



*Lesson: Inside the Artists' Studio*

5<sup>th</sup> Grade

**STANDARDS: California**

*Structural Features of Informational Materials*

2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.

2.2 Analyze text that is organized in sequential or chronological order.

*Comprehension and Analysis of Grade-Level-Appropriate Text*

2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

*Expository Critique*

2.5 Distinguish facts, supported inferences, and opinions in text.

*Research and Technology*

1.3 Use organizational features of printed text (e.g., [citations](#), end notes, [bibliographic references](#)) to locate relevant information.

1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and [pull-down menus](#), word searches, a [thesaurus](#), spell checks).

1.5 Use a [thesaurus](#) to identify alternative word choices and meanings.

*Evaluation and Revision*

1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

2.3 Write research reports about important ideas, issues, or events by using the following guidelines:

- a. Frame questions that direct the investigation.
- b. Establish a controlling idea or topic.
- c. Develop the topic with simple facts, details, examples, and explanations.

*Historical and Social Sciences Analysis Skills*

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.



2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.
4. Students conduct [cost-benefit analyses](#) of historical and current events.

## Visual Art: Using the Art of Visualization to Create Artwork

**Motivation:** Think of an artist or musician you admire. What do you think the inside of their home looks like? What about the inside of their studio? What kind of furniture do they have? What is hanging on the walls? What colors are on the walls? Why do you think their studio/home looks like this?

**Group Activity:** Watch *My Studio* in *Painting with Elizabeth Murray*. Ask students to take notes on what the studio looks like. After watching, have a class discussion about what can be learned from touring a studio like Murray's. What does the tour tell you about her personality? What does it tell you about her taste in art? How do the paintings on the wall relate to the art she produces?

**Independent Activity:** Choose an artist, writer, or musician who was a live during the time period you are studying. Design their studio. Draw the studio then write an explanation of every object that is on the wall and every decorative choice you made. For example, if you decided the walls should be painted red, explain why. You must include at least one book, one piece of music, and one painting or sculpture in the studio. You must justify each choice using information about the artist, writer or musician you are researching. Also, you must include at least one of the artist's, writer's or musician's works. This may be a book on a bookshelf, a painting on a wall, or music coming from a record player. Remember, this project does not just involve researching a person; it also involves researching art, writing and music in general.

**Reflection:** What was difficult about this project? What were some resources you used to find decorations for the studio? What were some choices you made that you did not expect to make? How did this exercise teach you about your artist and the time period?