNOLOGY NEEDED:
- Image of Carl Grupp painting: “My Grandma’s Vase II”
- Magazines
- Scissors
- Glue
- Drawing paper
• Markers, crayons, colored pencils, etc.

BACKGROUND INFORMATION:
Carl Grupp paints, draws, and is a printmaker. He is Professor Emeritus of Art at Augustana College in Sioux Falls. He has a wide range of artistic talents. To see some of his other works, follow the “Gallery” link listed below.

LESSON DESCRIPTION:
• Show students an image of Carl Grupp’s painting, “My Grandma’s Vase II”.
• Have students use VTS observation to answer a variety of questions like:
  • What do you see?
  • Why do you think these items are significant?
  • How do you feel looking at this picture?
  • What stands out to you?
  • Why do you think this item stands out more than other items?
• Have students discuss their observations as a class. Define and identify balance and proportion and how the artist made one item stand out more than the others. Why do they think he did that?
• Tell students the title of this painting. Ask students to think about someone that means a lot to them; someone that they share many memories with. Have them think about images that come to mind when they think about this person.
  • ***An alternative could be to have students list images that they associate with a particular friend, their childhood, or their school.
• Have several magazines that students can look through and cut images out that remind them of this person. If they cannot find a particular image, tell them that they can draw this item on their paper and use the other images that they find around it.
  • Remind students to think about balance and proportion with their collage.
• Have paper and glue available for students to create their collage.
• Finally, have students title their collage.
  • If time permits, you could have students present their collages to the class.

ENRICHMENT:
Students could write a story about the artist’s painting, “My Grandma’s Vase II” based on the items found in the painting explaining their significance.

BIBLIOGRAPHY/RESOURCES:
• South Dakota Print Collection at the South Dakota Art Museum.
  • Carl Grupp print: “My Grandma’s Vase II”