

What is art? Who decides?	
<b>C3 Framework Standards</b>	D3.3.3-5 Identify evidence that draws information from multiple sources in response to compelling questions. D3.4.3-5 Use evidence to develop claims in response to compelling questions. D4.3.3-5 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies.
<b>ELA Standards</b>	5.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings. 5.3.W.2 Students will introduce and develop a topic, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure.
<b>Staging the Question</b>	Using the “Is This Art” slide show (available via QR code), show pictures of various types of art and ask students “Is this art? Why or why not?” Read “Are stick men art?” (pg. 8-11) from <i>Why is Art Full of Naked People</i> (WIAFONP) by Susie Hodge

Supporting Question 1	Supporting Question 2	Supporting Question 3
Does art need to follow specific rules?	Does art have to mean something?	Does art have to be “good” to be art?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Read the book.  Go over the 7 principles of art and design. Ask “Did Helen want to follow the rules?” Look for examples in WIAFONP.  Look at the art pieces from the presentation on Day One. Ask students to determine if each piece of art is following “art rules.”	Read the book.  Louise’s family repaired tapestries, a form of woven art that told a story. What pieces of art are you familiar with that tell stories? Look for examples in WIAFONP.  Look at the art pieces from the presentation on Day One. Ask students to determine which pieces are telling a story.	Read the book.  In the book, it says “The one thing everyone knew was that her sculptures were beautiful.” Ask: “Is there a connection between beauty and art?” Look for examples in WIAFONP.  Look at the art pieces from the presentation on Day One. Ask students to decide if the art is “good.” What are the qualifications?
Featured Source	Featured Source	Featured Source
<i>Dancing Through Fields of Color: The Story of Helen Frankenthaler</i> by Elizabeth Brown  WIAFONP: My little sister could do that! Pg. 72-75  Graphic outlining the 7 Principles of Art and Design.	<i>Cloth Lullaby: The Woven Life of Louise Bourgeois</i> by Amy Novesky  WIAFONP: What’s the story? Pg. 28-31	<i>A Life Made by Hand: The Story of Ruth Asawa</i> by Andrea D’Aquino  WIAFONP: Is it good or is it bad? Pg. 80-83

<b>Summative Performance Task</b>	<b>ARGUMENT</b> Write an essay answering the original question posed: What is art and who decides? Use evidence from at least 3 readings to support your argument.
	<b>EXTENSION</b> Complete one of the art projects introduced in the picture books.
<b>Taking Informed Action</b>	<b>UNDERSTAND</b> Identify a piece of art in your community that you enjoy. <b>ASSESS</b> Take a picture of it and write three sentences about the piece of art you found. <b>ACT</b> With your classmates, compile a list of your favorite art in the community. Create a pamphlet and share it with other students, parents, and teachers at your school.

# Principles of Art and Design

