**Simone Williams**

**Theme:** Children’s literature

**Title:** The Snowy Day

**Grade level:** 3rd Grade

**History/background:** The Snowy Day is a 1962 children's picture book by American author and illustrator Ezra Jack Keats. It features a boy named Peter exploring his neighborhood after the first snowfall of the season.

Soft pastels are in the form of a stick, consisting of powdered pigment and a binder. The color effect of pastels is closer to the natural pigments. Pastels have been used by artists since the Renaissance, and during the 18th century the medium became fashionable for portrait painting. An artwork made using pastels is called a pastel (or a pastel drawing or pastel painting).

**Standards:**

**9.1.3.C** Recognize and use fundamental vocabulary within each of the arts forms.

**9.1.3.E** Demonstrate the ability to define object, express emotion, illustrate an action or relate an experience through creation of works in the arts.

**9.1.3.H** Handle materials, equipment and tools safety at work and performance spaces.

**9.4.3.B** Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).

**Goal/Activity:** Students will create their own page from The Snowy Day, using soft pastels to create texture, their color choice of smooth pastel paper (black, grey, red, tan or white), a construction paper cut out of the Peter from The Snow Day

**Objectives:** Students will be able to explore soft pastels using them as a medium in a collage (color pastel paper of their choice, construction paper cut out of Peter in order to create texture with mark making or blending.

1**. Knowledge: (Cognitive)** Students learn that The Snowy Day is a children’s book written in 1962, by Ezra Jack Keats. Students learn that the color of a background effects the value of the colors being used in the art piece in order to make esthetic decisions when choosing their paper. Students learn that when using soft pastels, the shape and direction of a line can be changed to create texture. Students learn that soft pastels can be blended together on pastel paper by their fingers, to create a smooth blend and gradation of the colors. Students learn that texture can be created with soft pastels by blending or mark making.

**2. Skill: (Psychomotor)** Students learn how to create dynamic illustrations using soft pastels. Students learn how to create a dynamic composition by collaging soft pastel and construction paper. Students learn how to create texture by changing the size and direction of the line made with the soft pastel, called mark making. Students learn how to create illustrations for the text in their Snow Day scene and students learn how to create text for their Snowy Day illustrations.

**3. Attitude: (Affective)** Students become more aware of the texture they can see and recognize. Students become more aware of how to explore colors and texture using pastels. Students become more aware of how to make esthetic decisions about the background color in their art.

**Teacher preparation:**

Create cut outs of Peter using construction paper for each student.

Prepare a five-minute slide show of examples on how artist use soft pastels to create texture and how Joh Keats created the snow in the book

Prepare supplies (color pastel paper (black, grey, red, tan or white), soft pastels, gloves for blending soft, smocks, pastels, pencils, erasers).

Collect high quality pictures of snow for children to observe the color and texture.

**Prior Knowledge:** Students know that The Snowy Day is a children book, some of them will remember the book from when they were younger. Students know how to depict a narrative. Students know how to recognize textures in art. Students know that artist can create texture in their paintings. Students have used oil pastels in the past to color in shapes.

**Resources/Visual Aids:** Many copies of The Snowy Day for children to reference as they decide what to write or draw for their scene, photographs of snow and pictures of snow in pastel paintings.

**Supplies/Materials:** Color pastel paper (black, grey, red, tan or white), soft pastels, cut out of Peter, gloves for blending soft, smocks, pastels, pencils, erasers.

**Teaching:**

**Motivation:** Teacher: Hello, everyone. Today we’re going to look at some paintings of snow made with pastel and reading my favorite childhood book, The Snowy Day. How many of you have read or seen this book before? Do you notice anything about how the snow in the book is drawn compared to the little boy in the book named Peter? What about the background of the pages, some are red and some are tan. What happens when you use color as a background rather than white paper? How do you think soft pastel paintings relate to this book? Name how many colors can you see in the snow? What texture is the snow? How do you think John Keats made the snow look like it has texture? What kind of lines do you think can be created to create texture with soft pastels?

**Direction/Demonstration:** (Students write out scenes and chose color of pastel paper) We are going to use soft pastels to create texture in our snow. The first method is called mark making. Mark making is the shape and direction of the lines you make with your soft pastel. (Teacher draws outline of a tree) What kind lines or marks would I make to make the trunk on the tree look rough? (Teacher draws a line with the soft pastel). What texture does the soft pastel make? What direction would my marks go in to make the trunk on the tree?

The second method is blending the soft pastel with your finger tips to create a smooth texture. This method can be messy, so I have gloves and smocks if you would like to use them. (Passes out soft pastels). First draw the outline of where you want your snow to be, this can be done with your soft pastel or pencil. Then, fill in that shape with white and rub the color in with your fingertips. Notice how smooth the pastel looks on the paper now. You can add more colors then blend them together to create a smooth gradation between the colors.

(Passes out Peter cut outs) After you figure out what you want your scene to look like, place Peter wherever you would like. Make sure his position matches what you have written for your scene.

**Closure:** Teacher: Who remembers what texture is and the two methods we learned to create it. Student: the way things feel. Blending and drawing lines. What is the term we use for the shape and direction of lines to create texture? Students: Mark making. Teacher: Good, which method do we use to create a smooth gradation of colors? Students: Blending with our fingers.

**Vocabulary:** Blend, Gradation, Soft pastel, Texture, Mark making, Line, Shape, Direction

**Assessment Strategy:** Students we be assessed according to page coverage, attempt to create texture and understanding of how to create illustration for their text.

**Adaptations:** Hand over hand, peer buddy, one on one demonstrations.

**Extensions:** Early finishers will color in their own Peter templates using soft pastels or crayons and the methods we learned to create texture or use the soft pastels to explore more textures.

**Time Budget:**

**Week 1**:

Read book aloud and point out the way Peter is positioned to depict the text throughout the book (5 minutes)

Introduce project (1 minute)

Discuss use of soft pastels, blending, mark making and proper care (4 minutes)

Demonstrate creating texture using blending and mark making (5 minute)

Students write out their scenes from the book (5 minutes)

Students chose paper then begin writing or drawing out their Snowy Day scene (15 minutes)

Students cleanup (5 minutes)

Recap of what was learned (5 minutes)

**Week 2:**

Discussion and recap of vocabulary (5 minutes)

Continue working on scenes (25 minutes)

Cleanup (5 minutes)

Hang up work and discussion of everybody’s work (10 minutes)

**Safety concerns:** Dye from soft pastels, dust from rubbing soft pastels

**Bibliography/references:**

<https://drive.google.com/file/d/1EF5HMuwM2V1YvGmbxUOBZhnoKkm8KMsE/view>

<http://www.ezra-jack-keats.org/lesson-plan/a-flurry-of-activities/>

<https://en.wikipedia.org/wiki/The_Snowy_Day>