

Title of the Lesson:

Visual Arts as a Catalyst for Writing

Timeline: **Five days**

Name of the teachers:

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Each year CETA teachers are taught to implement various form of art—dance, music, visual art and drama into their curriculum.

This year the art form is teaching essay writing using visual arts. Listed below is a sample lesson plan that was use to integrating writing and art in the curriculum.

This was a collaborated lesson with the Reading Specialist.

Art Form **Visual Arts as a Catalyst for Writing** Timeline: **Five days**

Visual arts Standards: 6.17-8.21

Students will:

1. Discuss and analyze the purpose, values and meanings of works of art.
2. Formulate and respond to meaningful question about works of art, based observation and interpretation.
3. Interpret the ideas, and emotions expressed in works of art in appropriate art vocabulary.
4. Use art to stimulate writing.

Technology Standards

Students will:

1. Compose at the computer to format essays using the English writing process.
2. Build background knowledge and create a point of inquiry using art to simulate the learning process.
3. Use a variety of formats to communicate information and ideas.
4. Produce documents demonstrating the ability to edit and reformat.

Overall Objectives:

Upon the end of the unit, students will be able to:

- View a PowerPoint presentation on "ART IS..." to teach them an overview of art analysis.
- Think critically as artists, writers, and historians
- Analyze art by filling out a worksheet For observation, interpretation, "I wonder Questions and similes and metaphor

- Use a color wheel to identify the color, texture, and size in an art piece.
- Create a fictional essay/story which communicates their views of the art piece by using MicroSoft Word software.

Outline of Lesson Sequence

Day 1--Lesson 1—Introduction to ART IS...

Objectives: Student will be able to:

1. Learn that there is a large variety of works of Art.
2. Expand their understandings of what **Art Is**
3. View a PowerPoint presentation on "**ART IS...**" to teach them an overview of art analysis.

Teacher will:

1. Activate prior knowledge by asking students several questions: *Who likes Art? Who has visited a museum in the last several months? Why is learning about art important in our society? What is art?*
2. Create a class chart of words and phrases from the students' responses.
3. Show a PowerPoint presentation on what art is.
4. Share the answers to the slide show.

Student will:

1. Response to the teacher's questions
2. Share their ideas of what ART IS
3. Receive a small sheet of paper to write down their answers as they watch the slide show.
4. View the slide show of 26 prints and write their answers
5. Check their answers from the teacher's answer's sheet

Assessment: Teacher and students reflected on what they learned about ART.

Day 2—Lesson 2—Analyzing Art

Objectives: Students will be able to

1. Learn the types of art, elements of art and the uses of a color wheel to teach the association of colors in art.
2. Analyze art by filling out a worksheet for observation, interpretation, "I wonder Questions and similes and metaphor.
3. Use a color wheel to identify the color, texture and size in an art piece

Teacher will:

1. Introduce the types of art.
2. Introduce the elements of art chart and connect the vocabulary to other subject areas or other situation in life.

3. Distribute a color wheel to students to use.
4. Teach the different types of color—primary, secondary, neutral, warm or cool colors.
5. Display a sample printing and have students identify the different type of color.
6. Teach that the color of a printing can affect how the painting is interpreted.
7. Model how to observe art focusing on the element of color.

Students will:

1. Use the sample art pieces given and identify each art in its correct type category.
2. Learn the elements of art—size, texture, color, shape.
3. Analyze a painting and identify its color patterns.

Assessment: Teacher and student will analyze an art piece together to identify the elements and color of the art.

Day 3—Lesson 3—Art Show and Select a work of art

Objective: Students will be able to select a work of art of their choice to analyze it.

Teacher will:

1. Will display artwork in two rooms to build a museum effect.
2. Model how to fill out the art analysis sheet.

Student will:

1. Learn how to fill out an art analysis sheet—Observe, Interpret, and question and activate sensory images and connect.
2. Tour the classroom to see all the paintings and select one to analyze.
3. Analyze a piece of art using the art analysis sheet.

Day 4—Lesson 4—Fictional writing storyboard

Objective: Student will be able to analyze an artwork with an art analysis sheet and compose a fictional story from what was observe and interpret.

Teacher will:

1. Lay out artwork and worksheets for students to select.
2. Review the English writing process.
3. Distribute a writing storyboard worksheet.
4. Observe and assist students filling out their forms.

Student will:

1. Select their prints.
2. Learn how to write a story using the English writing process.

3. Write their story using the selected artwork.
4. Assessment: Complete art analysis sheet and essay storyboard.

Day 5—Lesson 5—Art Essay

Objectives:

Students will be able to:

1. Create a fictional essay/story which communicates their views of the art piece by using Microsoft Word software.

Teacher will:

1. Show a sample of a finished essay.
2. Explain the grading rubric.

Students will:

1. View the sample essay for format and layout requirements.
2. Type a final copy of their essay for a grade using Microsoft Word.
3. Use the rubric to complete all parts of writing and format requirements.
4. Import an image of the artwork to the essay.

Assessment: Completed essay with rubric