

Developing Descriptive Language: “Art for Sale” 38 minutes

Language Objectives:

1. TSW use at least three adjectives to describe a work of art from NOMA’s collection.
2. TSW write a “For Sale” advertisement using the descriptive words.
3. TSW incorporate at least one simile into the “For Sale” ad.

Visual Art Objectives:

1. TSW create a sketch of the work of art in the style of Shel Silverstein.
2. TSW emphasize the parts of the work of art which are included in his or her writing.

Vocabulary: adjective, simile, advertisement, line-drawing

Content Standards:

ELA

- Standard Two: Students write competently for a variety of purposes and audiences.
- Standard Three: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.
- Standard Seven: Students apply reasoning and problem solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

VISUAL ARTS

- Critical Analysis: Students make informed verbal and written observations about the arts by developing skills for critical analysis through the study of and exposure to the arts.
- Creative Expression: Students develop creative expression through the application of knowledge, ideas, communication skills, organizational abilities, and imagination.

Anticipatory Set:**5 min**

TTW read the poem “For Sale” by Shel Silverstein. TTW tell the students that the class is going to write a description of something that is for sale.

Procedures:**8 min****DESCRIBING A WORK OF ART**

TTW project a chosen image of a work of art from NOMA’s permanent collection on the board and TSW describe the work using descriptive words. TTW write the descriptive words on the board. (EXAMPLE: Descriptive words for Dorothea Tanning’s *Guardian Angels* may include blue, wrinkly, scary, fantastic.)

SIMILE

TTW review or offer a mini-lesson on “What is a simile?” A simile is a descriptive, comparative phrase which includes the word “like.” TTW ask students to give some examples of similes which would work for the example being considered. (EXAMPLE: The guardian angels are like birds of prey.)

Guided Practice:**10 min**

TTW show the class another painting and TSW work together to list describing words and write at least one simile which could apply to the work of art. TSW participate in group writing, led by the teacher, to write an advertisement for the piece.

Independent Practice:**10 min**

TSW work in pairs or small groups to develop an advertisement for an assigned or chosen work of art. TSW use a tree map (see handouts) to list adjectives which describe the whole work of art and may also create branches for parts of the painting (EXAMPLE: *Guardian Angels* branches may include Angels, Background, Children with adjectives for each subgroup). TSW write at least one simile describing an aspect of the work of art and then write an advertisement for the piece on the “For Sale” handout (see handouts).

Extension:

TSW create a line drawing in the style of Shel Silverstein (www.shelsilverstein.com) to accompany the advertisement.

Closure:**5 min**

TSW read the advertisements to the class and TSW identify the simile in each ad.

Materials:

Shel Silverstein poem

Digital or reproduced images from NOMA's permanent collection

"For Sale" handout

Markers

For Sale by Shel Silverstein

One sister for sale!

One sister for sale!

One crying and spying young sister for sale!

I'm really not kidding,

So who'll start the bidding?

Do I hear the dollar?

A nickel?

A penny?

Oh, isn't there, isn't there, isn't there any

One kid that will buy this old sister for sale,

This crying and spying young sister for sale?

Silverstein, Shel. *Where the Sidewalk Ends*. New York: Harper Collins, 1974.

Suggested Literature

Laurence Anholt, Picasso and the Girl with a Ponytail (Anholt's Artists Books for Children)

Barbar's Museum of Art

Gladys S. Blizzard, Come Look With Me: Exploring Landscape Art With Children (Come Look With Me Series)

Frances Cavanah (Author), Frank Vaughn (Illustrator), When Americans Came to New Orleans (How They Lived Book)

Lynn Cullen (Author), Amy L. Young (Illustrator), Moi and Marie Antoinette

Tomie dePaola, The Art Lesson

Paul Flux, Wassily Kandinsky (Life & Work of)

Lenny Hort (Author), Thomas Locker (Author), Mary Mapes Dodge (Author), The Boy Who Held Back the Sea (Picture Puffins) [Paperback]

Thacher Hurd, Art Dog

True Kelley, Pablo Picasso: Breaking All the Rules (Smart About Art)

True Kelley, Who Was Pablo Picasso?

Phyllis Krasilovsky, The Cow Who Fell in the Canal

Nina Laden, When Pigasso Met Mootisse

Kathryn Lasky (Author), Marie Antoinette: Princess of Versailles, Austria-France, 1769 (The Royal Diaries) [Hardcover]

Lois / Shakespeare, William Burdett (Author), Romeo and Juliet: For Kids (Shakespeare Can Be Fun series)

Sarah Masters Buckey, Christine Kornacki and Cindy Salans Rosenheim, Marie-Grace and the Orphans (American Girl) (American Girls Collection)

Antony Mason, Andrew S. Hughes and Jen Green, Miro (Famous Artists)

Denise Lewis Patrick, Christine Kornacki and Cindy Salans Rosenheim, Meet Cécile (American Girl) (American Girls Collection)

Bob Raczka, Before They Were Famous: How Seven Artists Got Their Start (Bob Raczka's Art Adventures)

Bob Raczka, No One Saw

Joyce Raimondo, Imagine That!: Activities and Adventures in Surrealism (Art Explorers)

Peter H. Reynolds, The Dot

Michael Elsohn Ross, Salvador Dali and the Surrealists: Their Lives and Ideas, 21 Activities (For Kids series)

Carles Arbat Serarols, El sueño de Miro/ Miro's Dream (El Sueno De.../ the Dream of...) (Spanish Edition)

Mike Venezia, Picasso (Getting to Know the World's Greatest Artists)

Mike Venezia, Edward Hopper (Getting to Know the World's Greatest Artists)