




Arts Education Standards Instructional Resources – Visual Art

	<h3 style="text-align: center;">Out My Window</h3> <h3 style="text-align: center;">2nd Grade</h3> <p style="text-align: center;"><i>After completing a critical viewing of Marc Chagall's "Paris Through the Window," students will create their own artwork, using expressive color, to connect art to their own life and represent what is outside their window.</i></p>
Lesson Objective(s):	Student Friendly Standard Learning Statement(s): <ul style="list-style-type: none"> • I am learning to use art specific vocabulary to describe the world around me. • I am learning to make art or design to explore personal interests, questions, and curiosity.
Arts Standard(s):	Artistic Process - Responding Anchor Standard #7 - Perceive and analyze artistic work. <ul style="list-style-type: none"> ○ (VA.R.7a.2) - Use art-specific vocabulary to describe one's natural world and constructed environments. Artistic Process - Creating Anchor Standard #1 - Generate and conceptualize artistic work <ul style="list-style-type: none"> ○ (VA.C.11b.2) - Make art or design to explore personal interests, questions, and curiosity.
Essential Question(s):	<p><i>How do images influence our views of the world?</i></p> <p><i>How does learning about art impact how we perceive the world?</i></p> <p><i>What factors prevent or encourage people to take creative risks?</i></p>
Vocabulary:	NCCAS: Artwork - Artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated Characteristic(s) - Attribute, feature, property, or essential quality Image - Visual representation of a person, animal, thing, idea, or concept
Lesson Procedure: <i>(1-2 Days)</i>	<ol style="list-style-type: none"> 1. Conduct a critical viewing of Marc Chagall's "Paris Through the Window" using the slide show. 2. Lead students through completing an emotional color wheel (slides 8 & 9 in the slide show). 3. Ask students to create an artwork that represents what is outside of their own window. Encourage the use of expressive color.
Assessments:	Checking for understanding: <i>During Critical Viewing:</i> encourage students to elaborate and explain answers to the questions on the slides <i>During Emotional Color Wheel:</i> Review and correct placement of secondary colors. Review and discuss reasoning for emotions related to each color.
Related Standards/ Competencies:	<p><i>(NOTE: These may include standards from other artistic or academic disciplines, or supplemental/supporting standards to scaffold the lesson. This may include standards from lower skill or grade level).</i></p>

Resources:

- [Marc Chagall "Paris Through the Window" Critical Viewing](#)
- Artistic medium and surface is determined by the teacher and availability of materials.
- Allowing students to choose the appropriate medium from multiple choices would assist access to standard VA.C.2a.2 Recommended materials to create an opportunity for students to experience choice and unique mediums would be watercolor, chalk pastel or oil pastel on textured paper (watercolor paper, pastel paper, construction paper)



Marc Chagall, *Paris through the Window*, 1913. Oil on canvas, 53½ x 55¾" (136x144cm). Solomon R. Guggenheim Museum, New York (Gift, Solomon R. Guggenheim, 1937).