



<p>Lesson Title: Art Critics</p> <p>Content Area & Arts Discipline: <i>English and Visual Arts</i></p>	<p style="text-align: center;"><u>BIG IDEA & LEARNING OBJECTIVES</u></p> <p>Students will be able to observe, analyze, and critique visual works of art.</p> <p>Students will then be able to create written informative and opinion based essays about those works of art.</p>
<p>Overview of the lesson: (Short description)</p> <p>Grade Level: 6, 7, 8</p> <p>Proposed Time Frame: <i>approximately 50 minutes or multiple sessions</i></p> <p>Date Lesson Created: May 28, 2014</p> <p>Lesson Author: Marley Maharrey and Kit Stafford</p> <p>Room Requirements & Arrangement: <i>No specific seating/room arrangement is required.</i></p> <p>Materials/Equipment: <i>At least 10 visual art prints. Paper. Pen/pencil. Slide of visual art vocabulary. Worksheet for outlining critical essay.</i></p>	<p style="text-align: center;"><u>PROCEDURES</u></p> <p>The teacher/teaching artist will engage students (“the hook”) by: Giving each student a symbol as a talking point for painting: Heart; the love the painting; a Clock, this work required a lot of time; Green circle, the work cost a lot of money; Question mark, this work makes them ask a lot of questions... or is the most thought provoking.</p> <p>The teacher/teaching artist will build knowledge by: giving the list of vocabulary for each student to use while verbally giving their opinions of the artworks.</p> <p>The teacher/teaching artist will model the experience: by putting a heart, smiley face, and thumbs down on different pieces. Teacher will explain opinions in rules of three.</p> <p>The teacher/teaching artist will guide the practice with the students by: having the students fill out the guide to observations of the artwork to critique one of the three paintings they chose.</p> <p>The students will apply understanding by: using the handout and the paragraph flipbook guide to write a critical essay of the artwork.</p> <p>The teacher/teaching artist will create opportunities for reflection (Closing) by: allowing the students to present their papers to the class. Students who disagree can practice speaking and listening to share their opposing opinions.</p> <p>The teacher/teaching artist will assess the students’ learning by: reading each essay, possibly grading it using a rubric.</p>
<p>Resources: <i>Handout of art vocabulary. Paragraph writing flipbook.</i></p>	<p style="text-align: center;"><u>STANDARDS & PRINCIPLES</u></p> <p>Common Core State Content Standards: W.7.1 Write arguments to support claims with clear reasons and relevant</p>

<p>Vocabulary: Line Space Positive Space Negative Space Geometric Organic Form Value Color Primary Color Secondary Color Foreground Middle-ground Background Rhythm Balance Texture Emphasis Contrast Unity Horizontal Vertical Color Warm Colors Cool Colors Neutral Colors Shapes Forms</p>	<p>evidence.</p> <p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>Visual Arts Standards:</p> <p>7.4 Develop perceptual skills and use increased visual arts vocabulary to make judgments while creating and studying works of art.</p> <p>7.5 Recognize critical processes (response, description, analysis, interpretation, and evaluation) used in the examination of works of art and design through reading, writing, and speaking.</p> <p>Principles of Universal Design for Learning</p> <p>Perception: Offer alternatives for visual information</p> <p>Expressive skills and fluency: Build fluencies with graduated levels of support for practice and performance.</p> <p>Sustaining effort and persistence: Increase mastery-oriented feedback.</p>
	<p style="text-align: center;"><u>APPENDIX</u></p> <p>Extended Learning Activities: Teacher could bring in a local artist to exhibit work to discuss with the students. Students could also use the critical thinking skills on a piece from another art medium.</p> <p>TIPS/FAQs: Students can use the Internet or library for extra information to better their essays.</p> <p>References:</p> <p>Rubric: http://ndcurriculuminitiative.org/media/common_core/ela/grades_7-8_elkgrove_rubrics.pdf</p> <p>Art vocabulary definitions from Kit Stafford May 2014 professional development class and http://www.palmms.org/ourpages/auto/2006/12/13/1166047124380/vocab2007.pdf</p>