



# artsNOW

Integrated learning solutions

**A DAY WITH DALI**  
**Grade Band: 2-3**  
**Content Focus: Visual Arts & Math**



## LEARNING DESCRIPTION

Students will look at the print, "Persistence of Memory" by Salvador Dali and talk about what they see. Students will discuss the importance of foreground, middle ground and background in a painting. Students will then visually draw a creative clock ticking throughout the day, utilizing the sky to tell morning, afternoon and evening as the hands on the clocks move!

## LEARNING TARGETS

Essential Questions	"I Can" Statements
How can landscape art help us understand time?	I can tell and write time using an analog clock. I can create landscape artwork that communicates different times of day using color.

## GEORGIA STANDARDS



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Curriculum Standards	Arts Standards
<p><b>Grade 2:</b> 2.MDR.6.1 Tell and write time from analog and digital clocks to the nearest five minutes, and estimate and measure elapsed time using a timeline, to the hour or half hour on the hour or half hour.</p> <p><b>Grade 3:</b> 3.MDR.5.2 Tell and write time to the nearest minute and estimate time to the nearest fifteen minutes (quarter hour) from the analysis of an analog clock.</p>	<p><b>Grade 2:</b> VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA2.CR.2 Create works of art based on selected themes. VA2.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA2.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</p> <p><b>Grade 3:</b> VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA3.CR.2 Create works of art based on selected themes. VA3.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA3.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</p>

## SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p><b>Grade 2:</b> 2.MDA.6 Use analog and digital clocks to tell and record time to the nearest five-minute interval using a.m. and p.m.</p> <p><b>Grade 3:</b> 3.MDA.1 Use analog and digital clocks to determine and record time to the nearest minute, using a.m. and p.m.; measure time intervals in minutes; and solve problems involving addition and subtraction of time intervals within 60 minutes.</p>	<p><b>Anchor Standard 1:</b> I can use the elements and principles of art to create artwork.</p> <p><b>Anchor Standard 2:</b> I can use different materials, techniques, and processes to make art.</p> <p><b>Anchor Standard 5:</b> I can interpret and evaluate the meaning of an artwork.</p> <p><b>Anchor Standard 7:</b> I can relate visual arts ideas to other arts disciplines, content areas, and careers.</p>

## KEY VOCABULARY



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Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> <li>● <u>Analog clock</u> - A timekeeping device that displays the time through a traditional face with a numbered dial and moving hands</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Landscape</u> -</li> <li>● <u>Foreground</u> - In a 2-D composition, the visual plane that appears closest to the viewer</li> <li>● <u>Middle ground</u> - In a 2-D composition, the visual plane located between both the foreground and background</li> <li>● <u>Background</u> - In a 2-D composition, the plane in a composition perceived furthest from the viewer</li> <li>● <u>Scale</u> - A succession of sizes in proportional steps; visually, as objects move forward in space, they appear larger</li> </ul>

## MATERIALS

- Mixed media paper
- Pencils
- Colored pencils, markers, or crayons
- Glue sticks
- *Optional - Oil pastels*
- *Optional - Brads and scissors to create moving clock hands*

## INSTRUCTIONAL DESIGN

Opening/Activating Strategy
<ul style="list-style-type: none"> <li>● Project an image of <a href="#">Salvador Dali's painting, "The Persistence of Memory"</a>.</li> <li>● Ask students to work collaboratively to engage in the <a href="#">See, Think, Wonder</a> Artful Thinking Routine. <ul style="list-style-type: none"> <li>○ First, students will identify what they see in the image. Emphasize that they should make objective observations about the image (i.e. physical features, colors, textures, etc.). Discuss objects in the painting, specifically the melting clock.</li> <li>○ Next, ask students to identify what they think about the image. Emphasize that students should be creating inferences using visual evidence from the image. Ask what inferences students can make about the melting clock (time).</li> <li>○ Finally, ask students what they wonder about the image.</li> </ul> </li> <li>● Facilitate a class-wide discussion around students' observations, inferences, and questions.</li> </ul>



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## Work Session

- Tell students that this painting is an example of a landscape painting. A landscape painting is an artistic depiction of natural scenery such as mountains, valleys, trees, rivers, and forests. It shows a wide expanse of space, rather than an up-close look at a natural image, such as a flower.
  - Landscapes have a foreground, middle ground, and background to create the illusion of space on a two-dimensional surface. Show students the [landscape diagram](#).
  - Artists use scale, size, and proportion to further the illusion. They do this by making things that are supposed to be farthest from the viewer the smallest and things that are supposed to be the closest to the viewer largest.
  - Look at the painting again. Ask students to identify the background, middle ground, and foreground.
  - Ask them to find examples of how Dali used size, scale, and proportion to create the illusion of depth.
- Tell students that they are going to create their own landscape art showing time.
- Pass out drawing paper. Have students fold it in half, hotdog style and then fold it in half again hotdog style, so that there are four equal sections.
  - Tell students that the bottom fourth will be the foreground, the second to bottom fourth will be the middle ground, the next fourth will be the background, and the sky will be the top fourth.
  - Have students lightly sketch out a landscape that has a background, middle ground, and foreground.
- Next, tell students that in their artwork they will show three times of day using color—morning, day, and night.
  - Have students divide their landscape into thirds by lightly sketching two vertical lines from the top to the bottom of their paper to create three sections—the left section will be for morning, the middle section for day, and the right section for night.
  - Show students photos of morning, day, and night, and ask students to make observations about the colors that they see.
  - Have students add color using colored pencils, markers, and/or crayons.
    - *Optional: Have students outline their work with Sharpie pen or marker for emphasis.*
    - *Optional: Have students embellish their art by adding light touches of oil pastel to blend and create a “glow”.*
  - Next, students will draw three circles on a separate sheet of paper, one for each section of the landscape. Each circle will be a clock that shows the time of day represented in each section. Have students represent the time of day on each of their clocks, cut them out, and glue them into the appropriate section on their artwork.  
*(Alternatively, have students create a clock that is not attached to their artwork. The hands of the clock can be created with brads. Students can move the clock into different sections of their artwork and correspondingly change the time represented on the clock.)*

## Closing/Reflection



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- Have students conduct a gallery walk to observe each other's artwork.
- Have students select a couple artworks to look at and record the time shown on the clocks in each section of their classmates' artwork.
- Facilitate a group discussion and debrief the process. Encourage students to identify a "grow" and a "glow" for themselves.

## ASSESSMENTS

### Formative

Teachers will assess students' understanding of the content throughout the lesson by observing students' participation in the activator, discussion of landscape artwork, work on landscape art, and ability to identify different times of day using an analog clock.

### Summative

#### CHECKLIST

- Students can tell and write time using an analog clock.
- Students can create landscape artwork that communicates different times of day using color.
- Students can create landscape artwork that creates the illusion of depth on a 2D surface using a background, middle ground and foreground.

## DIFFERENTIATION

**Acceleration:** Have students write a narrative to accompany their landscape. The narrative should start at the time of day represented in the morning section and end at the time of day represented in the night section.

**Remediation:** Have students create landscape artwork for one time of day. Then, have students arrange their artwork from the earliest time of day represented to the latest time of day represented.

## ADDITIONAL RESOURCES

- [Landscape diagram](#)

*\*This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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