



artsNOW

Integrated learning solutions

VISUALIZING VOCABULARY Grade Band: 2-3 Content Focus: Visual Arts & ELA



LEARNING DESCRIPTION

Students will learn basic vocabulary words (based on the discipline or main objective of the classroom lesson) and visually incorporate the word and definition into the actual meaning. This art becomes a visual learning hallway for the student body to utilize.

LEARNING TARGETS

Essential Questions	"I Can" Statements
How can visual art promote understanding and comprehension of vocabulary words?	<p>I can creatively use images in artwork to demonstrate my understanding of vocabulary words.</p> <p>I can use color and shape to create emphasis in my art.</p>

GEORGIA STANDARDS



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Curriculum Standards	Arts Standards
<p>Grade 2: ELAGSE2L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>Grade 3: ELAGSE3L4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Grade 2: 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>Grade 3: 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>Grade 2: ELA.2.AOR.7.1 Determine the meaning of known and unknown words and phrases, choosing from an array of strategies: a. use</p>	<p>Anchor Standard 1: I can use the elements and principles of art to create artwork.</p>



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sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase; b. use reference materials to build and integrate background knowledge; c. use glossaries and dictionaries to determine the meaning of words and phrases; and d. use words and phrases acquired through conversations, reading, and responding to texts.

Grade 3:

ELA.3.AOR.7.1 Determine or clarify the meaning of known and unknown words and phrases, choosing from an array of strategies: a. use sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase; b. consult print and digital reference materials to build and integrate background knowledge; and c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.

Anchor Standard 2: I can use different materials, techniques, and processes to make art.

Anchor Standard 7: I can relate visual arts ideas to other arts disciplines, content areas, and careers.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<p><i>Specific content vocabulary will be unique to the unit being studied.</i></p>	<ul style="list-style-type: none"> ● <u>Elements of Art</u> - The elements of art are a commonly used group of aspects of a work of art used in teaching and analysis, in combination with the principles of art. ● <u>Line</u> - An element of art (or math) that defines space, contours and outline. ● <u>Shape</u> - A two dimensional enclosed space that is defined as 2 lines meet. ● <u>Color</u> - An art element with 3 properties: hue, value and intensity, a response to reflected light. There are several color theories, such as primary, secondary, neutral, tertiary, complementary, analogous, monochromatic, etc. ● <u>Contrast</u> - Placing two things side by side that are visually different



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- Emphasis - The area of an artwork that draws the viewer's eye
- Negative space - The background of an artwork, empty space, or space around the subject matter
- Composition - How an artist arranges the elements of art in an artwork

MATERIALS

- [Visualizing Vocabulary graphic organizer](#)
- 12" x 18" white mixed media paper
- Pencils with erasers
- Markers, crayons, colored pencils
- Collage materials
- Glue (if using collage)
- Sponges for glue (if using collage)
- Paint
- Paintbrushes (if using paint)
- Water cups (if using paint)

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Show students an artwork by the artist [Roy Lichtenstein](#).
- Ask students to make observations about the colors and shapes that they see in the image.
- Next, ask students what the word means. Do students see any connection between the background and the word? If so, what?
- Help students make the connection between the meaning of the word and visuals that Lichtenstein used.
- Tell students that in the lesson today, students will be visualizing vocabulary words from their lesson through artwork.

Work Session

- Introduce the lesson by reviewing vocabulary words from the unit of study.
- Pass out the [Visualizing Vocabulary graphic organizer](#). Assign a word to each student and have them find the definition and use it in a sentence.
- Facilitate a discussion around examples of symbolism.
 - Draw or project symbols on the board such as a peace sign, a heart, a smiley face, a stop sign, etc. Ask students to tell you what each means. Then, explain that a symbol is an image that communicates meaning.



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- Ask students how they could represent the meaning of the word symbolically, or using images. Students will brainstorm creative ways to visually show what their word is. Have them draw in the third column of their graphic organizer.
- Tell students that now they will make an artwork to show the definition of their vocabulary word.
- Refer back to the artwork by [Lichtenstein](#). Ask students to observe how and where Lichtenstein drew the word “Pop”. Students may observe that he drew it large, the letters make shapes rather than just lines, and that he placed the word in the center of the artwork.
- Have students draw their word with a pencil on their paper. Encourage them to write big and fill the space on their paper.
- Next, students will fill in the negative space, or “empty space”, around their word with images that represent the meaning of the word. They can draw, collage, paint, or use a combination, depending on what the teacher chooses. Encourage students to completely fill in the negative space of their artwork.
- Refer back to the artwork by [Lichtenstein](#). Ask students to make observations about how the artist used color to make the word stand out.
 - Students may notice that the word “Pop” is much brighter than the other colors in the artwork, that he used a different color from the background, and that the letters are outlined in black.
 - The way an artist arranges the elements like lines, shapes and colors in an artwork is called composition.
 - Tell students that by using a color for their word that is different from the background images, it will create contrast and make the word stand out. Tell students that this is called emphasis in art.
- Now, have students go over their word with markers creating emphasis.

Closing/Reflection

- Hang the artwork in the hallway or around the classroom. Conduct a gallery walk so that students can observe how their classmates interpreted their vocabulary words.
- Facilitate a discussion around how students used images to represent meaning.

ASSESSMENTS

Formative

Teachers will assess students’ understanding of the content throughout the lesson by observing students’ participation in the activator, completion of graphic organizers, brainstorming of ways to show a word visually, and artistic process as they create their artwork.

Summative

CHECKLIST

- Students can creatively use images in artwork to demonstrate their understanding of an assigned vocabulary word.
- Students can use color and shape to create emphasis in art.

DIFFERENTIATION



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Acceleration: Have students create two artworks using this process that show the meaning of antonyms. Display the artworks side by side.

Remediation: Allow students to work with a partner. Partners will have the same vocabulary word and will complete their graphic organizers together. Students will then create their own individual artworks.

ADDITIONAL RESOURCES

NA

**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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