

## **Reading a Painting: Signs and Symbols in Art (K-5)**

### **LESSON DESCRIPTION**

Explore fascinating symbols in art by taking a closer look at the objects, lines, and colors that appear in both religious and secular portraits. M&G's educators can adjust this lesson to focus on specific historical figures or literary works. Students will solidify their learning by creating their own symbolic self-portrait.

### **SC VISUAL ARTS STANDARDS**

#### **Kindergarten**

- VAK-1.1 Use his or her own ideas in the creation of works of visual art.
- VAK-1.2 Identify the materials, techniques, and processes used in a variety of works of visual art.
- VAK-2.2 Identify the elements and principles of design used in a particular work of visual art.
- VAK-3.1 Identify and describe content used by artists.
- VAK-3.2 Select and use appropriate subject matter, symbols, and ideas to communicate his or her ideas through works of visual art.

#### **First Grade**

- VA1-1.1 Use his or her own ideas in the creation of works of visual art.
- VA1-1.2 Identify and describe the materials, techniques, and processes used in a variety of works of visual art.
- VA1-1.3 Use a variety of materials, techniques, and processes to create works of visual art.
- VA1-2.2 Discuss the reasons that different elements and principles of design each cause their own distinct response in one who is creating or viewing artworks.
- VA1-2.3 Select and use various elements and principles of design to communicate his or her ideas, feelings, and stories through works of visual art.
- VA1-2.4 Discuss the elements and principles of design found in works of visual art.
- VA1-3.1 Recognize and describe the content in a work of visual art.
- VA1-3.2 Select and use subject matter, symbols, and ideas to communicate meaning through his or her artworks.

- VA1-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.

## **Second Grade**

- VA2-1.2 Discuss the reasons that different elements and principles of design each cause their own distinct response in one who is creating or viewing works of visual art.
- VA2-1.3 Use and combine a variety of materials, techniques, and processes to create works of visual art.
- VA2-2.2 Discuss the reasons that different elements and principles of design each cause their own distinct response in one who is creating or viewing artworks.
- VA2-2.3 Select and use various elements and principles of design to communicate his or her ideas, feelings, and stories through works of visual art.
- VA2-3.1 Describe the content in a work of visual art.
- VA2-3.2 Select and use subject matter, symbols, and ideas to communicate meaning through his or her artworks.
- VA2-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.

## **Third Grade**

- VA3-1.1 Use his or her own ideas in creating works of visual art.
- VA3-1.3 Use and combine a variety of materials, techniques, and processes to create works of visual art.
- VA3-1.4 Select and use the most effective materials, techniques, and processes to communicate his or her ideas, experiences, and stories through works of visual art.
- VA3-2.2 Discuss the reasons that different elements and principles of design each cause their own distinct response in one who is creating or viewing artworks.
- VA3-2.3 Select and use various elements and principles of design to communicate his or her ideas and feelings in works of visual art.
- VA3-3.1 Recognize and describe the content in a work of visual art.
- VA3-3.2 Select and use subject matter, symbols, and ideas to communicate meaning through his or her artworks.

- VA3-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.

#### **Fourth Grade**

- VA4-1.2 Explain the reasons that different elements and principles of design each cause their own distinct response in one who is creating or viewing artworks.
- VA4-1.4 Select and use the most effective materials, techniques, and processes to communicate his or her ideas, experiences, and stories through works of visual art.
- VA4-2.1 Explain the differences in the composition and design of various works of visual art and the ideas they convey.
- VA4-2.2 Explain the reasons that different elements and principles of design each cause their own distinct response in one who is creating or viewing artworks.
- VA4-2.3 Use visual structures and functions of art to create artworks that communicate ideas.
- VA4-3.1 Identify and describe the content in a work of visual art.
- VA4-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her art-making.
- VA4-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.

#### **Fifth Grade**

- VA5-1.3 Use a variety of materials, techniques, and processes to create artworks.
- VA5-1.4 Select and use the most effective materials, techniques, and processes to communicate his or her ideas, experiences, and stories through works of visual art.
- VA5-2.2 Discuss the ways that the various elements and principles of design are used to communicate ideas.
- VA5-2.3 Select elements and principles of design to create artworks with a personal meaning.
- VA5-2.4 Discuss the ways that specific elements and principles of design are used to communicate meaning in his or her own works of visual art.
- VA5-3.1 Identify and describe the content in a work of visual art.

- VA5-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her art-making.
- VA5-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.

#### **Sixth Grade:**

- VA6-1.1 Identify the materials, techniques, and processes used in a variety of artworks.
- VA6-1.2 Describe the ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks.
- VA6-1.3 Select and apply the most effective materials, techniques, and processes to communicate his or her experiences and ideas through artworks.
- VA6-1.4 Use art materials and tools in a safe and responsible manner.
- VA6-2.1 Select a work of art, analyze its composition, and discuss which elements of art and principles of design are used in the work.
- VA6-2.2 Describe the ways in which the elements and principles of design are used in a particular work of art and the ways in which their use expresses the artist's ideas.
- VA6-2.3 Select elements and principles of design to create artworks with a personal meaning.
- VA6-3.1 Identify and describe the content in works of visual art.
- VA6-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her artmaking.
- VA6-4.2 Discuss and write about ways that time, location, climate, resources, ideas, and technology give meaning and value to an artwork.
- VA6-4.3 Demonstrate visual literacy by deconstructing artworks to identify and discuss the elements and principles of design that are used in those works.
- VA6-5.1 Compare various purposes for the creation of works of visual art.
- VA6-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.

- VA6-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.

### **Seventh Grade:**

- VA7-1.1 Identify the materials, techniques, and processes used in a variety of artworks.
- VA7-1.2 Describe the ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks.
- VA7-1.3 Select and apply the most effective materials, techniques, and processes to communicate his or her experiences and ideas through the artworks.
- VA7-1.4 Use art materials and tools in a safe and responsible manner.
- VA7-2.1 Discuss similarities and differences in the composition and in the use of the elements and principles of design in two contrasting works of visual art.
- VA7-2.2 Compare and contrast several artists' use of the elements and principles of design and describe the ways in which these characteristics express the artists' ideas.
- VA7-2.3 Select the elements and principles of design to create artworks with a personal meaning.
- VA7-3.1 Compare and contrast the content in two works of visual art.
- VA7-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her art-making.
- VA7-4.2 Discuss and write about the ways that time, location, climate, resources, ideas, and technology give meaning and value to an artwork.
- VA7-4.3 Demonstrate visual literacy by deconstructing works of visual art to identify and discuss the elements and principles of design that are used in them.
- VA7-5.1 Compare various purposes for the creation of works of visual art.
- VA7-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.
- VA7-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.

## **Eighth Grade:**

- VA8-1.1 Identify the materials, techniques, and processes used in a variety of artworks.
- VA8-1.2 Describe ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks.
- VA8-1.3 Select and apply the most effective materials, techniques, and processes to communicate his or her experiences and ideas through artworks.
- VA8-1.4 Use art materials and tools in a safe and responsible manner.
- VA8-2.1 Identify the elements and principles of design used in a particular work of visual art and describe the ways in which these characteristics express the artist's ideas and affect the viewer.
- VA8-2.2 Discuss the ways that the visual arts are able to communicate ideas.
- VA8-2.3 Select elements and principles of design to create artworks with a personal meaning.
- VA8-3.1 Compare and contrast the content in several works of visual art.
- VA8-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her art-making.
- VA8-4.2 Discuss and write about the ways that time, location, climate, resources, ideas, and technology give meaning and value to an artwork.
- VA8-4.3 Demonstrate visual literacy by deconstructing works of visual art to identify and discuss the elements and principles of design that are used in them.
- VA8-5.1 Compare various purposes for the creation of works of visual art.
- VA8-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.
- VA8-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.

## **High School:**

- VAH1-1.1 Recognize and analyze the similarities and differences between materials, techniques, and processes in works of visual art.

- VAH1-1.2 Describe ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks.
- VAH1-1.3 Communicate ideas through the effective use of a variety of materials, techniques, and processes in works of visual art.
- VAH1-1.4 Apply materials, techniques, and processes with skill, confidence, and sensitivity sufficient to make his or her intentions observable in the artwork that he or she creates.
- VAH1-1.5 Use a variety of art materials, tools, and equipment in a skillful, safe, and responsible manner.
- VAH1-2.1 Recognize, describe, and analyze the elements and principles of design and other compositional structures and strategies used in the visual arts to communicate ideas.
- VAH1-2.2 Create works of visual art that use the elements and principles of design and other compositional strategies.
- VAH1-2.3 Evaluate the effectiveness of artworks by analyzing the use of the elements and principles of design and other compositional structures and strategies.
- VAH1-3.1 Explore the sources of the subject matter and the ideas in a variety of works of visual art.
- VAH1-3.2 Analyze and describe the relationships among subject matter, symbols, and themes in communicating intended meaning in his or her own artworks and in those of others.
- VAH1-3.3 Select and effectively use subject matter, symbols, and ideas to communicate meaning through his or her artworks.
- VAH1-4.1 Describe ways that the subject matter, symbols, ideas, and technologies in various artworks are related to history and culture.
- VAH1-4.4 Demonstrate visual literacy by deconstructing images in a variety of contexts.
- VAH1-5.1 Analyze the intention of the artist in a specific artwork and justify his or her interpretation.
- VAH1-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.
- VAH1-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.

## SC ELA STANDARDS

### Kindergarten

- Inquiry Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
  - 2.1 With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.
- RI Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.
  - 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

### First Grade

- Inquiry Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
  - 2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.
- Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.
  - 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

### Second Grade

- Inquiry Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
  - 2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.
- RI Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.
  - 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

### Third Grade



- Inquiry Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
  - 2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.
- Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.
  - 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

#### Fourth Grade

- Inquiry Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
  - 2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.
- RI Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.
  - 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

#### Fifth Grade

- Inquiry Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
  - 2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.
- RI Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.
  - 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

#### Sixth Grade

- **ELA-IB-Literacy Standard 3:** Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

- 3.2 Examine historical, social, cultural, or political context to broaden inquiry.
- **ELA-RI- Standard 12:** Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning and building stamina; reflect and respond to increasingly complex text over time.
  - 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

### Seventh Grade

- **ELA-IB-Literacy-Standard 3:** Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
  - 3.2 Examine historical, social, cultural, or political context to broaden inquiry.
- **ELA-RI- Standard 12:** Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning and building stamina; reflect and respond to increasingly complex text over time.
  - 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

### Eighth Grade

- **ELA-IB-Literacy-Standard 3:** Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
  - 3.2 Examine historical, social, cultural, or political context to broaden inquiry.
- **ELA-RI- Standard 12:** Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning and building stamina; reflect and respond to increasingly complex text over time.
  - 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

### High School

- **ELA-IB-Literacy-Standard 3:** Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
  - 3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.

- **ELA-RI- Standard 12:** Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.
  - 12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.