**Grade 1 Unit 3: Comparing Art Work**

As students become more familiar with examining art work, they should be able to write responses to the paintings similar to a reading response journal. These two lessons are intended as an introduction to comparing and contrasting works of art.

**Resources: Comparing Art Work Unit 3 First Grade Power Point.**

**The focus of these two lessons are: #1: Describe the paintings using adjectives. #2: Practice comparing and contrasting paintings about the same subject.**

**Teacher’s note: words in *italics* in the lesson narrative are examples of possible student responses. This is *not* information that teachers should frontload with students.**

**Focus Standard:** L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

*f.* ***Use frequently occurring adjectives***

**Other Standards:**

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events

***Red Poppy*** by Georgia O’Keeffe

***Butterflies and Poppies*** by Vincent Van Gogh

**Goal:** I can describe two paintings using specific words, or adjectives.

**APK:** Use the first two pictures in the power point to give students a bit of practice looking at two pictures of the same thing.

* Both are pictures of roses.
* Name everything in the pictures
	+ *Red rose, green leaves, and a brown stem in the first*
	+ *Several red roses and stems in a vase in the second*
* Is this picture close up or far away?
	+ *The first picture is a close up of one rose*
	+ *The second picture is a farther away view of a bunch of roses.*
* What colors are in this picture?
	+ *Red, green, brown, clear (vase)*

**New Information:**

Introduce paintings

What do the titles tell you about the paintings?

 *They are pictures of flowers*

 *One of them also has butterflies*

**Application:** record student observations on a chart for each painting.

Describe ***Red Poppy***.

Name everything in the picture.

 *Red petals*

 *Black center*

 *You can see just a bit of a stem at the bottom of the painting*

Does the artist show the flower up close or far away?

 *A close up of the flower*

What colors are in this picture?

 *The petals are red*

 *The middle of the flower is black.*

 *There is a little bit of green at the bottom of the painting*

Describe ***Butterflies and Poppies***.

Name everything in the picture.

 *Poppies*

 *The poppies are different sizes*

 *Butterflies*

 *Lots of green stems*

 *Some of the stems have buds on them*

Does the artist show the flowers up close or far away?

 *The flowers are far away. You can see lots of poppies*

What colors are in this picture?

 *Red poppies*

 *Green stems*

 *Yellow and black butterflies*

**Goal**: I can describe two paintings using specific words, or adjectives.

**Lesson 2**

**Focus Standard:** RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.

**Goal:**  I can compare two pictures to tell how they are alike and how they are different.

**APK**: Review the observations students made about the paintings yesterday. Discuss what students noticed.

**New Information**:

Model finding similarities and differences with these two photographs.

**Say to students**: We are going to record on this chart our observations about the paintings. When we have the chart filled out, we will be able to see how the paintings are alike and how they are different.

**Application*:* Say to students:** Are there any words that you used for both paintings? These words can be used to tell how the paintings are **alike**.(Write the information on the chart in the middle column.)

**Say to students:** Are there some words that you used for one painting, but not for the other? These are words that show how the paintings are **different**. (Write the information on the chart in the correct column.)

How are the paintings alike?(Students can give general or specific statements.)

What is different about “Red Poppy?”(Students can give general or specific statements.)

What is different about “Butterflies and Poppies?” (Students can give general or specific statements.)

Using the classroom chart as a guide, ask children to list two things different about each painting and two ways they are alike.

**Goal:** I can compare two pictures to tell how they are alike and how they are different.

Assessment: Student charts can be examined for assessment as to understanding of comparing and contrasting.