

Arts
Visual Arts
Grades 6 - 8



Lesson Plans

"Guides to Great Artists"

Subject:

Arts: Visual Art

Level:

7-8 Grades

Abstract:

Students will research a famous artist and create a pamphlet about their artist using a template created with Microsoft Word. The pamphlet should answer questions like: What makes an artist famous? How do you identify an artist's style?, or How has your artist's work changed the course of art history?. The pamphlet should include digital images of the artist's work that have been captured through the Internet and scanning along with text which highlights important aspects of the students' chosen artist in terms of their work or their lives. Students will also create a piece of artwork in the style of their artist, which will be included in their pamphlet and in a class-wide electronic art gallery. For the purpose of illustration, Pablo Picasso was chosen as a sample artist for this lesson, but any artist or artists may be used depending on the grade level or the experience of the students. This lesson may be retrofitted to meet the needs of specific students in a variety of ways.

Invitation:

There are people who change the course of history by what they do; Pablo Picasso is certainly one of these people. By studying his artwork we will discover his styles, his trademark, and his signature. We will learn about his personal life, where he lived, who he lived with, what kind of training he received, and what he looked like. Perhaps we will begin to understand what motivated and inspired this complex man as we begin to analyze his work and strive to understand it.

Along with an in depth study of an artist, we will scan and capture images from the Internet to create a pamphlet about Pablo Picasso (or an artist of your choice) using Microsoft Word template.

Finally, we will produce a piece of artwork in the style of Picasso that will be included in an electronic gallery created in PowerPoint to be displayed for the entire class as a culminating activity.

Situations

Where: This lesson will take place in the visual art classroom, but parts of it could also be taken home provided the students have Internet access and are well versed in the appropriate use of the Internet and in citing electronic sources accurately.

When: This lesson should take place over a 9-week course of study, which would allow students time to investigate a variety of web sites and sources for "their" artist. A timeline of required tasks should be given to all students so that work can be completed in increments that would allow them time to not only research an artist, but also time to author a polished pamphlet that includes digital images and original artwork.

How Long: This lesson is designed to take place over a 9-week visual art course, with specific tasks to be completed by the end of each week. Keep in mind that this lesson is designed to be part of a comprehensive art program and that students will also be engaged in other art-related activities along with working on this lesson of study. If the lesson were to happen all at one time it would take approximately five 50-minute class periods to complete. This lesson may vary in length depending on the scope and complexity the teacher assigns to it.

Tasks:

Week 1:

Task 1:

Students will watch a teacher-made electronic slide presentation on Pablo Picasso or an artist of your choice. (See the "Template: Artist Guide" attachment.) The slide show should create more questions than answers to pique curiosity and to generate research possibilities.

Task 2:

After watching the slide presentation, students will think, pair, and share their questions or notes about Picasso or an artist you choose. Again the focus should be on clarifying directions for their individual research on the artist. The artist chosen should be someone with a distinct style, someone who has made an important contribution to art, or someone like Picasso who has a career that spans enough time to allow complex connections or trends to emerge in his works.

Week 2:

Task 3:

Share the sample pamphlet on Pablo Picasso (see attachments) with students or create an example using an artist of your own choice. Possible categories for organizing slides include the following:

- The artist and his times (world events/personal timeline)
- Personal history (family/friends)
- Artistic history (trademark) famous images, styles, periods
- Artistic influence/legacy
- Theme/subject matter (still life, portraits, women, self portraits, etc.)
- Media (painting, etching, sculpture, ceramics, etc.)

Task 4:

Students will discuss the issue of ethics, plagiarism, and the use and citation of electronic sources when doing research online. See the following website for information on how to cite electronic sources:

<http://www.apastyle.org>

Week 3:

Task 5:

Students will receive a list of Picasso websites that will provide them the opportunity for guided practice. The teacher will describe a time schedule for them to investigate the sites and collect some sites of their own. Part of the guided practice should be an activity in which students are asked to cite a variety of electronic sources using the "Worksheet: How to Cite Electronic Sources" attachment. Website research can be done as a whole class if there is access to a class-wide lab or students can be broken into small groups working on a few computers or finally they can work at home as long as they know how to cite sources properly on their own. Students will reflect and share their progress with a peer partner throughout the process. (See the "Handout: Reflection Questions" attachment.)

Task 6:

Students will create a blank document using Microsoft Word and label it according to teacher directions so they can save images and URLs as they begin to investigate the various sites. When students are online, they can simply copy and paste images and URLs into their document so that there is no confusion later about citing sources. They can also save text using a similar format, but text should not be copied verbatim, it should be read and put into the students' own words so that later they can decide what they want to use in their pamphlet.

Week 4:**Task 7:**

Students will study the "Artist Guide Criteria Sheet" attachment for the project so that everyone is clear as to the expectations involved in creating the pamphlet.

Task 8:

Show students the "Template: Artist Guide" attachment or use the template to create a teacher-made sample to guide the students' thinking. Students will determine which facts are important. Facts should answer the questions, "Why is this artist important in the history of art? What is he famous for in art? How would art be different if he had not existed?"

Week 5:**Task 9:**

Students will begin to author their pamphlets filling in the blanks on their templates. They will also be reviewing and selecting artwork that concisely describes Picasso or an artist they have chosen. Working copies will be shared with their partner and the teacher on a weekly basis. It's important to make it clear to the students that there is not one right answer. Picasso is a good example because he is such a complicated and prolific artist. One can easily describe a single aspect of his long and involved career in art that could easily fill a pamphlet, yet another artist might require a more comprehensive approach to explain their importance in the history of art. Remind students that they will be creating a piece of art in the style of Picasso or "their" artist and that they will need to research the medium they will use in their own artwork (for example, look at his etchings if you want to create a print in his style). Students will use the "Handout: Reflection Question" attachment to guide them in self-assessment and peer assessment. They may work in pairs and will answer a question from each category every week.

Week 6:**Task 10:**

When the pamphlet is in a final format but not yet printed, students will pair up and have a final critique using the "Artist Guide and Artwork Rubric" attachment. Again, students will use the "Handout: Reflection Questions" attachment to guide their reflection on their progress or need for improvement. Using the input of their peers, students should finalize and turn in their pamphlets for grading by the teacher.

Task 11:

After printing their pamphlets, students will self-assess hard copy using the "Artist Guide and Artwork Rubric" attachment. The teacher will also provide a summative assessment for students using the same rubric.

Week 7:**Task 12:**

Put hard copies of the pamphlet on display for everyone to see. Have students reflect individually, in pairs, and finally, class-wide using the "Handout: Reflection Questions" attachment.

Task 13:

When the pamphlet is complete, the students will be given time to choose the medium and materials they would like to use to produce a finished piece of art in the style of Pablo Picasso or "their" artist. Students will submit drawings and a material list for teacher approval before they start their artwork. Allow students who finish their pamphlets early to begin this part of the assignment ahead of others if they can be accommodated.

Week 8:**Task 14:**

When students are finished with their imitative artwork, they will work in pairs or small groups using the "Artist Guide and Artwork Rubric" attachment along with the "Handout: Reflection Questions" attachment to critique/analyze/discuss each others' work. They will then rework their imitative piece of artwork.

Task 15:

All of the imitative artwork will be included in an electronic gallery slide presentation using the "Electronic Gallery Template" in the attachments. Depending on format, some work will need to be scanned or photographed digitally for the show. See Tip 3 for some ways to extend the learning or increase the complexity of this electronic gallery. Students may e-mail their image to the teacher for inclusion in the slide presentation or any other management system that can comfortably be used to store and incorporate images digitally.

Week 9:**Task 16:**

Class will view the electronic gallery presentation of everyone's Imitative Artwork. Give students an opportunity to think, pair, and share around the slide show using the "Handout: Reflection Questions" attachment. Then the teacher will conduct a class-wide discussion about the Imitative Artwork in the electronic gallery and the Artist Guide project.

Interactions:**Full Class:**

Students will view an introductory slide show on Picasso (or the artist of your choice) who they will research for their Artist Guide lesson. Imitative Artwork and finished Artist Guides will be displayed for the entire class to view and critique.

Partners:

Partners will discuss and reflect on information in the introductory slide show. They will brainstorm potential questions they need to answer about their artist so that they can successfully research Picasso or "their" artist, build a pamphlet, create a piece of artwork in the style of "their" artist, and reflect on their success or need for improvement in both their pamphlet and imitative artwork. As students conduct their own research they will meet weekly to reflect on their progress.

Individual:

Students will research their artist independently, author a pamphlet on Picasso or an artist of their choice, acquire images to use in their Artist Guide, and finally, create their own original, imitative piece of artwork in the artists' style. Appropriate rubrics will be used to assess their work and reflection questions will be provided to guide student discussion on what they have learned.

Standards:

Visual Arts

Grade Seven

Artistic Perception

1.1 Describe the environment and selected works of art, using the elements of art and the principles of design.

1.4 Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.

Aesthetic Valuing

4.1 Explain the intent of a personal work of art and draw possible parallels between it and the work of a recognized artist.

4.2 Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.

4.3 Take an active part in a small-group discussion about the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered.

4.4 Develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art.

4.5 Identify what was done when a personal work of art was reworked and explain how those changes improved the work.

Language Arts – Writing Strategies

Organization and Focus

1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

Research and Technology

1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

1.6 Create documents by using word-processing skills and publishing programs.

Evaluation and Revision

1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

Grade Eight

Artistic Perception

1.1 Use artistic terms when describing the intent and content of works of art.

1.2 Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.

Creative Expression

2.1 Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes (e.g., printing press, silk screening, computer graphics software).

2.3 Create an original work of art, using film, photography, computer graphics, or video.

Aesthetic Valuing

4.1 Define their own points of view and investigate the effects on their interpretation of art from cultures other than their own.

4.2 Develop a theory about the artist's intent in a series of works of art, using reasoned statements to support personal opinions.

- 4.3 Construct an interpretation of a work of art based on the form and content of the work.
- 4.4 Develop apply a set of criteria as individuals or in groups to assess and critique works of art.
- 4.5 Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classroom setting.

Language Arts – Writing Strategies

Organization and Focus

- 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
- 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
- 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

Research and Technology

- 1.4 Plan and conduct multiple-step information searches by using computer networks and modems.
- 1.5 Achieve an effective balance between researched information and original ideas.

Evaluation and Revision

- 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

Language Arts – Writing Applications

- 2.1 Write biographies, autobiographies, short stories, or narratives:
- Relate a clear, coherent incident, event, or situation by using well-chosen details.
 - Reveal the significance of, or the writer's attitude about, the subject.
 - Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

Assessment:

- "Artist Guide and Artwork Rubric"
- "Handout: Reflection Questions"

The rubric and reflection questions can be used to assess progress and also as a summative assessment of the final products.

Tools:

- Hardware: computer, printer, scanner, digital camera
- Internet access and a list of art related web sites
- Art history images and information through books, magazines, or CD-ROMs, etc.
- Microsoft Word
- Microsoft PowerPoint
- Adobe Photoshop or a graphic converter utility for modifying digital images (optional)

Project Tips and Alternatives:**Tip #1:**

To simplify this assignment, the teacher can pick one or a few specific artist for the entire class to use in their work. By allowing complete freedom of choice, you make the lesson more responsive to student needs, but that can make it far more complicated to manage.

Tip #2:

To shorten the amount of time devoted to creating artwork in the style of an artist, the teacher can limit students' choice in terms of materials and/or media. This also simplifies management of materials.

Tip #3:

To make the electronic gallery more interactive, add a picture of each student along with a slide of their imitative artwork and have them talk about their purpose in creating this piece of art. One method for managing these images would be to have students e-mail them to the teacher for inclusion in the electronic gallery.

Tip #4:

To both personalize and make it more meaningful, have students help build the rubric for the pamphlet and artwork.

Attachments:

- "Step Sheet: Creating a PowerPoint Presentation"
- "Guides to Great Artists: A Research and Publishing Project"
- "Sample: Picasso Artist Guide"
- "Handout: Artist Guide Criteria Sheet"
- "Template: Artist Guide"
- "Template: Power Point Electronic Gallery"
- "Handout: Reflection Questions"
- "Artist Guide and Artwork Assessment Rubric"

Web Resources – Content:

A list of [linked web resources](#) related to the content of this lesson can be found on the Lesson Page.

Web Resources – Word:

A list of linked web [resources for Word](#) can be found on the Word Resources page.

Assistive Technology:

Please refer to the [Assistive Technology section](#) for information on methods and devices to help ensure that all students have access to the curricula in the least restrictive environment.