

CAEA Conference 2015 Lesson Plan
Art and Writing – A Logical Pair
Presenter: Rene’ MacVay

Grade Level: High School – can be adapted for Middle School, University, or Special Needs

Background Information:

Brief information about the artist, period, culture, etc. that applies to the lesson.

1. Petr Ginz (1928-1944 - WWII youth at Terezin)
2. George Tooker (1920-2011 American, Magic Realism and Social Realism)
3. Pablo Picasso (1881-1973 Spanish)

Content Standards:

1.0 ARTISTIC PERCEPTION

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination

2.0 CREATIVE EXPRESSION

- 2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.

3.0 HISTORICAL AND CULTURAL CONTEXT

- 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
- 3.4 Discuss the purposes of art in selected contemporary cultures.

4.0 AESTHETIC VALUING

- 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
- 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.
- 4.5 Employ the conventions of art criticism in writing and speaking about works of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

- 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

Common Core Content Standards addressed with the lesson:

National Visual Arts Standards:

Artistic Process Creating: Conceiving and developing new artistic ideas and work.

Anchor Standard: Organize and develop artistic ideas and work.
HS Proficient VA:Cr2.1.1a Engage in making a work of art or design

without having a preconceived plan.

Artistic Process Presenting: Interpreting and sharing artistic work.

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

HS Proficient VA:Pr4.1.1a Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

Artistic Process Responding: Understanding and evaluating how the arts convey meaning.

Anchor Standard: Perceive and analyze artistic work.

HS Proficient VA:Re7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.

HS Proficient VA:Re7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.

Anchor Standard: Interpret intent and meaning in artistic work.

HS Proficient VA:Re8.1.1a Interpret and artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Artistic Process Connecting: Relating artistic ideas and work with personal meaning and external context.

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

HS Proficient VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas..

Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

HS Proficient VA:Cn11.1.1a Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Learning Objectives/Goals/Essential Understandings:

Participants of this workshop will take on the role of students. They will experience as students do so they can take back to their classroom and modify to fit the school demographics.

- Students will explore through classroom discussion how art is a means to reflect intellectual and emotional response to literature.
- Students will view art through a handful of visual thinking strategies and apply those strategies to reading.
- Students will create a piece of writing based off their viewing of artwork.
- Students will share their writing with their peers.
- Students will create a work of art by applying their knowledge of current events. (Articles will be provided to build context).

Vocabulary:

- Elements and Principles of Art
- Social Criticism

Materials:

- Teacher will provide images, poetry, short story, and current events articles.
- Students will need pencils and drawing paper.

Motivation:

Wordle on screen and visual images on display

Procedure:

1. Begin with looking at art via Visual Thinking Strategies
2. Then do a close reading of a literary passage.
3. Discuss artwork of Ginz, Tooker, and Picasso in context with world events
4. Creative writing response to artwork
5. Read current events articles
6. Respond via artwork...sketch

Assessment and/or Evaluation:

- Students will share their written response and creative response in small groups. One from each group will be shared with the class as a whole. The class will curate a show and pick 4 artwork and 4 written responses to display. Poster board will be provided to create the display.
- Students will write a 200 word reflection on the assignment explaining how looking into, through, and beyond art and literature helps them find meaning and make connections.

Extensions:

This lesson can be used to teach thematically. This lesson can be repeated in conjunction with an English or Social Studies class assignment to build context.