

# Healthy Living Posters - 4th & 5th grade

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Objectives (what will students take away from this lesson that they can use in the real world?):

- (VA 4.O.1.1)** Use the Elements of Art and Principles of Design to understand the artmaking process.
- (VA 4.H.2.1)** Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.
- (VA 5.O.1.1)** Use structural elements of art and organizational principles of design to develop content in artwork.
- (VA 5.S.3.1)** Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.
- (VA 5.F.3.1)** Create artwork to promote public awareness of community and/or global concerns.

Essential Questions (what questions can you ask students to get them thinking about the objectives?):

- How can we use art to promote causes like healthy living?
- What is a health-related cause that is important to you?

Factual Knowledge (think)	Procedural Knowledge (make)	Conceptual Knowledge (act)
<i>What should participants hear, read, view, explore or otherwise encounter?</i>	<i>What knowledge and skills should participants master?</i>	<i>What big ideas and understandings should participants be able to act on?</i>
Determine a health-related cause that you wish to advocate for, and recognize why it is important to you and how you can promote it.	Use the elements and principles of art to develop knowledge of how graphic designs can send clear messages.	Design a poster that communicates a message promoting healthy living.

Performance tasks (what will students do and how will I know if students have achieved my desired results from Stage 1?)

Factual Knowledge (think)	Procedural Knowledge (make)	Conceptual Knowledge (act)
Participate in a class group brainstorm, identifying different types of healthy living, and specific causes within these types that can be advocated for.	Examine a health cause and feelings surrounding it, develop a position and think of associated imagery and text that could communicate this position.	Create a poster that carefully considers the elements and principles of art and features a short statement and imagery to send a message about a healthy living cause.

Evidence of learning (what will I accept as evidence of student understanding and proficiency? DATA):

1. **Sketch/Plan:** Students should decide on a health-related cause they will be promoting and the graphic elements they will be using in their composition. On a separate sheet of paper, they should sketch a rough draft of their poster design. This will serve as documentation of students' beginning ideas, evidence that they were attentive during the group brainstorm, and a reference of their decision-making process for use during critique.
2. **Completed artwork:** Students completed posters, on 12" x 18" paper with 1-inch borders.
3. **Participation in Critique:** Students should be able to verbally explain and justify their creative decisions before the class, as well as answer questions about their work. Upon exit, students should turn in a slip with their name and a one or two sentence response to the question: How can we use art to promote important causes?

*Some possible problems for the diverse learners...*

- Expressing feelings and positions on a subject
- Identifying a relevant healthy living cause
- Consolidating ideas into a graphic design
- Short attention span/easily losing focus during instruction and work time
- Lack of fine motor skills may debilitate students ability to create their composition

**What enabling knowledge (facts, concepts, principles) and skills (processes, procedures, strategies) will students need in order to perform effectively and achieve desired results?**

Identify a health-related cause

Ability to participate in group discussion

Know how important ideas can be condensed and phrased to send brief and direct messages

Basic understanding of the elements of art and principles of design

Planning/sketching an idea

Create a border on paper

Outline basic imagery and text in marker

Fill in outline with tempera and paintbrush

Explain/justify creative choices

**What activities will equip students with the needed knowledge and skills?**

Brainstorming ideas of “healthy living” as a class

Looking at examples of posters throughout art history

Sketch out poster design

Demonstration of using tempera palette to paint poster

**What will need to be taught and coached, and how should it best be taught in light of performance goals?**

Kinds of “healthy living” and related causes

- Physical health like disease prevention and awareness or tips for caring for your body (Eat more fruits!), environmental health like caring for the planet, tips for gardening and sustainability (Save the bees!), mental health like self-care and positive affirmations (You matter!), healthy communities (Love your neighbor!), healthy friendships (Good friends have each others’ back!)

When working as a class to brainstorm causes, students will be asked questions like “*What’s an example of being healthy?*” “*What are some ways you can try to be healthy?*” “*Is taking care of our bodies the only way to live healthily?*”

Demonstration of how to leave a border on poster, draw poster design, paint with tempera

**What materials and resources are best suited to accomplish these goals?**

Examples of posters that exhibit strong graphic design to promote a cause:

[https://docs.google.com/presentation/d/1xstqyOB3Tm3kAjnKM-sUMDfp3wX-s7tvB8Nlg\\_mdHw8/edit?usp=s\\_haring](https://docs.google.com/presentation/d/1xstqyOB3Tm3kAjnKM-sUMDfp3wX-s7tvB8Nlg_mdHw8/edit?usp=s_haring)

Materials: Pencil, markers and paper for sketch/plan, 12” x 18” poster paper, markers, tempera paint, paintbrushes, cups for paint water

## The Learning Plan

**Brief description of the learning plan (think of this as how you will scaffold students through the answers to the questions above) - include divisions for days/times as you see fit:**

- DAY ONE
  - At the beginning of class students will gather in front of the whiteboard where they’ll be introduced to the Healthy Kids Calendar Project, a local contest that calls for submissions from local elementary school for images to put in their annual calendar promoting healthy living. Students will be prompted with questions like “*What’s an example of being healthy?*” “*What are some ways you can try to be healthy?*” “*Is taking care of our bodies the only way to live healthily?*” (Pre-Assessment)
  - Explain connection to the permaculture art project at the school, and how cultivating a healthy

environment is also related to healthy living.

- Introduce poster project: Students will create a 12" x 18" poster with 1-inch borders that promotes a cause related to healthy living of their choice (referencing the group brainstorm at the beginning of class), some of which will be submitted to the Healthy Kids Calendar Project. Students will be required to use text, imagery, the elements of art, and principles of design in their posters. They will use both marker and tempera paint to give their posters color.
- In preparation of making their posters, students will see a quick slideshow of posters throughout art history, along with some examples by the teacher.  
[https://docs.google.com/presentation/d/1xstqyOB3Tm3kAjnKM-sUMDfp3wX-s7tvB8NIg\\_mdHw8/edit?usp=sharing](https://docs.google.com/presentation/d/1xstqyOB3Tm3kAjnKM-sUMDfp3wX-s7tvB8NIg_mdHw8/edit?usp=sharing)
- After this students will head to their work tables for the remainder of class where they will use pencil and marker to make sketches of their posters. Here they will be asked to think of text, and graphic design including imagery and text for their posters.
- WORK DAY(S)
  - On the first workday, students will arrive to class and be passed out their sketches from the previous day. I will ask some students to share their ideas so far, perhaps showing the class their sketch. I will have each class help me create a mock-sketch on the whiteboard to get them ready to start making their posters. I will review how to create a border using a pencil and ruler before passing out poster paper to students and having them take a seat at their tables.
  - Students will work until the last six minutes of class when they will put away their materials. During the first workday, students will only use markers.
  - Every work day following the first, three of the tables in the classroom will have markers at the center and the other three will have tempera cakes and paintbrushes. Students will enter the class, take their poster paper and head to one of the tables. They will work until the last ten minutes of class when they will either put away their markers, or bring their brushes and paint water cups to the sink.
- LAST DAY
  - On the last day of the unit, students will be passed their completed posters and be called on to stand before the class with their work. They will have about a minute and a half to talk about their poster, explaining which healthy living cause they chose to make their poster about and the artistic choices they made.
  - The last five minutes of class, students will be given a slip of paper which they will have to turn in upon exiting the class. Here they will respond to the question: How can we use art to promote causes like healthy living?

Digital Examples:



