

Arggh... Draw Like a Pirate Matey!

Grades: Grade 4
Subject: Visual Arts, Social Studies
Time Required: 30-45 minutes
Author: Monica DeHart, Clayton Elementary
Featured Biggs *The Pirate*, Frank E. Schoonover, 1911
Artwork: *Strong Box*, Maker Unknown, 1600s
Pirate with the Skill and Crossbones, Frank E. Schoonover 1922

<p><u>ANCHOR STANDARD:</u></p>	<p>VA: Cr2.1.4a</p> <p>VA: Cn11.1.4a</p> <p>Social Studies: History – Anchor Standard Four [Content] – 4-5a</p> <p>Social Studies: Geography – Anchor Standard One [Maps] – 4-5a</p>
<p><u>ESSENTIAL QUESTION and ENDURING UNDERSTANDING:</u></p>	<p>VA: How do artists work? How do artists and designers determine whether a particular direction in the work is effective?</p> <p>VA: How does one determine criteria to evaluate a work of art?</p> <p>Social Studies: Students will develop an understanding of Delaware history and its connections with United States history</p> <p>Social Studies: Students will demonstrate development of mental maps of Delaware and of the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements</p>
<p><u>PERFORMANCE STANDARD:</u></p>	<p>Explore and invent art-making techniques and approaches</p> <p>Through observation, infer information about time, place, and culture in which a work of art was created</p>
<p><u>I CAN STATEMENT</u></p>	<p>I CAN explore and invent art-making techniques</p> <p>I CAN learn about times, places, and different cultures from looking</p>
<p><u>ACTIVATING STRATEGIES:</u></p>	<p>Students will learn about the history of pirates using the featured artworks and their existing knowledge as source material</p>
<p><u>ACCELERATION STRATEGIES:</u></p>	<p>Vocabulary</p> <p>Background: area or scenery behind the main subject in a work of art Blending: gentle combining of colors on the paper or canvas Bust Length Portrait: portrait that feature only the face, neck, and shoulders Horizontal lines: a line that runs from left to right or right to left Illustration: a picture that shows a specific scene from a story Sketch: a drawing or painting made in advance of a final work of art made to help and artist create the final work Oil pastel: soft, colorful material for drawing</p>

	<p>Oval: a long circle, the shape of an egg</p> <p>Realistic: a work of art that looks as similar as possible to the person, place, or thing it represents</p>
<p><u>LEARNING STRATEGIES:</u></p>	<p>Students are shown a “treasure chest,” <i>The Pirate</i>, and <i>Pirate with Skull and Crossbones</i> from the Biggs collection and are introduced to the history of pirates on the East Coast.</p> <p>After viewing the works, a lesson on how to draw a portrait is explained and demonstrated. Students draw either a man or a woman pirate with pirate clothing and attributes. The portrait is bust length. The background can be created with horizontal stripes with a color choice and white, or a seascape. The portraits are created with oil pastels or colored pencils. The students’ pirate names can be attached to the portraits.</p>
<p><u>SUMMARIZING STRATEGIES:</u></p>	<p>Students can share their work with the group and explain why they added certain features to their pirate</p>
<p><u>Extended Thinking STRATEGIES</u></p>	<p>As part of a longer lesson plan or as a post museum visit activity, students can create a pirate flag for their pirate using colors and shapes as symbols and can do additional research on pirates and write small biographies of individual pirates.</p>

Featured Artwork

Strong Box, Maker Unknown, 1600s, Biggs Museum of American Art
The Pirate, Frank E. Schoonover, 1911, Biggs Museum of American Art
Pirate with the Skill and Crossbones, Frank E. Schoonover 1922, Biggs Museum of American Art

Materials

- Oil pastels or colored pencils
- Paper

Lesson Steps

1. View *Strong Box*, maker unknown, 1600s to address the history of pirates in Delaware
 - a. Explain and historically place the earliest part of Delaware’s history when there were often attacks and threats from pirates
 - i. Using a map, encourage students to think about why Delaware might have been a good place to attack – where is it located? Encourage them to discuss coastal cities and their vulnerability and importance.
 - b. Explain that this box was found buried on the coast of Delaware and it’s possible that it may have been part of a buried treasure left over from pirates

- i. The box is called a strong box and is meant for valuables – Ask students what might make the box strong
 1. What is it made out of?
 2. Is it easy or hard to move?
 - ii. Show students that there is a secret way to open it
 1. Ask them how they think the box is unlocked
 2. The decorative lock is a decoy lock – the actual lock is very small and hidden up on the top
2. View *The Pirate*, Frank E. Schoonover, 1911 to talk about the way pirates are portrayed in art and history
 - a. Explain that the painting shows a scene from a story called “In the Haunts of Jean Lafitte”
 - i. Ask students what a picture that shows a scene from a story is called (illustration)
 - b. Explain that this illustration shows a part in the story where a pirate is guarding a buried treasure
 - i. Ask students if this looks like the pirates they’re used to seeing – why or why not?
 - ii. Ask them what they think pirates look like and help them make a list of things pirates usually wear or hold. If there are facts about these attributes, you can add them as you make the list
 - iii. Ask them how they know what pirates look like
 1. They most likely will name books and movies, ask them how the people who made those books and movies know that’s what pirates looked like – What kind of sources might they have used? How do we learn about the past?
3. View an image of *Pirate with the Skill and Crossbones*, Frank E. Schoonover 1922 to explain the elements of a bust length portrait
 - a. Explain that a bust length portrait only shows the head, neck, and shoulders of the person
 - b. Ask students to identify different shapes in the face of the pirate
 - c. Encourage students to use these shapes to draw their pirate, which can be a man or a woman
 - d. Instruct students to include in their drawing at least two of the attributes that pirates wear or hold
 - e. Depending on skill level, students can include a background of an ocean or boat in their picture