



# My Creative Work

## Essential Question

*How can you give credit to your own creative work?*

## Lesson Overview

Students learn the basics – title, name, and date – for crediting creative work. In doing so, they discuss the importance of citing work, as well as recognizing that they should give themselves proper credit so that others can attribute their work when they use it.

## Learning Objectives

*Students will be able to ...*

- define the Key Vocabulary term “credit.”
- list some reasons why credit is important for an artist.
- give themselves proper credit on their own work.

## Materials and Preparation

- Prepare a fictitious time capsule with a container (e.g., a shoebox) containing a few doodles or simplistic sketches that do not have names associate with them. You may want to provide hints in the sketches showing that you are the artist.
- Copy the **Time Capsule Self-Portrait Student Handout**, one for every two students, and then cut the handouts in half.
- Optional: Preview the free online drawing tool picassohead ([www.picassohead.com](http://www.picassohead.com)).
- Optional: Print your template for crediting work on address labels.

## Family Resources

- Send home the **Respecting Creative Work Family Tip Sheet (Elementary School)**.

**Estimated time:** 45 minutes

## Standards Alignment –

### Common Core:

**grade K:** RI.1, RI.4, RI.5, RI.6, RI.10, RF.4, W.1, W.2, SL.1a, SL.1b, SL.3, SL.5, SL.6, L.1a, L.1f, L.6

**grade 1:** RI.1, RI.4, RI.10, RF.4a, SL.1a, SL.1b, SL.1c, SL.3, SL.6, L.6

**grade 2:** RI.1, RI.4, RI.10, RF.4a, SL.1a, SL.1b, SL.1c, SL.5, SL.6, L.6

**NETS-S:** 1a, 1b, 2b, 3b, 3d, 4c, 5a-d, 6a-b

## Key Vocabulary –

**credit:** public acknowledgement or praise given to a person

**time capsule:** a container filled with items intended to communicate information about the present time when discovered by people in the future

**original:** a piece of work that is new and created firsthand

**publish:** to present a finished piece of work to the public

## introduction

### Warm-up (10 minutes)

**TELL** students that you recently found a time capsule.

**DEFINE** the Key Vocabulary term **time capsule**.

**EXPLAIN** that you are trying to figure out whose artwork is inside the time capsule. Then open the time capsule box and display one of the drawings.

**ASK:**

*Who do you think drew this picture?*

Answers will vary. Kids may guess, but emphasize that there is no way to know for sure who did the artwork because there is no name. The artist did not give himself/herself credit.

**DEFINE** the Key Vocabulary term **credit**.

**SHOW** the remaining artwork in the time capsule, and point out that none of the artwork has been credited.

**ENCOURAGE** students to guess who the artist may be. If they don't guess it is you, feel free to feign surprise, and then reveal you forgot that you created this time capsule a while ago, and that you are the artist.

**DEFINE** the Key Vocabulary term **original**.

**EXPLAIN** that artists sign their original works to show pride in their creativity, and to let people know who created it long after they are gone. (You may want to show examples of famous deceased artists and their signed work, such as Picasso, van Gogh, Monet, Warhol, and da Vinci.) After telling students that you are the artist, sign your name to each of the original sketches in front of your students.

## teach 1

### Time Capsule (20 minutes)

**EXPLAIN** to students that, as a class, they are going to create their own time capsule.

**INVITE** each student to create a self-portrait to be included in a class time capsule.

**DISTRIBUTE** the **Time Capsule Self-Portrait Student Handout**, one for every two students. Then ask students to draw a picture of themselves. Alternatively, they can use a free online drawing tool such as [picassohead \(www.picassohead.com\)](http://picassohead.com).

## teach 2

### Publish Original Work (10 minutes)

**DEFINE** the Key Vocabulary term **publish**.

**ASK** students if they are proud of the artwork they created. If they say yes, emphasize that part of showing this sense of pride is giving themselves proper credit.

**ENCOURAGE** students to think about what information they should include on their artwork in anticipation of “publishing” their work.

**INTRODUCE** a classroom norm, or template, for crediting all creative work. Consider including:

- **Title** of work
- **Name** of author
- **Date** of completion

**Note:** Sometimes classes will create a fictitious publishing company, and even include the publishing company name (e.g. Stephens’s Publishing Company).

**SHARE** this template on the board, or you can create templates on address labels that students can attach to the front or back of each piece of creative work.

**ASK** students to credit their work. (For younger students, help them write the pertinent information.)

**INVITE** students to put all of their artwork in a container (you can reuse your time capsule box) and then store away, or bury, the time capsule for students to find in the future. (You may want to determine a future date to “unlock” the time capsule.) Emphasize that your students’ creative artwork will now live on for all to see, since they properly credited their work.

**ENCOURAGE** students to revisit their binders, portfolios, or work on classroom walls (or even work at home), and add credit (title, name, date) to previously created work.

## closing

### Wrap-up (5 minutes)

You can use these questions to assess your students’ understanding of the lesson objectives.

**ASK:**

*How can you tell who created a piece of artwork?*

You can look for the title of the piece, the name of the artist, and/or the date of completion.

*How did you give yourself credit on your self-portraits?*

- **Title** of work
- **Name** of author
- **Date** of completion

*Why is it important to give yourself credit on your artwork?*

In giving themselves credit, artists can show that they are proud of their work. Also, others can learn more about the artist and share (cite) the work easily in the future.

### Extension Activity

Using popular books from your classroom or your school library, have students identify how published books are credited. Encourage them to point out the title, the author, and the illustrator on a book’s cover. Introduce them to the title page, where the information appears again. You can even ask your students to hunt for the copyright date, which always appears on the title page with the symbol ©. This activity can also be completed using e-books, either online or on tablet devices. (Sites such as amazon.com or barnesandnoble.com often allow users to digitally preview the front matter of the books they sell.)

## At-Home Activity

Many creative works are dedicated to someone who inspired or supported the author or artist. Have students find some examples of such dedications in the beginning of picture books or novels. Then have them work with a parent or guardian at home to write a dedication for one of their own written or artistic pieces. Have students write about why they are honoring this person, why they are special to them, and why they are dedicating this particular piece to him or her. Encourage students to present the dedication and the creative work to their special person.

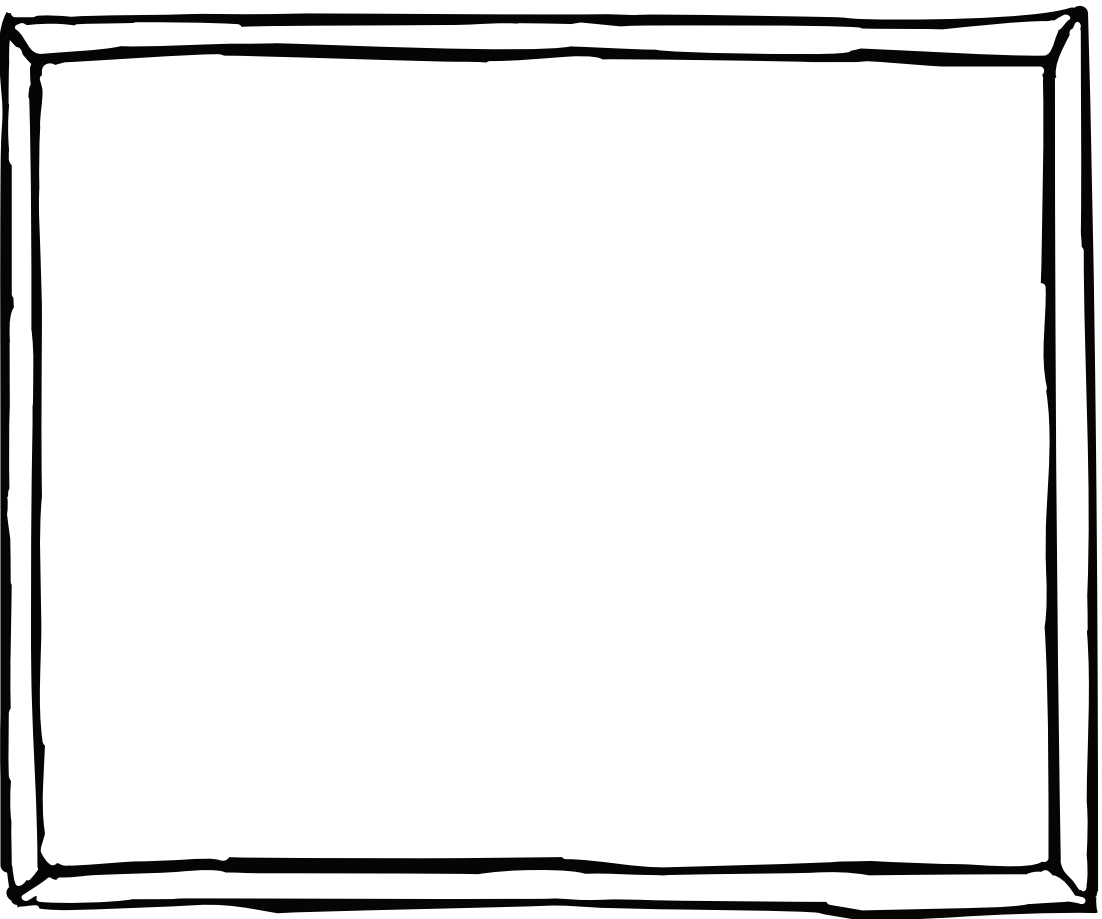
TIME CAPSULE SELF-PORTRAIT


**My Creative Work**

\_\_\_\_\_  
\_\_\_\_\_

**Directions**

Draw a self-portrait. Make sure to give credit to your work.



 cut along dotted lines

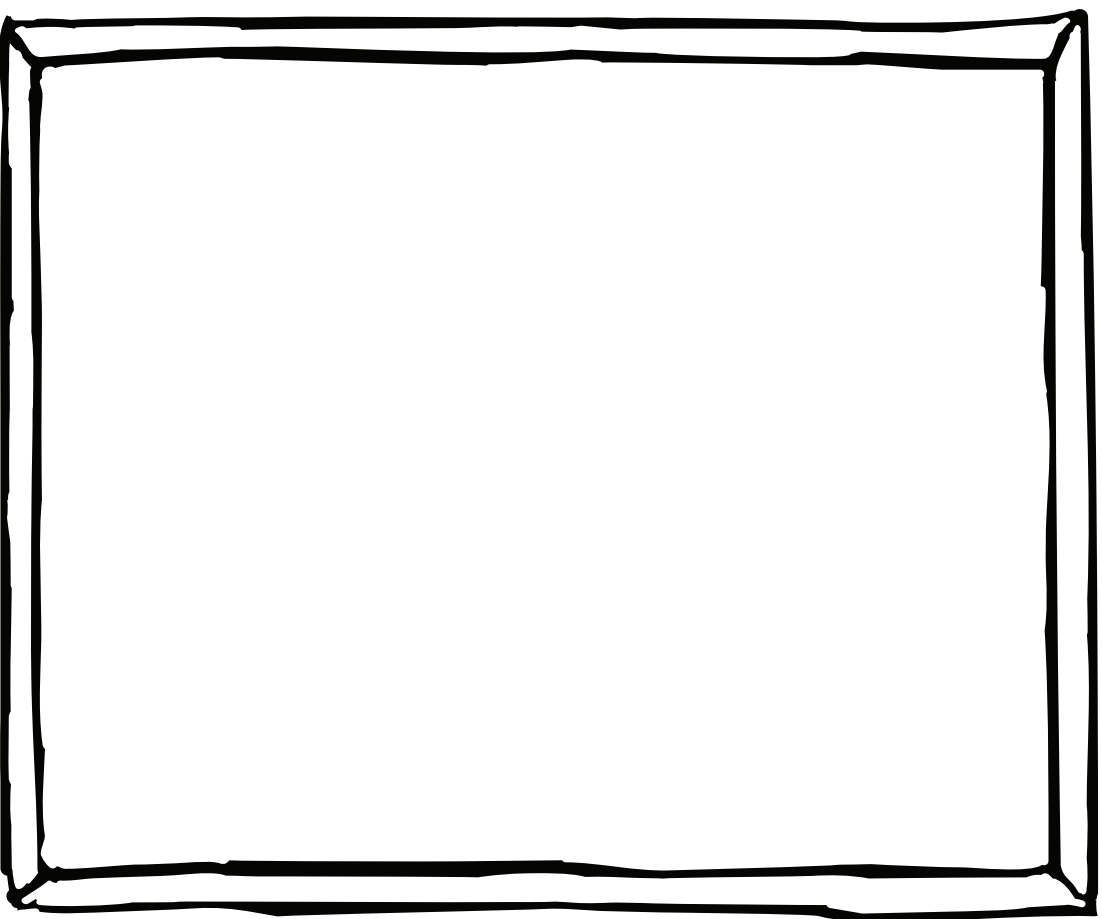
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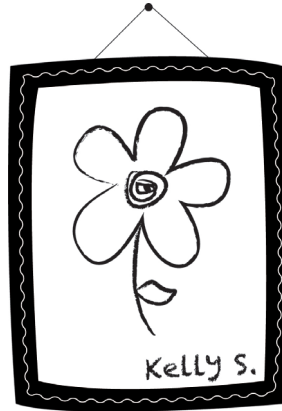


# My Creative Work

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1. Circle the name of the person who created this artwork:



2. Why should you sign your creative work? Circle the best response.

- a) To show that you are proud of your work and that people should give you credit
- b) To make sure you don't forget your name
- c) To practice your handwriting

3. Look at the painting below. What did the artist NOT write on the back?

- a) her name
- b) the date
- c) the title of the painting



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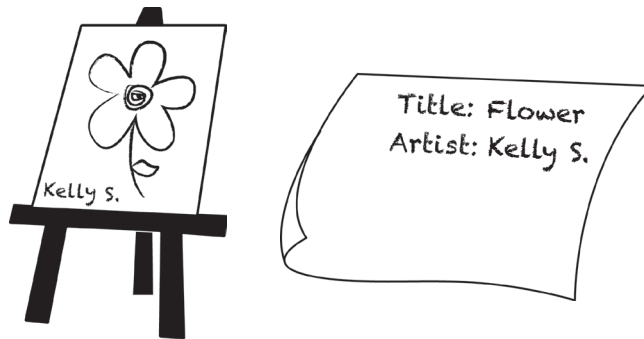
- a) To show that you are proud of your work and that people should give you credit
- b) To make sure you don't forget your name
- c) To practice your handwriting

*Answer feedback*

The correct answer is **a**. If a piece of creative work doesn't have a name on it, how will anyone know who made it? Signing your name on something you make shows others that you want to be known for creating it.

3. Look at the painting below. What did the artist NOT write on the back?

- a) her name
- b) the date
- c) the title of the painting



*Answer feedback*

The correct answer is **b**. This piece of work only shows a title and an artist's name. Ideally, the artist would also have written the date she finished the painting.