

**The People's Art Collection
Ohio Alliance for Arts Education**



The Ohio Alliance for Arts Education, in partnership with the Ohio Arts Council and the Capitol Square Review and Advisory Board, has developed a set of teacher resources for works of art found at the Ohio Statehouse located in Columbus, Ohio. The teacher resources are individual lessons from **The People's Art Collection**.

In a world where arts education is the core to learning in other academic areas, and on its own, it is fitting that the works of art found at the Ohio Statehouse become an integral part of the visiting students' experience. These works of art are available to the public year round and are considered to be an added value to students taking a classic Statehouse tour. School age children and their teachers visit the Statehouse to discover the building's history and architecture as well as to observe state government in action. There are more than 100,000 Statehouse tour participants annually. **The People's Art Collection** provides integrated lessons for use by educators and parents to take the learning back home and to the school house!

Students who are unable to visit the Ohio Statehouse in person may now experience the arts through the lessons and virtual art exploration experience on the website of the Ohio Statehouse at: www.ohiostatehouse.org.

The Ohio Alliance for the Arts Education believes that classroom teachers will use the arts learning resources from **The People's Art Collection** as part of their integrated approach to teaching history, civics, and the arts. We acknowledge the following individuals who skillfully provided lesson content, writing, and editing for the project: Cindy Kerr, Powell; Judy Delagrang, Cleveland; Susan Wolf, Yellow Springs; Leslie Koelsch, Avon; Joseph Bell, Mount Vernon; Janelle Hallett, Columbus; and Roberta Newcomer, Worthington.



Sundial- Civil War memorial
Sundial- North Terrace (Memorial to George Washington)
GRADE 3

Learning Outcomes:

The students will be able to:

1. Identify reasons for the creation and use of sundials on Statehouse grounds.
2. Identify people they consider to be important to the life and culture of their school.
3. Design a sundial for their school grounds commemorating the people they consider to be important to the life and culture of their school.
4. Evaluate their own learning using formative and summative self-assessment tools.

Arts Standard: Creative Expression and Communication: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques, and available technology. They understand how to use art elements, principles, and images to communicate their ideas in a variety of visual forms.

Grade Level Indicator: Recognize and identify a purpose or intent for creating an original work of art. Use feedback and self-assessment to improve the quality of artworks.

Social Studies Standard: Social Studies Skills and Methods: Students collect, organize, evaluate, and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Grade Level Indicator: Obtain information about local issues from a variety of sources including: a) maps; b) photos; c) oral histories; d) newspapers; e) letters; f) artifacts; g) documents.

Language Arts Standard: Writing Process: Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing, and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

Grade Level Indicator: Organize writing by providing a simple introduction, body and a clear sense of closure.

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Language Arts Standard: Oral and Visual Communication: Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.

Grade Level Indicator: Present events or ideas in a logical sequence and maintain a clear focus.

Assessment Strategy:

- Formative: Project Checklist
Artist’s Statement Checklist
- Summative: Art Project Rubric

Vocabulary:

- **Sundial** - an instrument to show the time of day by the shadow of a pin or column on the surface of a usually horizontal plate. The sundial is the oldest known device for the measurement of time and the most ancient of scientific instruments. It is based on the fact that the shadow of an object will move from one side of the object to the other as the sun “moves” from east to west during the day. About 500-3500 BC, the first device for indicating the time of day was probably the gnomon. It consisted of a vertical stick or pillar; the length of the shadow it cast gave an indication of the time of day.
- **Commemorative** - used as a memorial or remembrance; preserving or honoring the memory of some person or event
- **Utilitarian** – aimed at being useful or designed for a particular use or purpose.
- **Decorative** – ornamental; helping to make beautiful
- **Sculpture** - a three-dimensional artwork
- **Form** - a three-dimensional object or representation of a three-dimensional object (form is an element of art)

Time Needed: two 50 minute classes

Materials:

- 9”x12” newsprint or drawing paper for sketches
- Pencils
- 12”x18” white drawing paper or white mat board
- Circle templates (8”-12” diameter)
- Colored pencils and/or colored markers

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Resources:

- Internet website - www.InfOhio.org Online virtual library of educational resources, including images, book, AV materials. Images of various sundials, including those on statehouse grounds
- Books - The Ancient Rome Discovery Kit: Explore the Life and Legends of the Ancient World-And Excavate a Replica of a Working Roman Sundial!/Book and Sundial by Joseph Farrell
- Anno's Sundial by Mitsumasa Anno

Step by Step Procedure:

Teacher-led Activity

- Display images of sundials located on Statehouse grounds. Guide students through a discussion by asking guiding questions:
 - *What is a sundial?*
 - *What are some reasons for the creation and use of sundials?* (utilitarian, decorative, social, personal)
 - *What were the reasons for the creation of the sundials on the Statehouse grounds?*
- Ask students to identify people who were or are important to the life and culture of their school. Ask guiding questions and list the names for all to see (blackboard, chart paper or overhead projector):
 - *Was your school named after a person from history? Why?*
 - *Who are some other people you think are very important to your school? Why?*

Student Activity

1. Using the "Project Checklist," students will design and create the face of a sundial which honors and celebrates people significant to the culture and/or history of their school.
2. The students will write an artist's statement reflecting upon their work.

Closure:

Teacher-led Activity

- Ask students to show and explain their artwork and the artistic choices they made.
- Display of student artwork along with artists' statements.

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Making Connections:

Art: If made from mat board, the sundial project may be extended into a three-dimensional work, replicating a real sundial by constructing a base from additional mat board and attaching sundial to top. Sundial marker or gnomon may be constructed from mat board and added to face of sundial and attached using hot glue. This project could also be completed in clay using a slab as base. Tempera or acrylic paints or glazes may be used to add color.

Parent: Help your child identify people who have made significant contributions to your city, state or country. Encourage your child to make a second sundial honoring these people.

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Sundial- Civil War memorial

Sundial- North Terrace

Project Rubric

Student Name _____ Date _____

	Evidence of Learning	Completion of Project According to Directions	Creativity And Original Thought	Craftsmanship and Use of Media
Outstanding	Work shows many examples demonstrating evidence of student learning.	Project and assessments were completed on time and according to directions given.	Project shows many examples of creativity and original thought. No copying is evident.	Project shows excellent craftsmanship and use of media. Project is neatly done and shows excellent knowledge and control of materials.
Proficient	Work shows several examples demonstrating evidence of student learning.	Most of the project and assessments were completed on time. Most directions were followed.	Project shows several examples of creativity and original thought. No copying is evident.	Project shows good craftsmanship and use of media. Project is generally neat and shows good knowledge and control of materials.
Progressing	Work shows a few examples demonstrating evidence of student learning.	Some of the project and assessments were completed on time. Some directions were followed.	Project shows a few examples of creativity and original thought. Some copying is evident.	Project shows fair craftsmanship and use of materials. Project needs overall improvement in neatness and control of materials.
Beginning to Show Progress	Works shows little evidence of student learning.	Little of the project or assessments were completed on time. Most directions were not followed.	Project shows few or no examples of creativity or original thought. Copying is evident.	Project shows poor craftsmanship and use of materials. Project is not neat and shows little knowledge or control of materials.

Not Scorable: Did not complete an artwork or artwork does not demonstrate student's understanding.

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Sundial- Civil War memorial
Sundial- North Terrace

Project Checklist

Student Name _____ **Date** _____

For your art project, you will create a sundial to honor three or four people that have been or are important figures in your school. Use this checklist as a guide. Check the tasks you have completed. Circle the tasks that are not completed or need improvement.

Check-off when task is completed	Task
	I created pencil sketches of those person(s) I have identified to be represented on my sundial as important people to the life and culture of my school.
	I have used a circle template to neatly trace a circle in pencil on paper (or mat board) for the face of my sundial.
	I have marked places for the numerals on the face of my sundial in pencil.
	I drew the three or four people chosen as central figures to the school on the face of the sundial in place of numerical marks on sundial's face.
	I drew the namesake of our school or one of the central figures of our school in the center of the sundial face.
	I put the name of our school on the face of the sundial as a decorative and identifying element.
	I used colored pencil or colored markers to color the drawn images.
	I outlined the color images with a dark colored marker or pencil for contrast.
	My completed work has been done neatly, showing good craftsmanship.
	I have used my own ideas and not copied from others.

Sundial- Civil War memorial
Sundial- North Terrace

Artist's Statement Guidelines

On a separate piece of paper, you will write an artist's statement. Your statement will have an introduction, body and closure. Be sure to use the vocabulary words correctly in your paragraph.

Follow these steps:

STEP 1 – Introduction

- Give reasons for the creation and use of sundials on the Statehouse grounds (utilitarian, decorative, social, personal).
- Identify the use of your newly designed sundial (utilitarian, decorative, social, personal).

STEP 2 - Body

- Identify the persons you chose to commemorate.
- Describe the characteristics of the persons, giving reasons why you chose them.
- Describe your artistic choice of colors and why you chose those colors.

STEP 3 – Closure

- Explain what you think is good about your sundial. Explain what you would do differently next time.

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Sundial- Civil War memorial
Sundial- North Terrace (Memorial to George Washington)



Description: Sundial – Civil War
Artist: unsigned
Date of Work: 1941
Medium: Bronze
Location: Ohio Statehouse, Southeast Grounds
Size: 42 inches x 27 inches
Note: Donated by the Daughters of the Grand Army of the Republic in honor of the Union Veterans of the Civil War. The memorial sundial was dedicated on September 14, 1941.

Description: Small Sundial
Artist: unsigned
Date of Work: 1931
Medium: Mixed Media
Location: Ohio Statehouse, North Terrace
Size: 42 inches x 29 inches
Note: Replica of sundial at Mt. Vernon. This is a memorial to George Washington, memorializing the bicentennial of his birthday. It was created and donated by the Daughters of the American Revolution.



*Photos and art work descriptions are courtesy of the
Capitol Square Review and Advisory Board*