

Map of My Heart

Kindergarten



(Collins, 2017, *Katie*)

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Introductory Information:

- **Grade Level:** Kindergarten
- **Big Idea:** Self
- **Lesson Topic/Summary:** Students will draw inspiration from “My Map Book” by Sara Fanelli to create personal heart maps
- **Length:** 1 class period/45 minutes

STAGE 1: DESIRED RESULTS

A. ENDURING UNDERSTANDINGS:

Students will understand that...

- They can use a combination of words and pictures to convey meaning.
- They can tell a personal story through their artwork.
- Every work of art is unique.

B. ESSENTIAL QUESTIONS:

- How can we create personally meaningful works of art?
- What can we learn about a student from their artwork?
- What are the different ways in which students choose to express themselves? (ex. materials, subject matter, words, pictures, composition)

C. STATE STANDARDS ADDRESSED:

- Massachusetts Standard # 1: Methods, Materials, and Techniques. Students will demonstrate knowledge of methods, materials, and techniques unique to the visual arts.
- Massachusetts Standard # 3: Observation, Abstraction, Invention and Expression. Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.
- Massachusetts Standard # 6: Purposes of the Arts. Students will describe the purposes for which works of dance, music, theater, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

D. ACQUISITION/ LEARNING OBJECTIVES:

- Students will be able to... use inspiration from a picture book to create art.
- Students will practice... participating in class discussions.
- Students will recognize that... maps come in many different forms.
- Students will be skilled at... using a variety of drawing materials to create a work of art.
- Students will practice... using words and pictures to convey meaning.
- Students will practice... sharing their work with their classmates.
- Students will recognize that... every work of art is different.

STAGE 2: ASSESSMENT EVIDENCE

A. PERFORMANCE TASK OR FINAL PRODUCT:

The final product will be a unique visual representation of what the student loves, show an exploration of materials and color, and tell a story about the student.



(Collins, 2017, Pam, Joanie, Alissa, & Andrea)

B. CONTINUUM OF ASSESSMENTS:

- The teacher will observe and take notes on student participation and behavior throughout introductory group activity.
- While the students work, the teacher will monitor progress and discuss students' ideas and techniques.
- The teacher will offer suggestions to students as they contemplate composition and color.
- The teacher will observe and record student participation and behavior while students share their work with the class.
- The teacher will observe and record student behavior, use of materials, effort, participation, and creativity.

STAGE 3: LEARNING PLAN

A. MATERIALS AND EQUIPMENT:

- pencils
- colored pencils
- crayons
- markers
- paper (9" x 12") with heart outline
- "My Map Book" by Sara Fanelli
- visual instruction poster

B. RESOURCES: VISUALS, TEXT, MEDIA AND WEB

Clipart Panda. (2017). *Pencil Outline Clip Art* [online image]. Retrieved from http://www.clipartpanda.com/clipart_images/pencil-outline-clip-art-4521702

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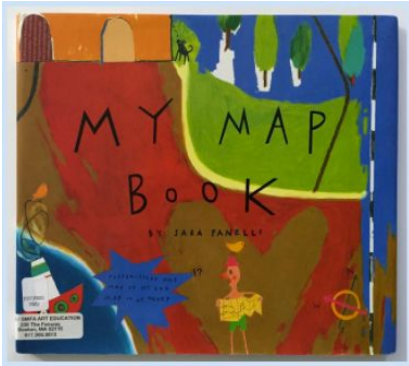
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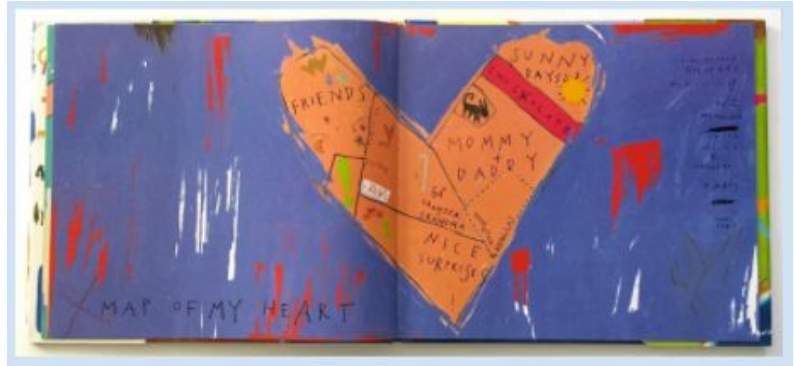
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Pokusay, A. (2016). *Vector - black and white cartoon colored pencils* [online image]. Retrieved from <https://www.canstockphoto.com/black-and-white-cartoon-color-pencils-34627642.html>

Wolff, J. (2017). *Crayon Box Clipart Black and White* [online image]. Retrieved from <https://clipartfest.com/download/a65pJ12>



(Collins, 2017, *My Map Book*)



(Collins, 2017, *Map of My Heart*)

C. VOCABULARY WITH DEFINITIONS:

- **express** - to make your thoughts and feelings known
- **map** - a picture that tells us about something
- **self** - who you are; your personality
- **symbol** - to stand for something; show something
- **unique** - different

D. TEACHER INSTRUCTION:

The teacher will...

- Set up tables with all materials prior to the start of class
- Ask students to sit in a circle when they arrive
- Lead discussion about maps
- Read "My Map Book" by Sara Fanelli (abbreviated reading: read through "Map of My Heart" page only)
- Ask students follow-up questions about the story
- Introduce Heart Map project
- Demonstrate how to create a heart map drawing
- Introduce materials and share visual instruction board with class
- Dismiss students to their assigned seats
- Facilitate art activity and cleanup
- Facilitate closing activity and discussion



(Collins, 2017, *Visual Instruction Board*)

E. QUESTIONS TO GENERATE DISCUSSION:

- What are maps?
- What are examples of maps we use?
- What does this story tell us about maps?
- What different kinds of maps were in the story?

- What would you include in *your* heart map?
- What can you tell us about your work of art?
- What have you learned about your classmates through their artwork?
- What makes each of us, and our works of art, unique?
- What did you like about this art activity?

F. LEARNING ACTIVITY:

The students will...

- Sit in a circle as a group
- Participate in map discussion
- Listen to the teacher read “My Map Book”
- Be dismissed by the teacher
- Choose materials from materials table
- Return to their seats and complete heart map art work
- Assist in classroom cleanup
- Sit in a circle as a group
- Share heart maps with class
- Participate in closing discussion



(Collins, 2017, *Heart Map Assignment*)

G. DIFFERENTIATION:

Accommodation:

- During story time, the teacher will point to words and pictures that appear on the page to assist with language acquisition.
- Visual instruction poster will be posted in the classroom with visual and written direction for heart map drawings to promote literacy for new readers and ELL students, and to assist hearing impaired students.
- Students will have an option to use larger paper if they do not have the fine motor coordination to work on a 9” x 12” sheet.

- Paper may be secured to the table with tape if students find it challenging to keep the paper still while drawing.

Modification:

- Students will have the option of using Model Magic to express what is in their heart if they are unable to use drawing materials.