Overview:
The lesson highlighted during this session of the Woodruff Arts Center’s Educator Conference was a collaboration between AP English literature classes and AP studio art and drawing and painting classes at Walton High School in Cobb County. One goal of this unit, which was inspired by the art of world-renowned children’s book author-illustrator Eric Carle, is to encourage awareness of nature, compassion, respect, and taking care of the Earth. Visual arts students created illustrations for poetry written by their peers using Eric Carle’s collage technique. This lesson includes a visit to the High Museum of Art to see the exhibition *I See a Story: The Art of Eric Carle*.

At Walton High School, the visual arts students collaborated with the school’s graphic arts department to produce books containing the students’ images and poetry. The students then hosted an art and poetry night to sell the books and raise money for the school’s Relay for Life team. This resource includes lesson plan details and tips for creating books of student art in your classroom.

Desired Outcome: Students will be able to interpret poetry written by their peers in English classes and create illustrations inspired by *I See a Story: The Art of Eric Carle*. They will understand the layering collage technique Carle uses in his children’s book illustrations after seeing Carle’s work in person at the High Museum of Art. They will critique each other’s work during the process and at the end of the project. They will share their work at an art show and poetry night while selling their books. This lesson is designed to encourage learning and reflection on a variety of learning styles and is differentiated to meet the needs of participants with varied levels of experience and skill sets. This lesson encourages arts integration with literacy, English language arts, or reading and can easily be combined with history, humanities, or social studies classes.

Essential Questions:
Why do artists use different techniques when creating art? Why is it important to focus on the elements of art and principles of design when producing art? Why is it important to value art and share art?

National Art Standards
CREATING: Conceiving and developing artistic ideas and work.
PRESENTING: Interpreting and sharing artistic work.
RESPONDING: Understanding and evaluating how art conveys meaning.
CONNECTING: Relating artistic ideas/work with external context.

Standards:
VAHSDRMC.1 Engages in the creative process; imagines new ideas by using mental and visual imagery; conceptualizes these ideas by using artistic language and contextual understandings; accesses learning. The student develops a personal artistic voice that gives unique form to these concepts.
   a. Identifies artistic voice in a range of contemporary and past artists.
   b. Establishes personal viewpoint.
   c. Identifies preferred materials and working methods.
VAHSDRMC.2 Finds and solves problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.
a. Solves artistic problems through discussion and interaction with peers.
b. Supports peers though informal, ongoing critique of idea development and works in progress.
VAHSDRCU.2 Demonstrates an understanding of how art history affects the creative process of art making.
VAHSDRPR.1 Incorporates elements and principles of design to solve specific visual-arts problems and to communicate ideas and emotions, culminating in a finished work of art.

VAHSDRC.1 Applies information from other disciplines to enhance the understanding and production of artworks.
   a. Uses inspiration from other disciplines to influence idea development in art.
   b. Identifies specific knowledge and skills from other disciplines that inform the planning and execution of drawing (e.g., theory of light and value of forms).
   c. Understands how knowledge of art enriches and enhances learning in other core disciplines.

VAHSDRC.3 Uses a variety of resources to see how artistic learning extends beyond the walls of the classroom.
   a. Accesses resources, such as museums, Internet, visiting artists, galleries, community arts organizations, and visual culture, to research art in the world around them.

VAHSDRAR.1 Writes and critiques orally his or her own works of art.
   a. Reflects on the artistic process (through journal keeping and dialogic thought).
   b. Self evaluates specific works from multiple positions: achievement of intent of the work, communication of meaning, technical aspects, personal response to the artistic problem, and personal best in work process.
   c. Reviews portfolio to identify growth, mastery of skills and techniques, strongest works and what makes them strong, areas needing improvement, effective communication of thoughts and ideas, generation of new ideas from existing body of work, and evidence of risk taking, problem solving, and emergence of artistic voice.

VAHSDRAR.2 Critiques artwork of others individually and in group settings.
   a. Provides respectful and constructive criticism to peers in formal class critiques.
   b. Provides informal feedback to peers on work in process as part of a community of learners.
   c. Analyzes specific strengths and weaknesses of artworks based on the ways technique and composition are used to convey meaning.
   d. Revises artwork based on input from the critique process.

VAHSDRAR.3 Develops multiple strategies for responding to and reflecting on artworks.
   a. Employs specific art vocabulary, accurately and routinely, to critique art in discussion and writing.
   b. Identifies and employs diverse criteria for evaluating artistic merit.
   c. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, processes, and intentions of those who created the works.

VAHSDRCU.2 Demonstrates an understanding of how art history affects the creative process of art making.
   - Information processing skills:
     o Compare similarities and differences
     o Distinguish between fact and opinion
     o Identify and use primary sources
     o Draw conclusions and make generalizations

Resources Needed:
LCD projector, computer, Eric Carle books, newsprint paper, tissue paper, paint, paintbrushes, crayons, watercolor, water containers, glue, scissors, illustration board, natural sponges, carpet swatches

Introduction: Students will view a PowerPoint presentation and observe Eric Carle books as references. Students will be given a demonstration on the layered-collage and sgraffito techniques and will review art vocabulary that is expected in the final product. The teacher will distribute poetry written by students in literature classes, and art students will read and analyze the poems. Visual-arts students will interpret the
poems and illustrate them in Eric Carle’s collage technique. During the course of this lesson, students will attend the High Museum of Art and observe Carle’s work in the exhibition *I See a Story: The Art of Eric Carle*. Students can share their work and read the poetry in class or during a community art show.

**Key Terms:** sgraffito, tint, shade, vibrant, overlapping, collage, simulated texture, actual texture, pattern

**Evaluation:**
Did students successfully illustrate the poems using Eric Carle’s technique? Have vibrant colors been layered in the completed product? Are the presentation and craftsmanship of the final product successful? Did students use the entire surface of the paper? Did the final product successfully illustrate the poem?
**Tips on Creating a Book**

If you are collaborating with another teacher, have the students submit two physical copies of the poems and a digital copy—all must be in the same format. Name and title of poem should be on the digital file. We recommend Word documents (rather than PDFs) so it is easier to create and edit the book. You might make two copies of the poems: one for the back of the artwork and one to laminate for the show. Number the poems and match them to a master list of artists and poets. Double-check that art and poetry are labeled correctly. Make a master list in an Excel spreadsheet.

Categorize poems as abstract or representational. Advanced students receive the more challenging, abstract poems. Choose themes—life, nature, compassion, respect, etc.—to unify the book.

Review the art and poems before including them in the book. Omit any that are not school appropriate.

Tell students to have art in the center of the paper, not at the top, in case you use the fade-out template. It is recommended that you use the same template for all pages. Insert the artist’s name at the bottom right of each page.

Ask students who have had graphic arts classes or need community service hours to assist with the book. They can help with photographing the artwork, numbering and matching art and poems, and creating the file for the book. We used Photoshop and InDesign to create the book files.

Plan ahead and give ample time for all deadlines. Meet with the teacher(s) ahead of time and bring a calendar. Plan the deadlines in advance and give plenty of time for the book to be made and proofed (several times). Think about how long it will take to create the poems, illustrate them, photograph the art, and edit the photographs. It takes time to match the art to the correct poems. The publisher/printer will need the book files at least 10 business days before the event!

When requesting quotes from printers, specify the number of pages per book and the number of books to be printed. Be sure to include a few extra pages if you want an introduction, table of contents, dedication, etc. Ask the printer how much it would cost to print additional orders.

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Write a brief synopsis of the collaboration that can be used to promote your event. You might distribute it to faculty, newspapers, via social media, e-blasts, the school website, school announcements, local arts organizations, etc.

Make an online order form to help pre-sell books ahead of the event using a program such as Wufoo or PayPal.