

# The Arts Initiative Urban Arts Space

## **UNIT PLAN OVERVIEW**

### *Fragments of an Unknowable Whole* Exhibition Tour

Revised 2014

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School: Ohio State University Urban Arts Space

Unit Lesson Title: Fragments of an Unknowable Whole Exhibition Tour

Length of Class Period: 60min

Date of Lesson: June 23, 2014

#### **ACADEMIC CONTENT STANDARDS ADDRESSED**

##### **Common Core State Standards for English Language Arts and Literacy:**

**(CCSS.ELA-Literacy.CCRA.SL.1)** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

Click on the grade-level of your group to see the **Ohio Department of Education Visual Arts Standards** specifically addressed through this tour:

Kindergarten

1<sup>st</sup> Grade

2<sup>nd</sup> Grade

3<sup>rd</sup> Grade

4<sup>th</sup> Grade

5<sup>th</sup> Grade

6<sup>th</sup> Grade

7<sup>th</sup> Grade

8<sup>th</sup> Grade

#### **CRITICAL ISSUE / BIG IDEA**

**Anticipatory Set** (what do the students already know, why is this lesson relevant?)

The students already know what a photograph is and how we use this medium in everyday life. However, we will explore the boundaries of photography in contemporary art through thoughtful discussion, reflection, collaboration, critical thinking and purposeful looking.

**Central Focus** (Form and Structure, Art Production, Context, Personal Perspective)

Explore the boundaries of photography in contemporary art through thoughtful discussion, reflection, critical thinking and purposeful looking within a gallery setting.

## **Learning Outcomes**

- Students will explore the medium of photography by discussing, interpreting, and reflecting upon the diverse artworks in the exhibition.
- Students will be able to describe and discuss artworks in the exhibition based on what they see.
- Students will be able to collaboratively interpret artworks based on their observations.
- Students will be able to critically reflect upon their observations and interpretations based on lived experiences and prior knowledge to understand how others may understand the work differently than they did, thus encouraging empathy.

## **Essential Questions** (provocative, engaging, critical)

- When looking at the artwork, what things do you see? What do you notice about the work?
- What do you wonder? What do you see that makes you say that?
- Why might the artist have chosen to do that? What might be the importance of that?
- Is there a narrative or story behind this image? If so, what?
- Why might your understanding of this work of art be different from someone else's in the class?
- Do you think this is art? Why or why not?

## **Possible multi-disciplinary Integration**

Students may have an opportunity to do a writing prompt given by their classroom teacher, if applicable, when they return to school.

## (Stage One) **Performance-based Assessment Objectives**

Addressed in "Academic Content Standards Addressed" for each grade level.

## (Stage Two) **Performance-based Assessment Strategies**

The docent will look for each student to be engaged in the discussion and respectfully listening to the other student's responses. If they do not participate initially, the docent will call on them to answer a question and/or share their ideas. If they do not appear to be engaged the docent will assess why by asking them, and remedying the situation as seems fit.

## **Academic Language**

### **Vocabulary**

- Photograph: Commonly, a picture made using a camera. Either an image is focused onto film (or other light-sensitive material) and then made visible and permanent by chemical treatment, or is stored digitally.
- Contemporary: Following modern ideas; Belonging to the present.
- Experimental: Involving a radically new and innovative style.
- Installation: A Place-specific creation that that is to be viewed as an entire ensemble or environment.
- Scale: The size of an object as related to another object.
- Computer-Generated (images): images created by a computer or machine
- Mixed Media: the use of more than one material to create a work of art.

## **Preparations**

### **Materials/Resources for Teachers**

Prepare gallery and ensure that there is enough staff to monitor the group on the tour.

(Stage Three) **LEARNING ACTIVITY**

**Getting the Classroom Environment Ready**

Exhibition will be opened early if necessary to accommodate the group. Lights, projectors, and TVs must be turned on before group arrives.

**Procedures for the Teaching/Learning Structure (indicate approximate time for each step)**

1. **Greet** (5 minutes)
  - a. Students will enter the gallery space, the docent will greet them and ask them to split into their touring groups.
2. **Introduction to Touring Activity** (10 minutes)
  - a. The docent will give a quick introduction to the background of the exhibition. The group will discuss what is meant by the title of the show as well as the use of photography within each piece. The docent will stress the importance of discussion and dialogue to this gallery experience
  - b. The docent will cover gallery rules and etiquette. As well as a discussion of what an art gallery is.
3. **Looking at artworks *Brief History 1, 2, and 3 by Everything is Collective*** (8 minutes)
  - a. What do you think these objects are? What do they represent? How do they fit together?
  - b. What are they made out of? How can we tell?
  - c. What might these objects feel like were we to touch them? What might they sound like were we to tap on them?
  - d. Now consider how you think these photographs may have been created. Do the objects in the photos seem like they exist in physical reality, or could a computer have created them? How can we tell?
  - e. How can an image created by a computer be considered a photograph?
4. **Looking at *Dots Front Misfire-shooting Blanks by Gina Osterloh*** (8 minutes)
  - a. What do you notice about this setting? Where are we?
  - b. What does the figure look like? What do you think it is made out of?
  - c. What types of materials were used in this photograph?
  - d. If you could give this photograph a title, what would it be? Why?
  - e. Describe this work with one adjective.
5. **Looking *Jordan Tate's New Work #194*** (8 minutes)
  - a. What type of environment do these belong in? Why?
  - b. Are we seeing something zoomed in or from far away?
  - c. What do you notice that is different from a traditional photograph?
  - d. What would you consider to be the subject of this photograph? Why might your answer be different than one of your classmate's answer?
  - e. How would you describe this image to a friend?
  - f. Why might the artist have chosen to print the images on fabric instead of paper?
6. **Looking at *Nick George's Before the Spiral Jetty*** (8 minutes)
  - a. Where do you think this picture was taken? What things do we notice from the background?

- b. How did that red stripe get there? Do you think the artist planned it that way?
  - c. Are mistakes always bad? When can a mistake be good?
7. **Looking at Aspen May's Tools (with a shelf for their shadows)** (8 minutes)
- a. As you look at this collection of tools, what do you notice about them?
  - b. What types of materials have been used to create these tools? Where have you seen these things before? Consider why an artist might choose to use these particular materials.
  - c. Discuss dark room photography and how these tools are used.
  - d. Have you ever had to create something on the spot? What did you need to make and how did you make it? How did you determine if your creation was a success?

**Closure, Review & Anticipation** (what's next?)

**Closure:** (5 minutes)

Students are asked to take a moment to think about the different works on view. The docent will lead a discussion by asking what their favorite pieces were. The docent will also make note that we all have different opinions of art and that each one is valid. The docent will make sure to point out that we must be respectful of other people's interpretations even if they are different from our own, encouraging empathy.

**Supplemental Activity**

The group will then go to the touch wall, where the docent will ask the students to divide into even teams. The docent will then give each team a hide and seek block. The teams will be asked to find the title and artist and bring the information back to the docent.

# ACADEMIC CONTENT STANDARDS ADDRESSED – KINDERGARTEN

## Ohio Department of Education Visual Arts Standards

### ENDURING UNDERSTANDINGS

**K:** Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

### PROGRESS POINTS

**K:** B: Explore a range of art concepts and artworks and construct meaning about the works.

### CONTENT STATEMENT – Perceiving/Knowing

**K:** 2PE Name and point out subject matter and details observed in works of art.

3PE Describe different ways that an artwork expresses an emotion or mood.

4PE Distinguish between common visual art forms (e.g., painting, drawing, sculpture).

5PE Identify and name materials used in visual art.

### CONTENT STATEMENT – Producing/Performing

### CONTENT STATEMENT – Responding/Reflecting

**K:** 3RE Connect their personal experiences to what they see in works of art.

4RE Communicate the ideas and stories they see in works of art.

5RE Describe what they see and feel in selected works of art.

7RE Recognize that people have different opinions and responses to works of art.

### (Stage One) Performance-based Assessment Objectives

**K:** Students will point and describe what they see in the exhibition (themes, materials, size, appearance, feelings, emotions, etc).

-Students will describe how the photographs in the exhibition can show an emotion or mood in different ways.

-Students will be asked to distinguish between a photograph and other art forms.

-Students will be able to identify and name the materials that they see within the exhibition artwork.

-Students will connect what they see in the photographs to their own personal experiences in order to create meaning.

-Students will communicate their ideas and thoughts about the artwork with the group.

-Students will look at artwork and describe how they feel and what they see.

-Students will recognize and respect that we, as individuals, all share different opinions of art for many reasons. Each opinion is valid.

## **ACADEMIC CONTENT STANDARDS ADDRESSED – 1<sup>st</sup> Grade**

### **Ohio Department of Education Visual Arts Standards**

#### **ENDURING UNDERSTANDINGS**

**1:** Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

#### **PROGRESS POINTS**

**1:** B: Explore a range of art concepts and artworks and construct meaning about the works.

#### **CONTENT STATEMENT – Perceiving/Knowing**

**1:** 2PE Explore and describe how a selected art object was made.

#### **CONTENT STATEMENT – Producing/Performing**

#### **CONTENT STATEMENT – Responding/Reflecting**

**1:** 8RE Express and share their own responses to works of art and consider the responses of others.

#### **(Stage One) Performance-based Assessment Objectives**

**1:** Students will explore and describe the processes in which they think the artwork was made.  
-Students will express and share their own opinion of the work within the exhibition while being considerate of the responses from their peers.

## **ACADEMIC CONTENT STANDARDS ADDRESSED – 2<sup>nd</sup> Grade**

### **Ohio Department of Education Visual Arts Standards**

#### **ENDURING UNDERSTANDINGS**

**2: Literacy:** As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

#### **PROGRESS POINTS**

**2: B:** Explore a range of art concepts and artworks and construct meaning about the works.

#### **CONTENT STATEMENT – Perceiving/Knowing**

**2: 1PE** Notice and point out details and respond to expressive features in artworks.

**3PE** Compare the form, materials and techniques in selected works of art using descriptive language.

#### **CONTENT STATEMENT – Producing/Performing**

#### **CONTENT STATEMENT – Responding/Reflecting**

**2: 4RE** Share their personal interpretations of the meanings conveyed in various works of art.

#### **(Stage One) Performance-based Assessment Objectives**

**2:** Students will notice and point out details and respond to the things they see in the gallery.

-Students will compare the form, materials and techniques that are in the exhibition while using descriptive language.

-Students will share their personal interpretations of the meanings conveyed in the works on view.

## **ACADEMIC CONTENT STANDARDS ADDRESSED – 3<sup>rd</sup> Grade**

### **Ohio Department of Education Visual Arts Standards**

#### **ENDURING UNDERSTANDINGS**

**3:** Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

#### **PROGRESS POINTS**

**3:** D. Express personal responses to artistic works giving reasons for their interpretations and preferences.

#### **CONTENT STATEMENT – Perceiving/Knowing**

**3:** 6PE Recognize and identify choices that give meaning to a personal work of art.

#### **CONTENT STATEMENT – Producing/Performing**

#### **CONTENT STATEMENT – Responding/Reflecting**

**3:** 3RE Compare and contrast their opinions of a work of art with those of their peers.

#### **(Stage One) Performance-based Assessment Objectives**

**3:** Students will recognize and identify choices that the artist has made in order to give meaning.

-Students will compare and contrast their opinions of the artwork with their peers.

## **ACADEMIC CONTENT STANDARDS ADDRESSED – 4<sup>th</sup> Grade**

### **Ohio Department of Education Visual Arts Standards**

#### **ENDURING UNDERSTANDINGS**

**4:** Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

#### **PROGRESS POINTS**

**4:** D. Express personal responses to artistic works giving reasons for their interpretations and preferences.

#### **Content Statement – Perceiving/Knowing**

**4:** 2PE Notice and describe different visual effects resulting from artmaking techniques.

#### **Content Statement – Producing/Performing**

#### **Content Statement – Responding/Reflecting**

**4:** 2RE Develop and share their ideas, beliefs and values about art.

#### **(Stage One) Performance-based Assessment Objectives**

**4.** Students will notice and describe different visual effects resulting from photographic techniques.

- Students will develop and share their ideas, beliefs and values about photography as an art form.

## **ACADEMIC CONTENT STANDARDS ADDRESSED – 5<sup>th</sup> Grade**

### **Ohio Department of Education Visual Arts Standards**

#### **ENDURING UNDERSTANDINGS**

**5:** Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

#### **PROGRESS POINTS**

**5:** D. Express personal responses to artistic works giving reasons for their interpretations and preferences.

#### **Content Statement – Perceiving/Knowing**

**5:** 5PE Focus attention on selected artworks to identify and pose questions about aesthetic qualities (e.g., sensory, organizational, emotional) in the works.

#### **Content Statement – Producing/Performing**

#### **Content Statement – Responding/Reflecting**

**5:** 1RE Apply reasoning skills to analyze and interpret the meaning in artworks.

#### **(Stage One) Performance-based Assessment Objectives**

**5.** Students will focus their attention on pieces in the exhibition in order to identify and pose questions about aesthetic qualities such as emotion and mood.

-Students will apply reasoning skills to analyze and interpret the meaning of the works discussed on the tour.

## **ACADEMIC CONTENT STANDARDS ADDRESSED – 6<sup>th</sup> Grade**

### **Ohio Department of Education Visual Arts Standards**

#### **ENDURING UNDERSTANDINGS**

**6:** Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

#### **PROGRESS POINTS**

**6:** B. Describe, interpret and evaluate artworks empathizing with and challenging the opinions of others.

D. Develop and use criteria for making judgments about artworks and visual imagery and use descriptive language when talking and writing about works of art.

E. Connect the content of visual artworks to interdisciplinary concepts, issues and themes.

#### **Content Statement – Perceiving/Knowing**

**6:** 2PE Discover and articulate how the media forms of the day use art and images to communicate messages and meaning

#### **Content Statement – Producing/Performing**

#### **Content Statement – Responding/Reflecting**

**6:** 1RE Explain what makes an object a work of art using a range of criteria.

2RE Describe content, meaning and design in various works of art using accurate, descriptive language and art-specific vocabulary

#### **(Stage One) Performance-based Assessment Objectives**

**6.** Students will discover and articulate how the photographic medium communicate messages and meaning

-Students should explain what makes a photograph a work of art using a range of criteria.

-Students will describe content, meaning and design in photography using accurate, descriptive language and art-specific vocabulary

## **ACADEMIC CONTENT STANDARDS ADDRESSED – 7<sup>th</sup> Grade**

### **Ohio Department of Education Visual Arts Standards**

#### **ENDURING UNDERSTANDINGS**

**7:** Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

#### **PROGRESS POINTS**

**7:** B. Describe, interpret and evaluate artworks empathizing with and challenging the opinions of others.

D. Develop and use criteria for making judgments about artworks and visual imagery and use descriptive language when talking and writing about works of art.

E. Connect the content of visual artworks to interdisciplinary concepts, issues and themes.

#### **Content Statement – Perceiving/Knowing**

**7:** 4PE Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories.

#### **Content Statement – Producing/Performing**

#### **Content Statement – Responding/Reflecting**

**7:** 1RE Speculate about an artist's intentions and message in a work using relevant references to the work.

2RE Compare and contrast diverse viewpoints about works of art.

#### **(Stage One) Performance-based Assessment Objectives**

**7.** Students will be asked to observe a variety of artworks noticing details, themes and ideas.

-Students will speculate about an artist's intentions and message in a work using relevant references from the tour.

-Students will be comparing and contrasting diverse viewpoints about works of art in the exhibition.

## **ACADEMIC CONTENT STANDARDS ADDRESSED – 8<sup>th</sup> Grade**

### **Ohio Department of Education Visual Arts Standards**

#### **ENDURING UNDERSTANDINGS**

**8:** Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

#### **PROGRESS POINTS**

**8:** B. Describe, interpret and evaluate artworks empathizing with and challenging the opinions of others.

D. Develop and use criteria for making judgments about artworks and visual imagery and use descriptive language when talking and writing about works of art.

E. Connect the content of visual artworks to interdisciplinary concepts, issues and themes.

#### **Content Statement – Perceiving/Knowing**

**8.** 1PE Identify how an artist’s choice of media relates to the ideas and images in the work.

#### **Content Statement – Producing/Performing**

#### **Content Statement – Responding/Reflecting**

**8:** 1RE Examine various qualities in artworks to understand how an artist’s choice of media relates to the images and ideas in the work.

#### **(Stage One) Performance-based Assessment Objectives**

**8.** Students should identify how an artist’s choice of photography relates to the ideas in the work.

-Students will examine various qualities in artworks to better understand photography.