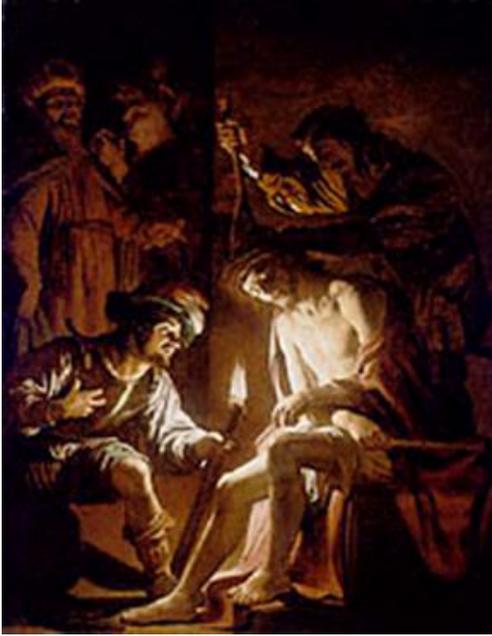


Unit Lesson Plans for a Tour of the Annette Howell Turner Center for the Arts

These lessons were adapted by J. Paul Getty Museum Education staff from the curriculum originally published on the Getty's first education website, ArtsEdNet. It has been further adapted by the Art Education Administrator of the Annette Howell Turner Center for the Arts. The original source can be found at www.getty.edu.



Grades: Middle School (6-8), High School (9-12)

Time Required: 1 visit to the Annette Howell Turner Center for the Arts plus 3-4 class periods

Subject: Visual Arts, English – Language Arts

Prerequisites: none

These lessons prepare your middle and high school students for a visit to the Annette Howell Turner Center for the Arts, including a lesson facilitated by the arts education administrator in the galleries. Students practice basic viewing skills and their interpretations using vocabulary about art and address the roles of an art center and the professionals at the Turner Center in displaying and interpreting works of art.

Insert these lessons into any art curriculum. Learning objectives in each lesson build on skills learned in previous lessons. Therefore, lessons should be taught in sequence. Georgia Performance Standards and National Education Standards are indicated for each lesson.

Looking and Learning with the Annette Howell Turner Center for the Arts - Lesson 1

Grades/Level: Middle School (6-8), High School (9-12)

Subjects: Visual Arts, English – Language Arts

Lesson Overview: This is the first lesson in a sequential unit. Students review the Elements of Art by studying a reproduction of a work of art they will see on their visit to the Turner Center in Lesson 2. Students prepare for their trip by researching the work/artist and speculating about the Center's motivation for displaying it. Students also review appropriate gallery/museum behavior.

Looking and Learning with the Annette Howell Turner Center for the Arts - Lesson 2

Grades/Level: Middle School (6-8), High School (9-12)

Subjects: Visual Arts, English – Language Arts

Lesson Overview: This is the second lesson in a sequential unit. In a gallery at the Turner Center, students practice looking skills they learned/reviewed in Lesson 1. They reflect upon the differences between viewing original works of art and reproductions as well as interpreting a work of art using formal analysis and research completed as classwork. The Arts Education Administrator at the Turner Center will facilitate this lesson during their visit.

Looking and Learning with the Annette Howell Turner Center for the Arts - Lesson 3

Grades/Level: Middle School (6-8), High School (9-12)

Subjects: Visual Arts, English – Language Arts

Lesson Overview: This is the third and final lesson in a sequential unit. Students review their experiences looking at an original work of art and the reproduction in Lessons 1 and 2, and address the role of the art center in society. They assess the Turner Center's presentation of the works of art and discuss professions that would be useful in an art center and the required educational background needed.

Unit: Talking and Writing about Art

Grades: Middle School (6-8), High School (9-12)
Subject: Visual Arts, English (Language Arts)
Time Required: 1-2 class periods prior to art tour and 1-2 class periods for follow-up
Author: This lesson was adapted by J. Paul Getty Museum Education staff from the curriculum originally published on the Getty's first education website, ArtsEdNet. It has been further adapted by the Arts Education Administrator of the Annette Howell Turner Center for the Arts. The original source can be found at [The Getty](#).

Learning Objectives for Unit

Students will be able to:

- Explain the difference between looking at a reproduction of a work of art and looking at the original
- Identify the Elements of Art in a work of art
- Critiques a work of art using Feldman's Model of Art Criticism
- Understand various roles of an art center, an art museum and an art gallery

Materials and Web Links for Unit

- A digital image of the work of art your class will view on their gallery tour in Lesson 2
- Digital images of other works by the same artist through his/her website
- Handouts: "[Analyze Images](#)" and "[Elements of Art](#)" use with [Christ Crowned with Thorns](#) and [Featured Artwork](#)"
- Optional: Use the [Definitions of the Elements of Art](#) activity on The Getty site. (Hold CTRL down and click on the link to go to the site)
Optional: Also included on the Getty site is [Introducing Line](#) and [Introducing Shape](#).
NOTE: The Getty does not use Value as an Element of Art. It will be the teachers' decision to add it or not. For the purpose of the Turner Center, value has been added under color.
- Resource: "[Featured Artist Biography and Artist Statement](#)". Discuss artwork by the featured artist, underscoring the artist's unique approach or style and add biographical information.
- Resource: Short activity "[Protecting Art for Future Generations](#)." This activity is to be used as a pre-discussion to a tour of the Annette Howell Turner Center for the Arts (Ctrl + Click to follow link).
- Handout: "[Research the Artist](#)". This handout can be completed using the Internet linked through the Turner Center's site or completed as a handout. It uses information from "[Featured Artist Biography and Artist Statement](#)" and "[Additional Works](#)" links.
 - When using the Internet, go to the Turner Center's site under [Featured Artwork](#), [Featured Artist Biography and Artist Statement](#) for questions 1-6 and under [Additional Works](#) for question 7.
 - Using the Turner Center's website will avoid the possibility of inappropriate material being viewed.
- Handout: "[Difference-Center-Gallery-Museum](#)". Compare art centers, art galleries and art museums; discussion of art centers, specifically the Annette Howell Turner Center for the Arts, using the handout "Differences-Center-Gallery-Museum."

Lesson 1

Lesson Objective

This is the first lesson in a sequential unit. Students review the Elements of Art by studying a reproduction of a work of art they will see on their gallery tour in Lesson 2. Students prepare for their trip to the Turner Center by researching the work of art and speculating about the Center's motivation for displaying it. Students also review appropriate gallery behavior.

Learning Objectives

Students will be able to:

- Explain the difference between looking at a reproduction of a work of art and looking at the original.
- Identify the elements of art in a work of art.
- Discuss a work of art using Feldman's Model of Art Criticism

Materials and Web Links for Unit

- A [digital image](#) of the work of art your class will view on their gallery tour in Lesson 2
- Digital images of other works by the same artist through his/her [website](#)
- Handouts: "[Analyze Images](#)" and "[Elements of Art](#)" use with [Christ Crowned with Thorns](#) and [Featured Artwork](#)
- Optional: Use the [Definitions of the Elements of Art](#) activity on The Getty site. (Ctrl + Click to follow link)
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- Resource: Short activity "[Protecting Art for Future Generations](#)." This activity is to be used as a pre-discussion to a tour of the Annette Howell Turner Center for the Arts. (Ctrl + Click to follow link)
- Handout: "[Research the Artist](#)". This handout can be completed using the Internet linked through the Turner Center's site or as a handout. It uses information from "[Featured Artist Biography](#) and [Artist Statement](#)" and "[Additional Works](#)" links.
 - When using the Internet, go to the Turner Center's site under [Featured Artwork](#), [Featured Artist Biography and Artist Statement](#) for questions 1-6 and under [Additional Works](#) for question 7.
 - Using the Turner Center's website will avoid the possibility of inappropriate material being viewed.

Preparation:

- Lesson 1 will take 1--2 class periods at both the Middle Level and Secondary Level with 2 classwork assignments. Feel free to rearrange or adjust the approach to this part of the lesson. Remember, writing that shows understanding is the aim of this section of the Unit.
- Before using "Research the Artist" make sure students are familiar with the following terms: medium, painterly, abstract, representational, nonrepresentational, mark making, layers/layering and the Elements of Art. Please complete Lesson 1 before arriving at the Turner Center.
- Please schedule a tour time well in advance by contacting Debi Davis, the Arts Education Administrator, at the Turner Center, by calling 229-247-2787 or by emailing ddavis@turnercenter.org. Please be sure to include the number of students expected to attend and their grade level(s).

Step 1: Discussion of *Christ Crowned with Thorns*

- Have students look at Gerrit van Honthorst's painting [Christ Crowned with Thorns](#) (from the website or as a jpeg). A student might observe that the work of art is gloomy or mysterious. He or she could write about how the artist used dark colors to create that effect.

- Hand out “[Analyzing Images](#)”. For Section 1, ask students to take a few minutes to write down their first reactions to *Christ Crowned with Thorns*.
- Tell students to write whatever comes to mind about the work of art and include any questions they have about the work. The teacher may want to include a certain number of needed responses from each student before moving onto Step 2.
- After a discussion of their observations the teacher may want to show this [YouTube video](#) describing the same painting.

Step 2: Use the Getty site to discuss and compare observations to the Elements of Art

- After students have written some observations regarding *Christ Crowned with Thorns*, give them a handout with descriptions of the [Elements of Art](#).
- Optional: Add a more [in-depth review of line](#) by using the information on The Getty site.
- Optional: Add a more [in-depth review of space](#) by using the information on The Getty site.
- Referring to the handouts “Analyzing Images” and “Elements of Art,” ask students to choose one of their written observations, regarding the image of Christ, and compare it to one of the Elements of Art. Have students write one or two sentences describing how the artist used an Element of Art to create the effect they observed in the image of *Christ Crowned with Thorns*.
- For example, in *Christ Crowned with Thorns* you might ask:
 - Find examples of repeating shapes or lines in the composition. What effect does this “echoing” of shapes or lines have?
 - Find an example of contrasting texture depicted in this scene. How does the artist use texture to suggest aspects of the figures’ character?
 - How would you describe the overall palette (colors used) of this work? What hues and shades of color emerge as you look at it?

Step 3: Discussion of the artwork by the featured artist currently at the Turner Center

- Next, display the [Featured Artwork](#) (from the website or as a jpeg). Students will have the “Analyzing Images” handout they previously used and the “Elements of Art” handout. Sections 1 & 2 of “Analyzing Images” uses *Christ Crowned with Thorns*, Section 3 uses the featured artwork at the Turner Center.
- Ask students to write their observations about several elements of art and the examples they see in the artwork using Section 3 on the handout.
- Discuss what the students found and chart the responses for each Element of Art. Ask questions to prompt students to find increasingly more complicated uses of the Elements of Art.

Step 4: Compare other work by the same artist adding background, style, historical comparisons

- Show [Additional Artwork](#) by the same artist (using the Turner Center’s website). Have students compare the use of the Elements of Art by the same artist in different artworks. Are some of the same Elements obvious in all of the examples? Included are artworks which underscore the artist’s unique approach or style.
- Ask students to identify the common use of the Elements of Art as seen in several artworks. Chart student responses using the Elements of Art to organize.
- Add biographical information about the artist including the style of work (some discussion of the style may need to be added so students understand to what the artist’s work is compared) and the medium (media) most often used.

Step 5: Discussion of reproductions vs seeing the original artwork

- Have students consider the differences between the reproduction they see and the original work of art they will see on the tour of the Turner Center by asking questions that can only be answered by seeing the original work of art. Make it clear to the students that when looking at a reproduction, they can only speculate about certain aspects of the original. The aim of this exercise is to illustrate that reproductions are not substitutes for original works. Feel free to adapt/add questions as needed. Questions might include:

- What are the dimensions of the original work?
- What do you imagine the surface of this work is like? (rough, smooth, sharp, cold)
- How might the impact of this work change as the viewer changes viewing position?
- What types of artworks might be exhibited near this work of art? What characteristics might they share with this work? Feel free to adapt or add questions as needed.

Record responses to these questions. They will be revisited by the arts education administrator while students are in front of the original work of art.

Step 6: Discuss viewing etiquette

Help students recognize that museums and galleries want to protect works of art for the future. The activity "[Protecting Art for Future Generations](#)" will help students understand why they are asked not to touch works of art. A copy is included or can be viewed on [The Getty](#) website.

Stress the following two points:

- Works of art can be damaged when well-meaning people point at it with a finger, pencil, a brochure or a site map and accidentally touch the surface. Students' bracelets, pocketbooks, or backpacks can accidentally scratch the surface of works of art. This is why they are asked not to get too close, not to point things at works of art, and to leave their large backpacks on the bus or at a designated place in the gallery.
- When the arts education administrator at the Turner Center, or if they were in a museum the security guards, warn a visitor about getting too close to a work of art, they are doing their job to help preserve the art so that future generations can enjoy it.

Step 7: Research the featured artist at the Turner Center. If using the Internet, students are to use the TURNER CENTER'S WEBSITE ONLY because there may be inappropriate subject matter on the artist's website and the Turner Center's link will avoid the possible viewing of anything inappropriate.

a. Students are to research the featured artwork they will see on their art center visit, and the artist who created it. Use the Turner Center's websites. [Featured Artist Biography and Artist Statement](#), [Featured Artwork](#), and [Additional Artwork](#) links will be used.

b. Hand out copies of "Research the Artist" for a classwork assignment. If using a computer lab go to the Turner Center's website, click [Research the Artist](#) to open the file for the assignment. Students can type directly onto the document and print it when finished.

Lesson 2

Lesson Overview

This is the second lesson in a sequential unit. In a tour to the Annette Howell Turner Center for the Arts, students practice looking skills they reviewed in Lesson 1. They reflect upon the differences between viewing original works of art and reproductions, and interpret a work of art using formal analysis and research.

Learning Objectives

Students will be able to:

- Point out differences between viewing an original work of art and viewing a reproduction
- Use vocabulary from the elements of art to discuss a work of art
- Use descriptive, formal analysis (Feldman's Model of Criticism), and background information to develop an interpretation of a work of art

Materials

- Easel with flip chart
- Markers
- Elements of Art poster

Step: 1 **this lesson is for the arts education administrator or docent**

- When students first arrive in the gallery ask them to spend a few minutes looking at the selected artwork (as well as other work by the same artist). Allow time for viewing and visual assessment but keep them close and in the same area. Students have been instructed on gallery etiquette but may need reminders. A copy of the handout "Protecting Art for Future Generations" is included for your reference.
- Have students sit in assigned seats around the focus piece of artwork.
- Introduce yourself and welcome the group to the Turner Center
- Direct students to the focused artwork. Tell them the background (artist statement & biography) of the artist. Students have already discussed the artist but this will bring the artist to the forefront for the upcoming discussion.

Step 2: **this lesson is for the arts education administrator or docent**

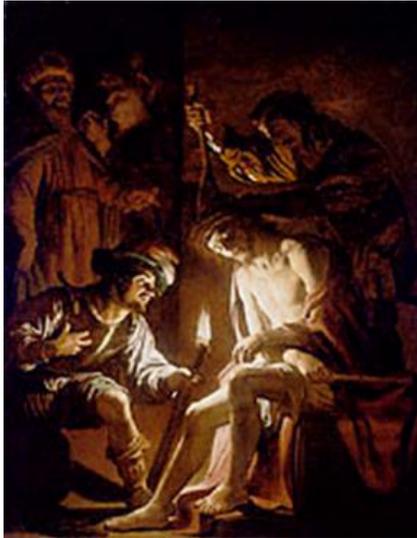
Discuss the physical characteristics of the artwork seen in the gallery but could not be seen in the reproduction. Bring back the questions the teacher asked about the original work of art in Lesson 1.

- Questions asked by the teacher included:
 - What are the dimensions of the original work? Is it larger or smaller than you expected?
 - What do you imagine the surface of this work is like? (rough, smooth, sharp, cold)
 - How might the impact of this work change as you change your viewing position?
 - What types of artworks do you think will be exhibited near this work of art?
 - What characteristics do you think they might share with this work?
- Ask questions that prompt students to compare their expectations from the reproduction with what they actually see in the gallery.
 - For example: **this lesson is for the arts education administrator or docent**
 - Surface texture:
 - What is the condition of the work? Smooth? Rough? Mixed textures?
 - Does the surface have the texture and appearance you expect it to have?
 - Compare the surface to other works by the artist. Did you expect the artworks to have this texture?
 - Vantage Point:
 - Is the work three-dimensional or two-dimensional? If two-dimensional does it appear to have depth?
 - How does the work change when you view it from a different angle?
 - Do you see anything you didn't expect?
 - Color intensity and hue:

- Are the colors different from what you saw in the reproduction?
- Are they brighter or duller?
- Does the overall “look” of the artwork change from what you saw in the reproduction?
- How does viewing the original work change your perception of the piece?
- Scale:
 - Is the work bigger or smaller than you expected? If so, how does the size affect your experience of the work? (personal example could be shared by the docent)
 - How is the size of this work affected by the size of the gallery itself?
 - How is it affected by the relative size of the other works of art?
- Setting:
 - How do the colors of the wall, the lighting, and the number of other artworks nearby affect your perception of the artwork?
 - If framed, how do the size, texture, and color of the frame affected your experience of the artwork?

Step 3: this lesson is for the arts education administrator or docent

Take students through a three-part discussion and analysis of the work of art that builds on the visual analysis skills they covered in Lesson 1. This three-step approach helps students isolate the ways artists use the Elements of Art to create meaning in works of art. The approach can be applied to any work of art. You and the group will apply it to the selected artwork for the tour.



Discussion question #1: What do you see? (Feldman - description) **this lesson is for the arts education administrator or docent**

In this step, have students describe only what they see in the work of art. Steer them away from statements about what they feel about the artwork or what they think the artist’s creative process, technique, or intention may have been.

For example look at the image to the left: In *Christ Crowned with Thorns* a student might say he or she sees “Christ being tortured” or “mysterious figures in the background.” Words like “tortured” and “mysterious” are interpretive – a student using these words is drawing conclusions about what he or she sees. Compliment this perception, but model how to remove the interpretation in order to make neutral statements that describe only what they actually see: “This work depicts a seated man surrounded by two others. One man holds a torch in front of the seated figure’s chest and the other man holds a stick against his head. There are also several figures in the background painted in dark hues.”

Discussion question #2: What do you think? (Feldman - formal analysis) **this lesson is for the arts education administrator or docent**

Next, have the students analyze the artist’s use of the Elements of Art by asking direct questions about each element. Ask students how the Elements of Art relate to one another and affect their perception. For example:

Space/composition:

Where are you, the viewer, in relationship to the scene? Above, below, inside? Do you feel like you are part of the action or standing outside of it? If you could actually enter the painting, where would you most likely enter the scene? How did the artist create a sense of space in the artwork?

Shape (or form if a 3-D piece):

What shapes do you see in the painting? Do the same or similar shapes appear in other places in the artwork?

Line:

Do any lines echo one another? Do the lines contribute to the illusion of space? If so, how (for example, through one or two-point perspective?)

Color:

What colors do you see? Where? Which colors are the dominate ones in the composition? What is the tone of the colors in the painting? Cool? Warm? Bright? Muted? Dull?

Texture:

Is there real texture to the painting or implied texture? What different textures do you see in the work? Describe the qualities of the textures (rough, soft, hairy, smooth, shiny, etc.)

Discussion questions #3: What do you sense (Feldman-interpretation) **this lesson is for the arts education administrator or docent**

The questions are:

- (1) What was the artist trying to say or show in his work?
- (2) What did the artist do in his work that led you to your answer?
- (3) If this artwork was shown to a group of students from France do you think they would give the same answers you did? Explain your answer.
- (4) Read artist's notes on the artwork to see how he matches up with that of the students. This shows students there are many versions of an artwork, with no one correct answer.

Lesson 3

Lesson Overview

This is the third and final lesson in a sequential unit. Students review their experiences looking at an original work of art and a reproduction in Lessons 1 and 2 and address the role of an art center in society in this final lesson.

Learning Objectives

Students will be able to:

- Explain the differences between an art center, an art gallery and an art museum
- Explain the role of an art center

Materials

- Handout: [Differences-Center-Gallery-Museum](#)

Step 1:

Discuss the experience of viewing original works of art at the Turner Center. Students should think critically about how the Center cared for and interpreted the work of art they studied. Use the following questions to prompt discussion:

- Did you feel welcome at the Turner Center?
- Did you enjoy the visit? Why or why not?
- What about the gallery environment (architecture, lighting, noise, presence or absence of other people, etc.) made you feel comfortable or uncomfortable?
- How did the original work of art differ from the reproduction? How did the experience of looking at the original in the gallery differ from the experience of looking at the reproduction in class?
- What did the Turner Center do to help you understand the work of art? For example, did the artworks that the curator placed nearby give you any new insights? Did labels, brochure(s), or other provided information help you understand more about the work? Why or why not?
- Was the docent helpful? Interesting?
- Who did you see working at the Turner Center? (gallery educator, security guards, volunteers, shop staff, etc.)
- What other people do you think work at the Turner Center behind the scenes? (educators, administrators, designers, grounds staff and janitors, office staff, curators, etc.)

Step 2:

Give each student a copy of the Annette Howell Turner Center for the Arts Strategic Plan. Discuss the Mission Statement (may want to include the Vision and Values) in class to be sure that students understand it.

Step 3: Compare art centers, art galleries and art museums; discussion of art centers specifically the Annette Howell Turner Center for the Arts

- Distribute the handout "[Differences-Center-Gallery-Museum](#)." Discuss the differences between an art center, an art gallery and an art museum using the information on the handout and personal knowledge.
- Divide students into small groups and ask them to discuss what they think the role of an art center is within their community. Why do art centers display and/or collect works of art? Why support the arts? Additional questions may be needed. Feel free to adapt/add questions as needed.
- Small groups should relate their responses to the class. Some answers might include:
 - preserve history
 - preserve rare or valuable objects
 - value the creative process (from TCA Strategic Plan)
 - celebrate diversity by engaging all people (from TCA Strategic Plan)
 - produce quality programs and events for the community (from TCA Strategic Plan)

- promote artistry through education (from TCA Strategic Plan)
- foster a multi-faceted artistic experience (from TCA Strategic Plan)
- educate the public about the history of art
- promote creativity and artistic expression (from TCA Strategic Plan)
- empower people to appreciate and participate in the arts (from TCA Strategic Plan)
- Discuss professions that would be useful in an art center and the required educational background needed

6th grade – Georgia Performance Standard's for the Unit:

Meaning and Creative Thinking

VA6MC.3 Interprets how artists communicate meaning in their work.

- a. Discusses common themes found in a variety of art works of past and/or present artists.
- b. Compares and contrasts how factors of time and place influence the development of and meaning in works of art.
- c. Identifies and analyzes the artists' ideas, symbols, values, themes and/or intentions within artworks through spoken, written, or visual form.
- d. Participates in open-ended discussion and formulates a position regarding the aesthetic value of a specific artwork.

VA6MC.4 Engages in dialogue about his or her artwork and the artwork of others.

- a. Provides personal response (e.g., spoken, written, or visual) to a work of art using the language of art.

Contextual Understanding

VA6CU.2 Investigates and discovers personal relationship to community, culture, and the world through making and studying art.

- a. Examines how forms and styles of visual and/or media arts are found in own community.
- d. Participates in activities (e.g., discussion, reading, writing, art making, art events) that promote personal engagement in the community and/or study of art history.

Assessment and Reflection

VA6AR.2 Critiques personal artworks as well as artwork of others using visual and verbal approaches.

- a. Acquires a range of approaches to understand and critique works of art using a variety of thinking strategies.

VA6AR.3 Reflects and expands use of visual language throughout the artistic process.

- a. Writes a personal reflection about a work of art in a journal, essay, or other written response that captures the felt meaning of a work of art.
- b. Reflects upon meaning conveyed by principles of design and Elements of Art discussing how these contribute to the merit of a work of art.
- c. Uses technology and/or visual organizers during the reflection process.
- d. Analyzes and interprets artworks through thoughtful discussion or written response considering themes, ideas, moods, or intentions presented by the artists.

Connections

VA6C.3 Expands knowledge of art as a profession and/or a vocation.

- a. Identifies and discusses design in daily life (e.g., buildings, clothing, furniture, automobiles, advertising).
- b. Identifies skills and educational requirements necessary to pursue visual arts professions (e.g., fine artists, designers, art educators, architects, animators).

7th grade - Georgia Performance Standard's for the Unit:

Meaning and Creative Thinking

VA7MC.3 Interprets how artists create and communicate meaning in and through their work.

- a. Identifies, discusses and analyzes common themes, symbols, values and/or intentions found in a variety of art works of past and/or present artists in a variety of ways (spoken, written, or visual).
- d. Participates in open-ended discussion and formulates a position regarding the aesthetic value of a specific artwork.

Contextual Understanding

VA7CU.2 Investigates and discovers personal relationship to community, culture, and world through creating and studying art.

- a. Examines how forms and styles of visual and media arts are found in own community.
- b. Articulates ideas and universal themes from diverse cultures of the past and/or present.
- d. Participates in activities (e.g., discussion, reading writing, art making, art events), that promote personal engagement in the community and/or study of art history.

Assessment and Reflection

VA7AR.2 Critiques personal artworks as well as artwork of others using visual and verbal approaches.

- e. Explains how selected principles of design and Elements of Art are used in an artwork to convey meaning and how they affect personal response to that artwork.
- f. Analyzes artworks based on the ways technique, media, style and composition are used to convey meaning.

VA7AR.3 Reflects and expands the use of visual language throughout the artistic process.

- a. Writes a personal reflection about a work of art in a journal, essay or other written response that captures of a work of art.
- b. Reflects upon meaning conveyed through principles of design and Elements of Art discussing how these contribute to the merit of a work of art.
- c. Uses technology and/or visual organizers during the reflective process.
- d. Analyzes and interprets artworks through thoughtful discussion or written response, considering themes, ideas, moods and/or intentions presented by the artists.

Connections

VA7C.3 Expands knowledge of art as a profession and/or avocation and increases personal life skills through artistic endeavor.

- a. Identifies and researches skills and educational requirements for a variety of art related careers (e.g., fine artists, designers, art educators, architects, animators).

8th grade - Georgia Performance Standard's for the Unit:

Meaning and Creative Thinking

VA8MC.3 Demonstrates how artists create and communicate meaning in artworks.

- a. Identifies, discusses, and analyzes aspects (e.g., common themes, symbols, values, and/or intentions) found in a variety of art works through spoken, written, or visual presentations.
- b. Gathers information and ideas by purposefully observing, comparing, contrasting, and analyzing selected art works.
- d. Recognizes and evaluates how artist's choices (e.g., material selection, techniques, tools, styles, use of visual elements and principles) shape and communicate meaning.

Contextual Understanding

VA8CU.2 Investigates and discovers personal relationship to community, culture, and world through making and studying art.

- a. Investigates how forms and styles of visual and /or media arts are found in own community.
- d. Participates in activities (e.g., discussion, reading, writing, art making, dramatizations, art events) that promote personal engagement in the study of art history and culture.

VA8AR.1 Critiques personal artworks as well as artwork of others using visual and verbal approaches.

- f. Analyzes artworks based on the ways technique, media, and composition are used to communicate meaning.
- g. Evaluates and explains how selected principles of design and Elements of Art are used in an artwork to express purpose and how they affect personal response to that artwork.

Assessment and Reflection

VA8AR.2 Reflects and expands the use of visual language throughout the artistic process.

- a. Reflects on ideas and artistic practice through journal-keeping, essay and other written response.
- b. Uses language of art to reflect on the meaning conveyed in a work of art.
- c. Uses technology, mapping and visual organizers during the reflection process
- d. Justifies verbal responses and/or visual presentations.
- e. Analyzes and interprets artworks through thoughtful discussion or written response, considering themes, ideas, mood/feeling, and /or intentions presented by the artist.

Assessment and Reflection

VA8AR.1 Critiques personal artworks as well as artwork of others using visual and verbal approaches.

- a. Acquires a range of approaches to understand and critique works of art using a variety of thinking strategies.
- f. Analyzes artworks based on the ways technique, media, and composition are used to communicate meaning.
- g. Evaluates and explains how selected principles of design and Elements of Art are used in an artwork to express purpose and how they affect personal response to that artwork.

VA8AR.2 Reflects and expands the use of visual language throughout the artistic process.

- a. Reflects on ideas and artistic practice through journal-keeping, essay and other written response.
- b. Uses language of art to reflect on the meaning conveyed in a work of art.
- c. Uses technology, mapping and visual organizers during the reflection process
- e. Analyzes and interprets artworks through thoughtful discussion or written response, considering themes, ideas, mood/feeling, and /or intentions presented by the artist.

Connections

VA8C.3 Expands knowledge of art as a profession and/or avocation and develops personal life skills through artistic endeavor.

- a. Collects information about a variety of art related careers (e.g., fine artists, designers, art educators, architects, animators, photographer, typographer, and illustrator).
- b. Identifies skills and educational requirements necessary to pursue visual arts professions.

Grades 9-12 - Georgia Performance Standard's for the Unit:

Meaning and Creative Thinking

VAHSVAMC.3 Cultivates critical thinking and logical argumentation in aesthetics.

e. Researches and analyzes the work of an artist and writes about how the artist's style contributes to the meaning of the work.

VAHSVACU.1 Articulates ideas and universal themes from diverse cultures of the past and present.

b. Discusses how understanding the original context of an artwork affects a viewer's connection with and interpretation of the artwork.

Assessment and Reflection

VAHSVAAR.2 Critiques artwork of others individually and in group settings.

c. Uses established criteria to analyze specific strengths and weaknesses of art works based on the ways technique and composition are used to convey meaning.

d. Analyzes how formal qualities (elements/principles) are used to communicate meaning.

f. Discusses content in artwork and how it is communicated; —reads artwork and shares interpretations and personal responses to representational, abstract and non-objective artwork.

VAHSVAAR.3 Develops multiple strategies for responding to and reflecting on artworks.

a. Employs specific art vocabulary, accurately and routinely, to critique art in discussion and writing.

b. Evaluates artwork using diverse criteria.

c. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, processes, and intentions of those who created the works, such as using —Visual Thinking Skills or Feldman's Art Criticism process.

Connection

VAHSVAC.3 Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom.

a. Discusses how study in art benefits one's future as an avocation (making, collecting, volunteering); in art-related careers; and in non-art careers and life skills (application of higher order thinking skills valued by business such as tolerance for ambiguity, judgment in the absence of explicit rules, finding structure in apparent disorder, etc.).

b. Accesses resources such as museums, Internet, visiting artists, galleries, community arts organizations, and visual culture to research art in the world around them.

c. Identifies various art related careers and post-secondary options.

Contextual Understanding

VAHSDRCU.1 Articulates ideas and universal themes from diverse cultures of the past and present.

c. Discusses how understanding the original context of an artwork affects a viewer's connection with the interpretation of the artwork.

Assessment and Reflection

VAHSDRAR.2 Critiques art work of others individually and in group settings.

c. Analyzes specific strengths and weaknesses of art works based on the ways technique and composition are used to convey meaning.

VAHSDRAR.3 Develops multiple strategies for responding to and reflecting on artworks.

a. Employs specific art vocabulary, accurately and routinely, to critique art in discussion and writing.

b. Identifies and employs diverse criteria for evaluating artistic merit.

c. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, processes, and intentions of those who created the works.

d. Uses a range of art criticism approaches, such as — Visual Thinking Skills and Feldman's Art Criticism process, to understand and make a personal connection to art works.