



<p><b>Lesson Title:</b> The Great Art Debate</p> <p><b>Content Area &amp; Arts Discipline:</b> <i>English Language Arts and Visual Arts</i></p> <p><b>Overview of the lesson:</b> Students will use non-print text (art prints) to practice writing to source by sharing opinions about works of art using art vocabulary.</p> <p><b>Grade Level:</b> 4<sup>th</sup> grade</p> <p><b>Proposed Time Frame:</b> Three 45-50 minute sessions</p> <p><b>Date Lesson Created:</b> February 10, 2014</p> <p><b>Lesson Author:</b> Kit Stafford and Courtney Wilemon</p> <p><b>Room Requirements &amp; Arrangement:</b> <i>desks or</i></p>	<p style="text-align: center;"><b><u>BIG IDEA &amp; LEARNING OBJECTIVES</u></b></p> <p><b>Students will be able to know and/or do...</b></p> <p><b>Students will employ art vocabulary to observe and critique a work of art.</b></p> <p><b>Students will write to source using a work of art as their non-print text.</b></p> <p><b>Students will justify their opinion about the merit of a work of art using details from the print in their justification.</b></p> <p style="text-align: center;"><b><u>PROCEDURES</u></b></p> <p>List the steps of the lesson by following the outline below:</p> <p><b>*The teacher/teaching artist will engage students (“the hook”) by setting the room up as an art gallery. Ten art prints will be displayed around the room. As students enter the room, the teachers will hand them a pair of special “art viewing glasses” and say, “Welcome to Wilemon and Stafford’s Gallery of Fine Art.” Students will be encouraged to take a quick art walk around the room to view each print before taking their seats.</b></p> <p><b>*The teacher/teaching artist will build knowledge by reviewing with students the meaning of writing to source. The teacher will remind the students about how when writing about a piece of text it is important to go back to the source and back up what they write with details from the text. The teacher will tell them that today they are going to learn to write to source using a piece of artwork, which is called non-print text. The teacher will then</b></p>
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tables should be arranged to accommodate groups of four or five; wall space is necessary to display the prints, and students must have room to walk around the perimeter of the classroom to view prints.

### **Materials/Equipment:**

Response tokens, various teacher – chosen art prints, reflection/response page, art vocabulary anchor chart, vocabulary word cards

### **Resources:**

*Token Response, Art Criticism and Aesthetics Game* by Mary Erickson and Eldon Katter: published by Crizmac, Arts & Cultural Education Materials

*Looking and Talking about Art with Kids: Craig Roland, Ed.D School of Art & Art History, University of Florida*

### **Vocabulary:**

Principles and Elements of Art: Pattern, Rhythm/ Repetition, Balance, Emphasis, Harmony, Variety, Unity, Line, Shape, Form, space, Color, Value, Texture

English Language Arts Vocabulary – opinion, compose, justification,

**review the previously learned art vocabulary using the anchor charts displayed on the wall. Students must use this art vocabulary in the opinions they write about the art prints.**

**\* The teacher/teaching artist will model the experience by showing the students the ten art response tokens that they will be given. Tokens include:**

**Heart – Preference, Green Rectangle- Economic Considerations, Clock- Time Expenditure, House – Would hang in your home, Light Bulb – Originality, Hand – Craftsmanship, Prize Ribbon – Craftsmanship, Yellow Diamond- Dislike**

**The teacher will display a sample art print at the front of the room and will use one or two of the response tokens she is holding to model how students will use these tokens to show their feelings about the art prints in the room. The teacher will model how to justify her opinion about the artwork using art vocabulary and details from the print.**

**\*The teacher/teaching artist will guide the practice with the students by encouraging students to share orally which of the response token they would place on the sample art print. The teacher will prompt them to use art vocabulary and details from the print in their justification of why they chose the token they did for the sample print.**

**\*The students will apply understanding by taking the ten response tokens given to them and walking around the room viewing the art prints displayed. Students will also be given a clipboard and a reflection sheet to record their opinions and justifications of the art prints. As students view the prints, they will place their tokens on the works of art that they personally feel match the meaning of each token. They may only put one token on each art print. As they place their tokens on the prints, they will record on their reflection sheet the name of the print**

text, writing to source

that they chose for each response token and a complete sentence justification of why they chose that particular token for that particular print. The justification must be a complete sentence that uses art vocabulary and details from the art print.

\*The teacher/teaching artist will create opportunities for reflection (Closing) by allowing students to share their reflection pages in their small groups. Students will discuss similarities and differences in their opinions of the art prints displayed in the room. Groups will analyze the opinions of individual group members and compare and contrast their responses to certain art prints. Each small group will choose one print to discuss with the whole group. When presenting, the small groups will use art vocabulary and details from their print to share their opinions about their chosen print with the whole group.

\*The teacher/teaching artist will assess the students' learning by reading their opinions and justifications on their reflection sheet to ensure that students are able to use art vocabulary in their responses and that they are able to write to source by giving specific details from each art print.

#### **STANDARDS & PRINCIPLES**

Please list the standards/competencies from the following:

**State Content Standards (i.e. [CCSS](#), [Mississippi Frameworks](#)):**

**CCSS W4.1.b – Students will provide reasons that are supported by facts and details.**

**MCF 34b – The student will compose descriptive texts using specific details and vivid language.**

**MCF4b – The student will apply Standard English mechanics to**

compose or edit.

**MCF4c – The student will apply knowledge of sentence structure in composing or editing.**

**Arts Standards (i.e. [MS Visual & Performing Arts Frameworks](#)):**

**4a – The student will utilize art vocabulary to describe or critique media, techniques, and processes in the environment and daily activity.**

**4b – The student will develop observation skills through concentration and focus.**

**5a – The student will know how to use reading, writing, and speaking skills to communicate ideas, actions, and emotions in artwork with fluency.**

**5c – The students will justify opinions about the merit of a work of art and design.**

**Principles of [Universal Design for Learning](#) (at least one from each of the three guiding principles):**

3.1 – Activate of supply background knowledge

5.1 – Use multiple media for communication

6.2 – Support planning and strategy development

7.2 – Optimize relevance, value, and authenticity

8.3 – Foster collaboration and community

## **APPENDIX**

**Extended Learning Activities:**

**\* After viewing the prints independently and discussing them in**

small groups, students are given index cards with art vocabulary words written on them (e.g., color, shape, line, texture, balance, contrast, repetition, emphasis, proportion, unity.) Students will walk around the room again, this time finding examples of each vocabulary word in a print. (Ex. They would find a print that they thought had repetition in it, and they would place the *repetition* card by that print.)

\* Students will choose one print to be their “secret print.” They will write a paragraph about that print using vivid language and descriptive details. They will share their paragraph with their group or a partner and see if the group or partner can guess using the details in the paragraph which print is being described.

\*Each group will pick one print that they love the best. They will use persuasive language to write an advertisement or make a commercial about their print to try to convince their classmates that it is the best.

**TIPS/FAQs:**

This lesson utilized the game: *Token Response* by Mary Erickson and Eldon Katter, but you could simplify and create your own visual tokens.

Younger students could use less tokens and shorter responses. Younger students could also focus on the vocabulary scavenger hunt.

**References:** (i.e. Works cited, etc.) *Token Response, Art Criticism and Aesthetics Game* by Mary Erickson and Eldon Katter: Published by Crizmac, Arts & Cultural Education Materials