



Starry Starry Night

3rd Grade

Writing – Limerick Poetry / Visual Arts

By Jacquelin Webster

Writing: Standard # 6

With guidance and support from adults, students will use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Visual Arts Standard 3.V.CR.2:

Create a personally satisfying artwork using a variety of artistic processes and materials.

Standard 3.V.R.1:

Contemplate about the processes an artist uses to create a work of art, and determine messages communicated by an image.

Objective: 3rd grade students will demonstrate their understanding of analyzing and reflecting art using the elements of art to create their own version of Starry, Starry Night. They will also integrate this by writing a limerick poem to help them discuss, evaluate, and explain their interpretation of their own artwork.

Materials:

18 x 24 black drawing or butcher paper
9 x 12 white drawing paper
Prisma Color Pastel Chalk
Paper towel
Scratch paper for brainstorming
Lined paper for writing sentences of Poem
Laptop or computer
Books on Vincent Van Gogh (Screened First)
Picture of Starry, Starry Night
Music of Starry, Starry Night by Don McLean
Power Point for the elements and principles of art
Laminate Art



Time: Seven 45 minute periods

Warm up / Introduction: Day 1

Show students a Power Point of the elements and principles of art with various works of art showing those characteristics. Then, analyze and reflect on works of art by their elements and principles.

On a 9 x 12 drawing paper, have students fold and make 8 equal rectangles. Have them draw one line going through each one of the rectangles, so it is continuously connected. It can have curves and straight lines. It cannot cross over though or go through a rectangle twice. Then reinforce what they learned from the Power Point and have them draw an example for each element of art in each rectangle. There is one rectangle left so they choose their favorite element of art to draw in that section. On the back, have them write each element name they drew.



Day 2:

Show the students many of Vincent Van Gogh's paintings and discuss the elements and principles of art that they see. Spend extra time on his *Starry, Starry Night* painting. Examine the art and point out how the artist has created an illusion or feeling of depth. Let students discover how Vincent Van Gogh has thoughtfully used all of the space within this artwork. Research ahead of time the meaning of this painting and explain it to the students so they have a deeper understanding of it. Afterwards, play the song about *Starry, Starry Night* so they can get a feel for the painting.

Day 3:

Students will start to create a work of art using the elements and principles. They will create a work of art that will eventually use all of the space on the paper. Give the students the black butcher paper and a piece of black chalk. Also, they will need a piece of paper towel to wipe their hands on and keep their chalk on. First outline the basic steps on the drawing on the whiteboard to model the outline. Then have them do the steps with you on the black paper. Put it on the whiteboard with magnets so they can all follow along. *** Encourage students to let it be their own, meaning it doesn't need to look exactly the same. Their tree could be smaller, thinner, taller, wider etc.. The outline steps are to do the tree, mountain line, horizon line, clouds, stars and moon. The church/buildings are done at the very end of the entire chalk drawing.

Day 4:

Introduce the colors they will use in their chalk drawing. Pass out the colored chalk. Discuss with the students the style Vincent Van Gogh used in his drawing and what elements and principles you will be using: color, space, rhythm and movement, contrast, line, patterns etc. Explain the pattern in the colors he used and the rhythm they will use while chalking the tree, then the clouds, the sky, the horizon, the moon, the stars, and the mountains. They will all have their own pattern and movement. During this time, play the instrumental or non-instrumental song of *Starry, Starry Night*.

Day 5:

Continue the chalk drawing from the day before. At the end, teach them on the whiteboard how to draw a church/building that looks 3D. Then let them practice or sketch on a scratch piece of paper. After that have them draw the church/building in a black outline first. Then add colors on top and

to add a bit of Van Gogh's style, allow them to use quick, short chalk marks on the church. When they are done, you will want to laminate their drawings to keep the color from smearing and to keep it bright.

Day 6:

Discuss, evaluate, and choose ideas, meanings, and purposes for their own artwork. Students will brainstorm with you all the things they see in their drawings, how it made them feel as they were drawing, what it makes them think of and anything else they want to share. List everything they share up on the whiteboard.

Next, teach them how to write a limerick poem together on the board. A **limerick** is a **poem** consisting of five lines. The first, second, and fifth lines must have seven to ten syllables while rhyming and having the same verbal rhythm. The third and fourth lines only have to have five to seven syllables, and have to rhyme with each other and have the same rhythm. These are usually humorous poems, however, the students are just following the rhythm and pattern of the outline. Their poems won't be made to be humorous.

Follow the A A B B A pattern.

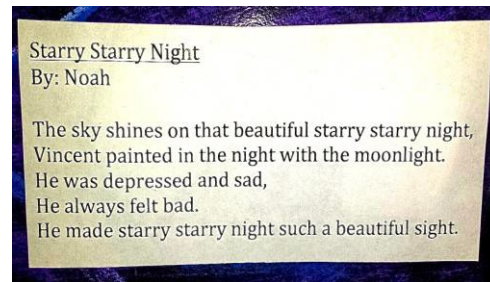
A (7 to 10 syllables)

A (7 to 10 syllables)

B (5 to 7 syllables)

B (5 to 7 syllables)

A (7 to 10 syllables)



Day 7:

Give the students time to think about their artwork and write down thoughts on a piece of paper and then start writing their sentences. After they have a good amount, have them share and brainstorm with a partner to help them look at what they wrote. They can share ideas with each other to help organize their ideas. Students will then have a chance to share in groups or with the class what they wrote to offer them a chance to get feedback. Students will then edit and revise their work before typing it up on the computers or laptops. After printing, cut and tape their writing on the corner of their Starry, Starry Night picture. (See examples below)

In conclusion, students will be so proud of their work and will feel a sense of accomplishment! Be sure to display their artwork and writing, somewhere visible in the school so other students and teachers can admire and compliment their hard work!!!

