

Readings & Writings in Art

-Stacey Bernstein

The purposes of **Readings & Writings in Art** are:

- to promote cross content literacy in Vantage Point students through reading and writing about art, art movements, artists, and culture;
- to improve the writing skills of the students through the activities of the course; and
- to inform about art, art movements, artists, and culture.

In **Readings & Writings in Art**, students are expected to:

- articulate personal responses to images and readings;
- reflect upon the origins of those responses;
- research an artist's life and work and report findings;
- interpret messages and meanings in art works;
- demonstrate the use of writing as an extension of thinking;
- use writing as an organizational tool for the communication of thoughts, ideas, and feelings; and
- successfully use writing as a medium for communication.

It is crucial for students to make connections between content they learn in school and life. The V.P.C. population, in particular, has difficulty with content transference and academic rigor. Our students need a variety of options for practicing and demonstrating thinking and decision making skills. They need multiple opportunities for making meaningful connections. **Readings & Writings in Art** will provide a stimulating content focus for these "at-risk" Vantage Point students aged 15-20.

The visual arts are a fertile subject area to explore via the written word. There is a plethora of resources for all grade levels, which makes individualizing the content more easily accomplished, a definite necessity at V.P.C. Many visual

artists have written about their lives, work, and times. Volumes have been written about art's impact on society, and vice versa. Additionally, there are many videos about artists and art available, which will enrich the learning experience.

This union of reading, writing, and art will address at least two Colorado state standards:

Colorado English Standard 4: students apply thinking skills to their reading, writing, speaking, listening, and viewing; and

Colorado Visual Arts Content Standard 1: students recognize and use the visual arts as a form of communication.

English Standard 4

Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

In order to meet this standard, students will:

- make predictions, analyze, draw conclusions, and discriminate between fact and opinion in writing, reading, speaking, listening, and viewing;
- recognize, express, and defend points of view orally and in writing;
- identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director; and
- evaluate the reliability, accuracy, and relevancy of information.

Rationale

Students use reading, writing, speaking, listening, and viewing to think and learn. By moving beyond a literal interpretation of text to an analysis of an author's, speaker's, or director's purpose and perspectives, students practice and improve their higher-level thinking skills. Students need to recognize and evaluate different points of view and to follow a line of reasoning to its logical conclusion. Students need to think about their writing and reading skills and work toward improvement.

Grades 9-12

As students in grades 9-12 extend their knowledge, what they know and are able to do includes:

- recognizing an author's point of view, purpose, and historical and cultural context;
- knowing what constitutes literary quality based on elements such as the author's point of view, the author's selection of significant details, theme development, and the author's reflection of events and ideas of his or her lifetime; and
- critiquing the content of written work and oral presentations.

Grade Level Expectations for Standard 4 (that apply to Readings & Writings in Art)

- Recognize an author's or speaker's point of view and purpose, separating fact from opinion.
- Make predictions, draw conclusions, and analyze what they read, hear, and view.
- Recognize, express, and defend a point of view orally in an articulate manner and in writing.
- Identify author's viewpoint, purpose, and historical/cultural context from information presented in the text.
- Make predictions, draw conclusions and analyze text (for example, editorials, political cartoons, advertisements, essays).
- Evaluate the quality of ideas in a text by applying criteria and supporting the conclusion.
- Critique the content of written work and oral presentations.

Visual Arts Standard 1:

Students recognize and use the visual arts as a form of communication.

Rationale:

Art is a universal language that encompasses all forms of communication to express a variety of viewpoints and ideas. Success in the age of information requires that students sharpen their observation and critical thinking skills, while cultivating visual literacy - the ability to perceive and respond to visual symbols and images, and developing a repertoire for self-expression.

GRADES 9-12

As students in grades 9-12 extend their knowledge, what they know and are able to do includes:

- interpreting and distinguishing intended meanings of visual images, themes, and ideas in works of art; and
- evaluating and defending the use of visual images, themes, and ideas to communicate intended meanings.

Grade Level Expectations for Standard 1 (that apply to Readings & Writings in Art)

- Identify how the belief systems of a viewer may influence the interpretation of works of art.
- Describe ways that social and cultural beliefs can affect responses to works of art.
- Describe the role of mass media in influencing preferences, perception and communication.

Readings & Writings in Art: Course Sequence Outline

Readings & Writings in Art is a one period, one hour and ten minute class in a nine week quarter. There will be approximately 26 hours of total class time.

Week 1

Hand out Course Organizer

- Required of all teachers.
- Includes standards, benchmarks, key concepts, types of assessment and evaluation, course beliefs, and grading system.

“Call and Response” PowerPoint presentation in two parts

(see attached PPT notes for specifics related to each section and slide)

- A tool for leading discussion and writing tasks.
- A context within which to assess students visual arts prior knowledge and level of writing ability.
- Defines and describes visual arts terms and concepts.
- Displays images, words, and sounds for response.
- Sets the stage for group discussion activities and the general content of the course.

Hand out Journal notebooks

- Use the notebook for in-class writing assignments
- Each week find an arts related article from the newspaper or a magazine and paste it into the journal.
- Write a brief summary of the article.
- Describe what was most interesting in the article and why.
- Add additional relevant or meaningful pictures, articles, personal notations, etc.
- One student’s article may become a whole class reading assignment.

Week 2

Watch “Wild Wheels” documentary on art cars.

- Discuss the video.
- Analyze the varied motivations of the artists shown in the documentary.
- Write a description of what kind of art car you would make and why.

A Picture is Worth, oh, about 250 Words.

- Look at representational art reproductions.
- Create a story that details what came before and after what is depicted in the image.
- Share the stories, discuss the similarities and differences.

First Journal collection at the end of the week.

Week 3

Hand back and discuss Journal assignments.

Graffiti Art Week.

- Read pro and con articles.
- Discuss the perspectives of both sides.
- Establish some kind of continuum: vandalism to high art, from which to evaluate graffiti.

Look at graffiti art, analyze and evaluate in terms of the Principles and Elements of Design.

- As a group, through discussion.
- Individually in a quiz, to assess the students’ understanding and application of the terms and concepts.

Collect Journals at end of week.

Week 4

A Brisk Shallow Walk Through the Ages, a survey of 2000+ years of Art History

- Lecture and Presentation.
- Readings.
- Sections of videos.

Assign Research Project.

- Present Project criteria and rubric.
- Choose an artist to study.
- Report is due at end of quarter.

Collect Journals at end of week.

Week 5

Class time for research.

Guide students in finding information, note taking, outlining, and documenting sources.

- Books and magazines in the Art room.
- Field trip to Denver Public Library.
- Internet.

Collect Journals at end of week.

Week 6

Art and Music Week

Reading about artists whose work was heavily influenced by music.

- Wasily Kandinsky, Romare Beardon, Piet Mondrian, and others TBD.

Discussion and writing activities.

Collect Journals at end of week.

Week 7

Class time for writing Research Project.

Peer review at end of week.

Rough draft due beginning of next week.

Collect Journals at end of week.

Week 8

Collect rough drafts.

Field Trip to Denver Art Museum.

Collect Journals at end of week.

Week 9

Final draft of Research Project due at beginning of the week.

Culminating activity TBD.

Readings & Writings in Art: Assessment & Evaluation Outline

Formal grading will be based on existing VPC/District reading and writing benchmarks and rubrics.

Journals will be collected at the end of each week (week 2 - week 8).

In-class writing assignments will be graded formally.

Article responses will be evaluated informally.

I will write responses to the students' work in the notebooks.

- Critical questions to further guide their thinking.
- Specific suggestions to improve organization, spelling, and grammar.
- Delightful insights and mutterings.

Elements and Principles of Design terms and concepts quiz.

Research Project will be graded based upon a rubric.

Formative evaluation.

- Peer Review.
- Rough Draft.

Summative evaluation.

- Final Draft.

Peer evaluation.

A "safe" venue for formative and summative feedback.

Provides practice in analyzing the writing of another.

Self evaluation.

Students will compare early work with later work.

Develop ability to reflect on thinking and writing process.

- Metacognition.

Readings & Writings in Art: Materials & Resources

Books, articles, and videos by and about visual artists and art movements:

- Selections from The Artist and Varieties of Visual Experience by Edmund Burke Feldman.
- Various and sundry books from the art room and public library.
- Selections from the Dorling Kindersley Eyewitness book series.
(selections from these books will be assigned to those at a middle school reading level, however these books are well designed and full of illustrations, making them inviting to anyone)
- Articles from “ARTnews” and “Art in America.”
(these materials are not appropriate for “low” students, but the more advanced readers/thinkers will derive meaning from these magazines)
- “Wild Wheels” documentary on video.
- Selections from other art history videos TBD.

“Call and Response” multimedia product.

Fine art reproductions from Davis Publications:

Discovering Art History

A set of thirty outstanding images and a guide offer an overview of fine art through the ages, presenting major artforms, historical periods, and cultural trends.

Features works by Sandro Botticelli, Gustave Courbet, Helen Cordero, Jaques-Louis David, Edgar Degas, Albrecht Dürer, Joshua Johnson, Vincent van Gogh, Elizabeth Vigée-Lebrun, Maya Ying Lin, Edouard Manet, Henri Matisse, Michelangelo, Georgia O’Keeffe, I. M. Pei, Pablo Picasso, Robert Rauschenberg, Frederic Remington, Jaune Quick-to-See Smith, Diego Velasquez and Antoine Watteau, plus images from ancient civilizations and cultures around the globe.

Three-Dimensional Art Prints

From Greek sculpture to photorealism from a Totem pole to a twentieth-century mobile, this vibrant set succeeds in presenting a wide variety of styles.

Multicultural Mask Prints

As a supplement to your appreciation, history, cultural or maskmaking activities, this diverse set presents images from past to present.

Sculpture Art Prints

An instructional overview from traditional to contemporary forms.

Equipment:

TV and VCR

Computer workstation with projection device

LRT support:

Kira Forkin, Language Arts and Literacy Resource Teacher

Readings & Writings in Art: Multimedia Product Notes

The following section contains the notes pages from the “Call and Response” PowerPoint presentation.

The notes show specific uses for each slide, questions for students and teacher to discuss and answer orally or in writing, and related tangents of historical information where it seems appropriate.

I will use the notes as a guide during the two class sessions with the “Call and Response” presentation.

Overview

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Assessment & Evaluation

Materials & Resources

MM Product Notes

Overview

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MM Product
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