

**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 Delagrange, Cleveland; Susan Wolf, Yellow Springs; Leslie Koelsch, Avon; Joseph Bell, Mount Vernon; Janelle Hallett, Columbus; and Roberta Newcomer, Worthington.



The Architect's Dream
GRADE 5

Learning Outcomes:

The students will be able to:

1. Write a paragraph using the writing process.
2. Create a perspective drawing based on their dreams and goals for their own future.

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.

Visual Art Grade Level Indicator: Use observational and technical skills to achieve the illusion of depth in two-dimensional space (e.g., value, perspective and placement of objects). Identify and communicate sources of ideas (e.g., personal experience, interests and nature or common objects) for their artworks.

Language Arts Standard: Writing Processes: 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.

Language Arts Grade Level Indicator: Generate ideas and determine a topic suitable for writing. Determine audience and purpose for self-selected and assigned writing tasks. Edit to improve fluency, grammar and usage. Apply tools to judge the quality of writing.

Language Arts Standard: Literary Text: Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

Language Arts Grade Level Indicator: Analyze the importance of setting. Demonstrate comprehension by inferring themes, patterns and symbols.

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Assessment Strategy:

- Formative: Steps for Writing a Paragraph (student)
Art Project Checklist (student)
- Summative: Project Rubric

Vocabulary

- **Architect** – designer of houses, buildings and other three-dimensional structures
- **Writing Process** – a series of steps for pre-writing, drafting, revising and editing an original written work
- **Perspective** – the art of drawing objects on a flat surface so as to give the appearance of distance or depth
- **Vanishing point** – the point toward which receding parallel lines seem to converge in a perspective drawing
- **Horizontal line** – a line parallel to the horizon; at a right angle to a vertical line

Time Needed: two 45-60 minute classes

Materials:

- Image of painting *The Architect's Dream*
- Paper for writing
- Paper for drawing
- Pencils and/or pens

Step by Step Procedure:

Teacher-led Activity

- Display the image of Thomas Cole's painting *The Architect's Dream*. Lead students through a discussion of the various aspects the painting. Ask guiding questions:
 - *What do you see in the painting?* (If students do not recognize the various styles of architectures, point out the Greek, Roman, Gothic and Egyptian style buildings.)
 - *How does Cole give the illusion of depth in his painting?*
 - *Why would the artist include the curtains on either side of the painting?*
 - *Why do you suppose the artist put himself in the painting?*
 - *What in the picture gives you a clue that this is a dream?*
 - *What type of mood or feeling does the painting evoke?*
 - *How is this mood accomplished by the artist?*
- Ask students to brainstorm goals and dreams for the future as a whole class. List their ideas using an overhead projector or blackboard. Use questioning techniques to elicit in-depth answers:
 - *What do you want to be when you grow up?*
 - *What impact do you want to make on the world?*
 - *What major accomplishments do you want to achieve?*
 - *What do you want to be famous for?*
 - *What do you want to be remembered for?*

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- Ask students to classify these dreams into categories: a. monetary success; b. family success; c. interpersonal/relationship success; d. national success; and e. world success. Discuss how combinations of these types of success are what everyone is really striving for.

Student Activity

- Using the list of ideas and the Steps for Writing a Paragraph document found in this lesson, students will write a paragraph that defines their personal dream (goals) for the future.
- Using their paragraph as a reference and the Art Project Checklist document found in this lesson, the students will draw a self-portrait that represents their own dream of their future. The drawing should be framed with curtains and feature a self-portrait as in *The Architect's Dream*. The background should be drawn in perspective and include items and objects that symbolize various aspects of the students dreams and goals.

Closure:

- Tell students that there are many ways to communicate one's feelings, thoughts and dreams. Encourage them to be open to the images around them and the messages they convey.

Making Connections:

Art: Expand the lesson to include biographical information on the artist Thomas Cole, his impact on the art world and his ties to Ohio.

English/Language Arts: Ask students to deliver a descriptive presentation outlining the main ideas of their self-portrait that represents their own dream of their future.

Parent: Explore with your child ways he/she could make an impact on society, for example the environment or poverty.

The Architect's Dream

Steps for Creating a Paragraph

- Write a paragraph describing your personal goals for the future. Your paragraph should address these questions:
 - *What do you want to be when you grow up?*
 - *What impact do you want to make on the world?*
 - *What major accomplishments do you want to have completed?*
 - *What do you want to be famous for?*
 - *What do you want to be remembered for?*
- Follow these steps of the writing process:

Prewriting:

STEP 1 - Get ideas for your paragraph by answering the questions above. Then read the list made during the class discussion. Decide which goals you want to write about and make your own list of ideas.

STEP 2 – Look at your list of ideas and write a topic sentence for your paragraph.

STEP 3 - Think about who will read your paragraph. Decide if the purpose of the paragraph will be to inform, persuade or entertain.

Drafting, Revising and Editing:

STEP 4 – Under your topic sentence, put your ideas into sentences. Use both simple and compound sentence structures and include important details. Maintain a consistent focus in your paragraph.

STEP 5 – Reread and evaluate your writing for clarity. Do you need to add details to make your ideas clearer? Do you need to delete information that does not fit with your topic? Do you need to rearrange words or sentences to communicate your ideas more clearly?

STEP 6 – Proofread your writing for grammar, spelling, punctuation and capitalization.

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The Architect's Dream

Art Project Checklist

Student Name _____ Date _____

You will create a self-portrait that represents your dreams and goals for your own future. Use this checklist as a guide as you work. When you are finished, check the tasks you completed and circle the tasks that you did not complete or that you think need improvement.

Check-off when task is complete	Task
	I drew curtains on the sides of the paper to show that my drawing is a window into my dreams.
	I referred to my written paragraph for inspiration for my drawing.
	I drew a background in perspective using a horizontal line and vanishing point.
	The background includes items and objects that symbolize my dreams and goals for my future.
	My drawing includes a self-portrait.
	I used class time wisely by staying on task.
	I used my own ideas for the drawing and did not copy from others.
	My completed work shows technical skill in drawing.

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Rubric

Student Name _____ Date _____

	Writing Process	Perspective Drawing	Originality of Drawing
Accomplished	Wrote a paragraph using all of the steps of the writing process.	Created a highly effective perspective drawing using the art project checklist.	Used his/her own ideas and applied them in a way that is totally unique.
Competent (Target for all)	Wrote a paragraph using most of the steps in the writing process.	Created an effective perspective drawing using the art project checklist.	Used his/her own ideas and applied them in a way that is original.
Progressing	Wrote a paragraph using some of the steps in the writing process.	Created a moderately effective perspective drawing using the art project checklist.	Used his/her own ideas and applied them in a way that is somewhat original.
Beginner	Wrote a paragraph using few steps in the writing process.	Created a slightly effective perspective drawing using the art project checklist.	Used his/her own ideas, but application was not very original.

Not Scorable: Student did not complete writing or drawing assignment.

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Description: Reproduction of Thomas Cole's *The Architect's Dream*

Artist: Thomas Cole 1801-1848

Date of Work: c.1840

Medium: Photo/Copy

Location: Statehouse Room 108 State Room

Size: 50 Inches x 76 Inches

Notes:

- Fanciful conglomerate landscape of classical and neo-classical buildings with the artist in the foreground.
- Thomas Cole lived and worked in the Southern Ohio area for a number of years early in his time in America. He actually was one of the artist/architects who submitted designs for the Ohio Statehouse, therefore his work is appropriate within its walls.
- Architectural monuments from the distant past dominate *The Architect's Dream*, presenting a continuum of the styles from which 19th-century architects took inspiration. In the misty distance, an Egyptian pyramid towers over an Egyptian temple. Two Greek temples are joined by a wall of pilasters (rectangular columns, attached rather than free-standing). Above this wall, a Roman aqueduct and a round Roman temple rest on the foundation of Greek architecture. In the foreground a Gothic church rises out of the forest.
- The dreaming architect reclines on huge books of building designs atop a monumental column inscribed with the artist's name and the name of the patron, architect Ithiel Town (1784-1844). Town was instrumental in popularizing the Greek and Gothic Revival architectural styles in America.
- This and more information is available at:
http://www.toledomuseum.org/Collection/Cole_Architect.htm

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