FREE TEACHING RESOURCE / 3–5 / 28

Lens on Everyday Louisiana

TEACHER GUIDE • lesson design & facilitation

Grade band: 3–5 | 4–5 sessions, 45–55 minutes

Media: washable art media and cut-paper supplies

The artistic problem

Create a six-image visual essay about overlooked everyday details.

Essential question: How can a photograph invite careful attention rather than quick judgment?

Place-based cultural lens: Observe schoolyards, public art, plants, and community spaces with approved image permissions.

Learning targets

- Investigate the question: How can a photograph invite careful attention rather than quick judgment?
- Apply framing, cropping, angle, sequence in a deliberate original composition.
- Use critique evidence to improve framing and name one next step.

Student-visible success criteria

- The final artwork solves this problem: Create a six-image visual essay about overlooked everyday details.
- Artwork includes six images with varied framing and a caption explaining one choice.
- Process evidence shows three different options before selection.
- Visual decisions demonstrate framing and support the intended audience.
- Feedback results in at least one visible revision that the student can explain.

Standards & studio habits

Louisiana Grade 3–4: VA-CE-E1, VA-CE-E3, VA-AP-E6; Grade 5 (5–8 cluster): VA-CE-M2, VA-CE-M7

Studio Habits of Mind: Develop Craft, Stretch & Explore, Express, Reflect. These habits are developed interactively, not in a fixed rank or sequence.

Instructional alignment: Louisiana benchmark codes are official broad grade-cluster benchmarks; specific expectations are developed locally. The ten instructional stages come from the supplied Artistic Investigations framework.

Preparation & materials

- Drawing paper or sketchbook for idea studies
- washable art media and cut-paper supplies
- Samples and images from reliable sources, with attribution
- Tools appropriate to local safety rules and grade level

- Choice of visual, oral, or written reflection tools

10-stage teaching sequence

01 / Engage Present the artistic question: How can a photograph invite careful attention rather than quick judgment? Give students two contrasting examples that do not dictate a finished product.

02 / Investigate Observe schoolyards, public art, plants, and community spaces with approved image permissions. Gather visual evidence and note what is observed rather than assumed.

03 / Skill Studio Demonstrate framing, cropping, angle, sequence. Make thinking visible by testing two alternate solutions and identifying what each communicates.

04 / Generate Develop three possibilities for the challenge: Create a six-image visual essay about overlooked everyday details. Change the focal point, material, arrangement or viewer perspective between drafts.

05 / Plan Compare sketches to the success check (six images with varied framing and a caption explaining one choice); choose a direction and state why it better communicates the intention.

06 / Produce Produce an original visual response using framing, cropping, angle, sequence; conference on one technical choice and one contextual question.

07 / Critique Partners identify where the artwork communicates the intended idea and locate evidence of framing in the work.

08 / Revise Revisit the specific checkpoint: Six images with varied framing and a caption explaining one choice. Make one visible change after critique and preserve the initial view for comparison.

09 / Present Present with a title, medium, one key artistic decision and any needed credit or contextual limitation.

10 / Reflect Reflect: What evidence proves you improved framing? What will you try or investigate next?

Studio sessions & evidence checkpoints

Session	Teaching move	Capture evidence
Day 1	**Observe + question** Observe schoolyards, public art, plants, and community spaces with approved image permissions.	Notice/wonder log and initial study.
Day 2	**Develop craft** Demonstrate framing, cropping, angle, sequence. Make thinking visible by testing two alternate solutions and identifying what each communicates.	Technique trials and feedback.
Day 3	**Generate + plan** Produce three proposals and select one using criteria.	Three thumbnails and written/oral rationale.
Day 4	**Produce + critique** Create and test work against the checkpoint: Six images with varied framing and a caption explaining one choice.	Work sample and peer response.
Day 5	**Revise + exhibit** Make one substantial change; present and reflect.	Before/after evidence and a precise next step.

Key technique to model

framing, cropping, angle, sequence

Access without lowering the artistic goal

Provide device-free collage or drawing alternatives with the same composition goals. Offer physical samples, captioned images, accessible demonstrations, flexible planning modes, and alternate materials while retaining the common visual learning target.

Teacher coaching questions

- What is the visual problem you are solving?
- Which decision communicates your intended meaning most clearly?
- What does your reference prove, and what are you still imagining?
- What could a viewer misunderstand?
- What visible revision will strengthen your next version?

Cultural care

Do not photograph identifiable people without approval or trespass for a picture.

Stretch & explore

Reorder the photo sequence to change its meaning.

Design provenance: Original Studio Fieldnotes investigation developed for the 50-lesson library; informed by the teacher-supplied ten-stage Artistic Investigations architecture and reflective Studio Habits framework.