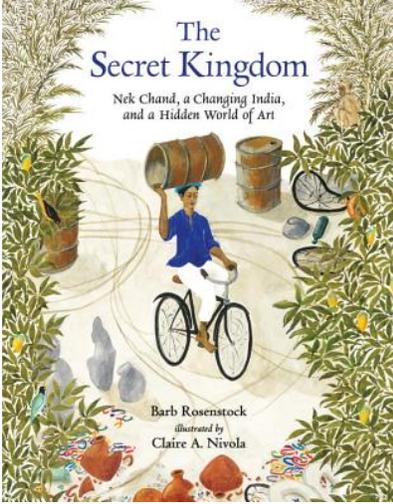
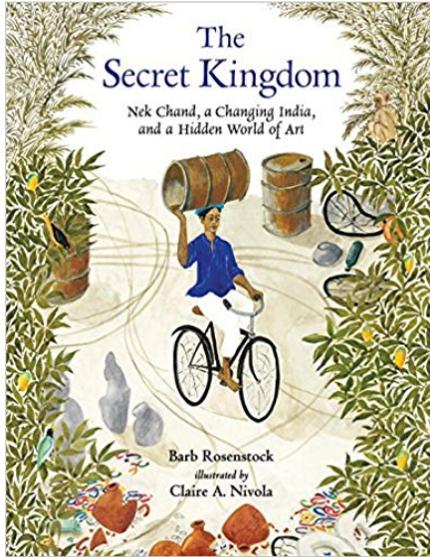


*Tree of Life: An Art Lesson for the Picture Book, **The Secret Kingdom***

Project Name: Tree of Life	Project Description:
<p>Time Span: Two 50-60 Minutes Classes Grade: 6th Educators: Greta Grant & Tori Parsloe, Maine College of Art Masters in Arts in Teaching</p> <p>Inspired by the Book:</p>  <p>Inspired by the Artist: Nek Chand: http://nekchand.com/</p>	<p>With inspiration from the picture book The Secret Kingdom (Candlewick Press), students construct a “branch and leaf” sculpture made of wire and copper that reflects their unique qualities. When finished, the students twist and combine their wire “branches” around a tree structure to create a unified tree.</p>
Essential Question:	Provoking Questions:
<p>Why do individual traits strengthen a community?</p>	<p>What makes you unique?</p> <p>Why is storytelling important to cultures?</p> <p>How can you use your individual strengths in a community?</p>
Empty space for student work or additional notes	

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Visual Provocation:



<https://www.amazon.com/Secret-Kingdom-Chand-Changing-Hidden/dp/0763674753>

<http://designwrlld.com/wp-content/uploads/2015/11/Beautiful-Wire-Tree-Sculptures-by-Clive-Maddison-06.jpg>

<http://oxide.jhu.edu/2/sites/default/files/images/tree.png>

For **The Secret Kingdom: Nek Chand, a Changing India, and a Hidden World of Art**, a picture book by Barb Rosenstock and illustrated by Claire A. Nivola (Candlewick Press).

*Tree of Life: An Art Lesson for the Picture Book, **The Secret Kingdom***



Andy Goldsworthy

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Omid Asadi

Main Learning Results:	Lesson Objectives:	Assessment Criteria:
<p>1. B2 Composition Skills Students use Elements of Art and Principles of Design to create original artworks that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.</p>	<p>1. Students effectively use line or texture in their leaf.</p>	<p>1. Use of line or texture</p>
<p>2. B4 Exhibition Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their selection.</p>	<p>2. Students prepare their tree for exhibition by wire wrapping their leaves/branches onto it based on their artistic visions.</p>	<p>2. Preparation for Exhibition</p>
<p>3. Literacy Standard - CCSS.ELA-LITERACY.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>3. Students discuss and determine the central themes of The Secret Kingdom.</p>	<p>3. Central themes</p>

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Vocabulary:	Materials:	Instructional Resources:
Origin Individualism Community Collaboration Emboss	Plaster Gauze Wire Scissors Hole punchers Copper foil sheets / roll Pencils and other engraving tools sharpies	The Secret Kingdom picture book Google Slides

Direct Instruction:	Evidence of Making:
<p>Prep:</p> <p>Read The Secret Kingdom aloud to students prior to our first class.</p> <p>Day 1</p> <ol style="list-style-type: none"> 1. Introductions (5 minutes) 2. Talk about book - show location on google maps (5 mins) 3. Activity that promotes individualism (10 mins) 4. Demo- making of leaves / branches (10 minutes) <ol style="list-style-type: none"> a. Students are to create a leaf that reflects a personal strength or attribute. This can be done through the use of color, imagery or pattern 5. Work time (15 minutes) 6. Clean up (5 minutes) <p>Day 2</p> <p>Show map of where india is</p> <ol style="list-style-type: none"> 1. Work time (20 minutes) 2. Clean up (5 minutes) 3. Pair n Share - worksheet to help identify what they did (15 minutes) 4. Making of the tree - contributing branches to wire sculpture one at a time and discussing their branch while they do so (15 minutes) 5. Discuss the tree as a whole- how it has evolved along the way (5) 6. Discuss location of exhibit (5) 	

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Embossed textures



Engraved textures and sharpie

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<p>Clean up:</p>	<p>Technology:</p>
<p>Return supplies to their bins.</p> <p>Put leaves in personal envelope in table folder.</p>	<p>Smartboard</p> <p>Google Slides</p> <p>WiFi</p> <p>Google Maps-rock garden</p> <p>Personal microphones</p>
<p>Accommodations/Modifications:</p>	
<p>ELL Accommodations/Modifications:</p> <ul style="list-style-type: none"> - Visuals to accompany verbal/written instructions - Book is read aloud prior to lesson (helps understanding for ELL students) - Students may use text and/or visuals to represent themselves on their leaves <p>Teachers wear personal microphones at all times. Students are accustomed to this, and it allows all to hear and understand instructions more easily.</p>	

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Assessment:

(Day 1) Formative Assessment - B2 Composition Skills

Criteria	Yes	No
Is texture and/or line demonstrated in the student's leaf?		

(Day 1) Embedded Assessment - Literacy Standard

Students engage in a discussion about the book's central themes and how they apply personally

(Day 2) Embedded Assessment - B4 Exhibition

Students prepare their work for exhibition by wire-wrapping their leaves onto the tree trunk and discussing leaf placement, how the work has evolved, and where the tree should be exhibited.

(Day 2) Summative Assessment

Pair 'n' share

After completing their branch/leaf art works students randomly pair up with someone else in the class to discuss art works,

1. What does your leaf represent?
2. How did you describe line or texture in your leaf?
3. How do you think your individual strength benefits our school community?