

## Focus Tour Guide

### *Where Grant Wood Stood*

{Grades K-3}

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Click on the following links for tour details:

- General Tour Description
- Standards and Benchmarks
- Art Lesson

## School Focus Tours *(K-12)*

A terrific choice for a directed, educational experience in a specific area of the Phelps Youth Pavilion, including an applied art activity! A docent will guide your adventure through a specific area of the Pavilion, followed by a hands-on art activity where your students will become the artists.

### Where Grant Wood Stood | Lesson Plan

### Grades K–3

Children will learn about Iowa's most famous artist by listening to the book, "Grant Wood" by Mike Venezia. As the book is read, the docent, using the inquiry method, will lead students in a group discussion to interpret the story. Key words, concepts, and maps will be used to compare and contrast life in different time periods and regions. While analyzing the unique aspects of reproductions of Grant Wood's artwork, students will learn about relationships and demonstrate recognition of basic shapes.

#### Art Activity

- **Grades K–2:** Students will become art detectives in a guided exploration of Grant Wood works, as they look for clues about the seasons, time of day, past or present, and individual observations. After reviewing how Grant Wood used basic geometric shapes in his paintings, students will design their own Grand Wood-inspired picture using brightly colored paper shapes and drawn embellishments.
- **Grade 3:** Students will identify specific characteristics of the four seasons using a calendar of Grant Wood scenes. Students will then use their artistic talents and creativity to illustrate the seasons on their own calendar pages.

**Standards & Benchmarks Index**

- **Curricular Connections**
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**Curricular Connections:**

**Waterloo Community Schools:**

**Compatible with Iowa Core Curriculum: S=Standards; B=Benchmarks**

|                                  | Kindergarten                           | First Grade                            | Second Grade                           | Third Grade                                      |
|----------------------------------|--|--|--|--|
| <b>Reading and Language Arts</b> | S.1-B.2<br>S.3.B.1; S.3.B.2<br>S.3.B.3 | S.1-B.2<br>S.3.B.1; S.3.B.2<br>S.3.B.3 | S.1.B.2<br>S.3.B.1; S.3.B.2<br>S.3.B.3 | S.1.B.2; S.2B.1;<br>S.2.B.1; S.2.B.2<br>S.2.B.3  |
| <b>Math</b>                      | S.1.B.1; S.1.B.2                       | S.1.B.1; S.1.B.2                       | S.1.B.1; S.1.B.2                       | S1.1; S.1.2; S.3.1;<br>S.3.2<br>S.4.B.1; S.4.B.2 |
| <b>Social Studies</b>            | S.1.B.1                                | S.1.B.1;<br>S.2.B.1;                   | S.1.B.1; S.2.B.1<br>S.2. B.1; S.3.B.1  | S.1.B.1  |
| <b>Science</b>                   | 2.K.2;<br>4.K.1;4.K.2                  | S3.1.1; S3.1.2                         | S3.2.1; S3.2.1                         | S3.3.1   |

**Main Ideas**

1. Grant Wood remains Iowa’s most famous artist, receiving worldwide recognition for his unique style of painting.
2. The study of Grant Wood’s art uses a multidisciplinary, hands-on approach.
3. Questions for Critical thinking skills, based on Bloom’s Taxonomy are employed to discern the degree of student learning.

**Overview**

Grant Wood (1891-1942) remains Iowa’s most famous artist. He rejected the painting style of the Impressionists he met while studying in Europe, and inspired by the plain style of the Northern Renaissance painters, returned to the United States where he eventually created a new art movement. With friends Thomas Hart Benton and John Stuart Curry, a new style was forged that became known as “American Regionalism”. These artists depicted and glorified the strength, hard work ethic, and steadfastness of the Midwest farmer, and the richness of the land they worked so hard to cultivate. These works offer us a vital look into life on a farm over a century ago. Iowans were extremely proud of the fact that despite his growing fame, Grant Wood chose to live, work, and teach in Iowa.

**Objectives**

1. Students will identify basic information about Grant Wood and his importance by the 5 “W’s” (Who, What, When, Where, Why).
2. Students will understand that the study of art integrates with other areas of study.
3. Students will compare and contrast Grant Wood’s life as a school child to their own lives.
4. Students realize that artists from the past provide invaluable clues to the life and times in which they lived.

5. Students will be introduced to new vocabulary.
6. Students will be assessed by exit slips.

### **Procedures: All Ages**

Prior to beginning the tour, the Guide will ask questions to activate prior knowledge. Tour guide will read the book, "Grant Wood" by Mike Venezia, while the children view illustrations in a Power Point format. Rather than a passive listening experience, the students will actively respond to questions posed by the reader as they discuss aspects of his life and of his work. Art vocabulary will be introduced; including vocabulary ties to the art activities. Maps of Iowa, the United States and Europe and important areas to Wood's life will be located.

### **Basic Exhibit Areas**

1. Children will take a virtual tractor drive through a Grant Wood Painting. Children may look for geometric shapes, as well as count people, cows, chickens, and buildings. They may also find examples of repetition. They will learn about farming and compare and contrast farms 100 years ago to contemporary farms.
2. In the Barn Area, children may milk a cow, try on clothing to compare and contrast Wood's childhood to their own, find visual examples of farm animals, anticipate which animals (not pictured) might have lived on Grant's Farm, perform a counting activity, and participate in shape identity.
3. A One-room schoolhouse will allow children to role play, and choose lessons about Grant Wood's life taught by the teacher, "Miss Linden". Children will learn about life in a one-room schoolhouse, hear about subjects studied, methods of learning, try simple games, and draw on a school slate.
4. Arranging 3-D models on a lighted turntable that is being filmed shows their arrangement become 2-D, like a painting. They will make the decisions about composition and change lighting effects to represent different times of the day.
5. Role-play farming in Hattie's garden offers opportunities to sort and count.

### **Vocabulary**

|                  |                  |
|------------------|------------------|
| Drawing          | Camouflage       |
| Painting         | Portrait         |
| Print            | Landscape        |
| Geometric shapes | Still Life       |
| Solids           | Silversmith      |
| Pattern          | Stained Glass    |
| Texture          | Great Depression |
| Repetition       |                  |
| Midwest          |                  |
| Arch             |                  |
| Gothic           |                  |

### **Example of Task-Oriented Learning-Grade K-1**

#### **Geometry-oriented 2-D plane and 3-D Solids Identification- use turntable exhibit.**

1. Ask students to name a geometric shape. Have them identify elements of the shape, including curved lines, angles, relative length of sides, etc. Have them find examples in the room.
2. Show them the solid version of the circle (the sphere). Ask them if they know what it is called.
3. Children will play a game in which there are geometric shapes flash cards arranged on the floor and a basket of the corresponding 3-D solids. Ask a child to hold up a one of the geometric shapes, name it, and choose the corresponding solid, and call it by name. If the child is successful, the pieces are put aside. If not, another student may try the same process with the same pieces until the correct names have been given.

4. This lesson will be further applied in the Art Activity for Grades K-1 in which the children use geometric shapes to create a picture, for example, a farm landscape. Except for a circle representing the sun, they will learn that they will usually need to use more than one shape to create a desired image such as a barn or an animal.

### **Example of Task Oriented Learning-Grade2**

1. Ask children what a geometric shape is. Ask them to name some.
2. Show them an abstract, or curvilinear shape. Ask them to describe the difference between the two types.
3. Divide children into small groups. Have several shapes, both abstract and geometric shapes for each group. Have them create an animal or an object from a combination of the shapes.
4. Introduce concepts of symmetry and asymmetry in nature. Show examples of butterflies, different types of leaves, pine trees, oak trees, flowers, rocks, etc. Ask students to classify which are symmetrical, and which are asymmetrical. Ask them to justify their answers.

### **Example of Task Oriented Learning-Grade 3**

1. Children will be shown a series of reproductions of Grant Wood prints showing different months of the year, and therefore, different seasonal conditions.
2. They will group the prints into seasons and identify in writing farm tasks or activities depicted, allowing them to display their own knowledge base.
3. Give students a sheet listing the seasons and ask them to express in words or drawings the feelings and mood each season produces in them.
4. Ask the students to discern the different chores and responsibilities related to caring for plants and animals.
5. Ask the students to quantify which chores must be done on a daily, weekly, or semi-weekly basis. Why?
6. The students will work together in small groups, will be presented with a series of seasonal tasks, (such as planting, quilting, harvesting). They will be asked to sort them in the season in which they are traditionally associated. Has time altered these traditions?
7. They will share their answers with the group, and justify their answers. Other students will analyze their answers, and if they disagree, they will be asked to justify their answers.
8. Ask students to predict the outcome if spring chores and activities were switched with fall, and if summer and winter chores and activities were exchanged.
9. Students will predict changes for the next 100 years of farming.

## **Art Lesson Index**

- **National Arts Education Standards, Grades K-4**
- **National Arts Education Standards, Grades 5-8**
- **Main Ideas**
- **Overview of Visual Thinking Strategies**
- **Procedures: Grades K-2**
- **Procedures: Grades 3-5**
- **Vocabulary**

## **National Arts Education Standards, Grades K-4**

- 1. Understanding and applying media, techniques, and processes**
  - Students know the differences between materials, techniques, and processes
- 2. Using knowledge of structures and functions**
  - Students know the differences among visual characteristics and purposes of art in order to convey ideas
  - Students describe how different expressive features and organizational principles cause different responses
- 3. Choosing and evaluating a range of subject matter, symbols, and ideas**
  - Students explore and understand prospective content for works of art
  - Students select and use subject matter, symbols, and ideas to communicate meaning
- 4. Understanding the visual arts in relation to history and cultures**
  - Students know that the visual arts have both a history and specific relationships to various cultures
  - Students identify specific works of art as belonging to particular cultures, times, and places
- 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others**
  - Students understand there are various purposes for creating works of visual art
  - Students describe how people's experiences influence the development of specific artworks
- 6. Making connections between visual arts and other disciplines**
  - Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines
  - Students identify connections between the visual arts and other disciplines in the curriculum

## **National Arts Education Standards, Grades 5-8**

- 1. Understanding and applying media, techniques, and processes**
  - Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
  - Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.
  - Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art
- 2. Using knowledge of structures and functions**
  - Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work
  - Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas
  - Students select and use the qualities of structures and functions of art to improve communication of their ideas
- 3. Choosing and evaluating a range of subject matter, symbols, and ideas**
  - Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks

- Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks
4. **Understanding the visual arts in relation to history and cultures**
    - Students know and compare the characteristics of artworks in various eras and cultures
    - Students describe and place a variety of art objects in historical and cultural contexts
    - Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art
  5. **Making connections between visual arts and other disciplines**
    - Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
    - Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

### **Main Ideas: K-2**

1. To give students the skills and confidence to look at art works and to analyze them using higher order thinking skills, The teacher will carefully orchestrate careful questioning using Visual Thinking Strategies, which builds upon students knowledge much in the way Bloom's Taxonomy does. Information on Visual Thinking Strategies can be found in the next section.
2. Children will be challenged to see geometric shapes in their environment, and in Grant Wood's paintings. They will realize that in order to see more complex shapes in terms of geometric shapes; they will have to combine geometric shapes. For example, to make an animal or human figure, several shapes would be needed.
3. Children will design their own picture using brightly colored paper shapes and drawn embellishments.

### **Overview of VTS (Visual Thinking Strategies)**

Visual Thinking Strategies (VTS) is a visual arts program for elementary school students and teachers that uses art to teach thinking, communication skills, and visual literacy. Growth is stimulated by three things: looking at art of increasing complexity, responding to developmentally-based questions, and participating in group discussions that are carefully facilitated by teachers. *(Developed by Phillip Yenawine and Abigail Housin)*

#### **VTS encourages...**

- a personal connection to art from diverse cultures, times and places
- confidence in one's ability to construct meaning from art
- active class discussions and group problem solving
- development of thinking and communication skills
- development of writing skills
- transfer of these skills to other subject areas

### **Procedures: In the analysis of Grant Wood's Artwork K-2**

1. Children will be brought to the classroom where there will be reproductions Grant Wood's work on easels and carpet squares for them to sit on. Each reproduction will first be discussed separately. You may start by asking things such as:
  - What do you think is going on in this picture?
  - Is it day or night? Why?
  - What season of the year is it? How can you tell?
  - What do the people in the picture tell you about them?
  - What do you think they do for a living? What are your clues?
  - What do you think their mood is? What makes you say that?
  - Is this a picture you would like to be able to go inside of?
  - If you were in this picture, what do you think you would hear?
  - If you were in this picture, what do you think you would smell?
  - What geometric shapes do you see? Do you think Grant Wood's shapes are simple, or very complicated?

2. Children may then begin to compare one artwork to another, and discuss the similarities and differences in the themes, moods, colors, etc.
3. Children will stand in front of the demonstration table and the teacher will model the procedure.
4. Teacher holds up different geometric paper shapes and asks for children to name them. Teacher asks for “Thumbs Up, or Thumbs Down” if they agree or disagree.
5. Teacher says, “Look at this circle. What does it look like all by itself? (Answers might include the sun or a ball.” Teacher acknowledges answers and combines with two other circles each one a little smaller than the one before. “ What could this look like?” Children might suggest a snowperson.
6. Teacher says, “Grant Wood could always see geometric shapes in everything he looked. He might make very simple looking a little simpler, with lines more straight-edged than curvy. (Show example) You will get to make a picture, making things out of geometric paper and foam shapes, and use your markers to make a place to these items to be. If you were going to make a barn out of geometric shapes, what might you draw to go with the barn?”
7. Teacher will demonstrate making a composition by moving the shapes around the paper and how to glue them with glue sticks, before embellishing the picture with drawing.
8. Students will show their pictures and will be encouraged to discuss the decisions they made. Why did they choose those shapes? Why did they choose to depict the environment in the manner in which they did?

### **Procedures: In the analysis of Grant Wood’s Artwork 3-5**

1. Children will be brought to the classroom where there will be reproductions Grant Wood’s work on easels, and carpet squares for them to sit on. Each Reproduction will first be discussed separately. You may start by asking things such as:
  - What do you think is going on in this picture?
  - Is it day or night? Why?
  - What season of the year is it? How can you tell?
  - What do the people in the picture tell you about them?
  - What do you think they do for a living? What are your clues?
  - What do you think their mood is? What makes you say that?
  - What kind of work are they doing in the pictures?
  - Why are so many people eating dinner together? What do you think they have been doing? (*relative to threshers at table painting*)
2. Teacher talks about tasks shown in the paintings such as:
  - Planting
  - Weeding
  - Harvesting
  - Canning
  - Fixing equipment and other tasks that may not be pictured such as
  - Quilting
  - Planting trees
  - Going to school
3. The students will be asked if there are certain times of the year that these tasks are performed. Why? What did living a long time ago have to do with these tasks being associated with different seasons? Discuss.
4. The children will be designing a calendar in the tradition of Grant Wood’s style. All children will be given a calendar with the same four line drawings of a farm. They are to add details to depict winter, summer, spring, and fall. In addition to illustrating crops, they should be sensitive to the weather conditions, the type of farm equipment shown, etc.
5. Students will show and discuss their work.

**Vocabulary**

Grant Wood

Geometric

Bio-morphic

Line

Shape

Color

Form

Texture

Pattern

Perspective

Landscape

Portrait

Historical painting

Simplification /Abstraction