



WHAT GROUNDS YOU?
Grade Band: 3
Content Focus: Visual Arts & Health



LEARNING DESCRIPTION

In this lesson, students will reflect on what helps them feel strong and supported, such as people, places, or values that are important to them. Using trees as the subject matter, they will create artwork representing what grounds them.

LEARNING TARGETS

Essential Questions	"I Can" Statements
How can I use the Elements of Art to represent ideas?	I can use the Elements of Art to represent ideas.
How can I visually represent what grounds me in life?	I can represent what grounds me in life visually.



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GEORGIA STANDARDS

Curriculum Standards (if applicable)	Arts Standards
<p>HE3.1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>HE3.1.c Prevent and manage emotional stress and anxiety in healthy ways.</p> <p>HE3.2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>HE3.2.a Discuss how family and cultural factors influence personal health and well-being.</p>	<p>VA3.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.</p> <p>VA3.CN.3 Develop life skills through the study and production of art (e.g, collaboration, creativity, critical thinking, communication).</p>

SOUTH CAROLINA STANDARDS

Curriculum Standards (if applicable)	Arts Standards
<p>Standard 1: “Students will comprehend concepts related to health promotion and disease prevention to enhance health” (NHES, 2007).</p> <p>M-3.1.1 Identify examples of mental, emotional, social, and physical health.</p> <p>M-3.1.3 Identify healthy ways to communicate (e.g., verbal, nonverbal, written).</p> <p>Standard 2: “Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors” (NHES, 2007).</p> <p>M-3.2.1 Identify sources that both positively and negatively influence an individual’s mental, emotional, and social health behaviors.</p>	<p>Anchor Standard 1: I can use the elements and principles of art to create artwork.</p> <p>Benchmark VA.CR I can combine several elements of art to express ideas.</p> <p>Indicator VA.CR NM.1.2 I can combine several elements of art to construct 2D or 3D artwork.</p> <p>Anchor Standard 2: I can use different materials, techniques, and processes to make art.</p> <p>Benchmark VA.CR NM.2 I can use some materials, techniques, and tools to create artwork.</p> <p>Indicator VA.CR NM.2.1 I can use two-dimensional art materials and techniques to make art.</p> <p>Anchor Standard 4: I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.</p> <p>Benchmark VA.P NL.4 I can show and describe the idea of my artwork.</p> <p>Indicator VA.P NL.4.2 I can describe my artwork.</p>



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KEY VOCABULARY

Content Vocabulary (if applicable)	Arts Vocabulary
<ul style="list-style-type: none"> • <u>Support system</u> - Family, friends, etc. who listen, empathize, and offer encouragement 	<ul style="list-style-type: none"> • <u>Line</u> - A continuous mark made on some surface by a moving point. It may be two dimensional, like a pencil mark on a paper or it may be three dimensional (wire) or implied (the edge of a shape or form) often it is an outline, contour or silhouette. • <u>Color</u> - An element of art with three properties: 1) Hue: the name of the color, e.g. red, yellow, etc.; 2) Intensity: the purity and strength of the color (brightness or dullness); 3) Value: the lightness or darkness of the color (shades and tints) • <u>Texture</u> - The surface quality, or "feel" of an object, such as roughness, smoothness, or softness. Actual texture can be felt while simulated textures are implied by the way the artist renders areas of the picture.

MATERIALS

- 9X12 paper
- Watercolors
- Paint brushes
- Water cups
- Paper towels
- Pencils
- Permanent markers
- Sketchbooks
- Photographic images of trees
- Image of [Swamp Maple by Alex Katz](#)
- Image of [Graft by Roxy Paine](#)
- Image of [White Beeches in the Fall by Christian Rohlfs](#)

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

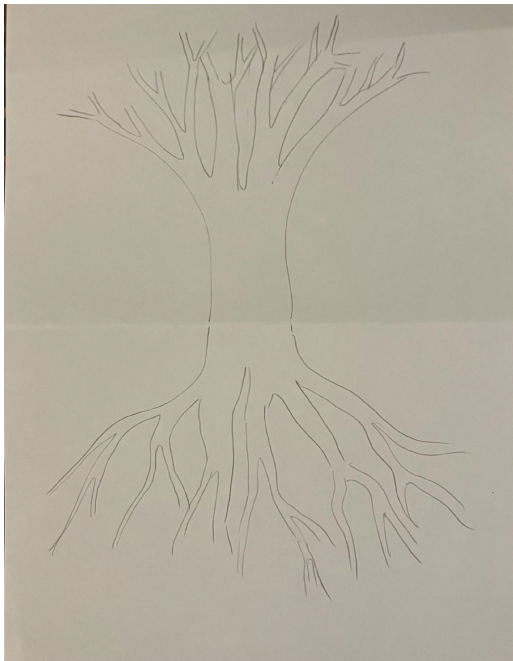
- Show students images of the following artworks: [Swamp Maple by Alex Katz](#), [Graft by Roxy Paine](#), and [White Beeches in the Fall by Christian Rohlfs](#).
 - Ask students to discuss how they are similar and different.
- Review the Elements of Art and discuss how artists use them as a tool of communication.
 - Discuss what the different trees in the artworks might represent and why. Include observations about the lines, colors, and textures that the artists used.
- Show students additional photos of different types of trees. Ask students to think about what kind of tree would represent who they are and why.
 - Allow time for students to share with a neighbor.



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Work Session

- Next, discuss the role of roots in a tree. Students may discuss that it's how trees get water, it's what keeps them from falling over, etc.
- Ask students to reflect on what "grounds" them? Family members, friends, sports, music, etc. Have them write down four or five things that ground them.
- Tell students that they will create a tree that represents themselves and the things that ground them.
- Provide time for students to sketch ideas in their sketchbooks. Remind students to use the Elements of Art, such as line, texture, and color, to communicate their ideas.
- When students are ready for their final draft, they will begin by orienting the paper portrait style and folding it in half. On the top half, students will draw the tree in pencil; on the bottom half, students will draw the roots. The folded line represents the ground.



- Students will then go over their lines in permanent marker.
- Have students then write the things along the roots that they identified that ground them.
- Finally, have students add color using watercolors, colored pencils, markers, or a combination.



Closing/Reflection

- Arrange the artwork around the room. Engage students in a gallery walk.
- Encourage students to observe what type of trees their classmates chose to represent themselves and what they wrote that grounds them.
- Provide time for students to share if they feel comfortable.

ASSESSMENTS

Formative

- Observe students' responses to the opening.
- Observe students' brainstorming, planning, and artmaking processes.

Summative

- [Artwork rubric](#)

DIFFERENTIATION

Accelerated: Have students do more in depth research about different types of trees and what environments they live in. Students will select a tree to represent them based on their research. They will include an oral or written explanation of why they chose that specific type of tree.

Remedial: Allow students to trace printouts of trees, guide students through step-by-step instruction on how to draw a tree, or allow students to collage their trees.

ADDITIONAL RESOURCES



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CREDITS

U.S. Department of Education- STEM + the Art of Integrated Learning
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**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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