Observe, Question and Write About Art

Many artists show their visual culture in the art they make and notice what is important to them in their world. We can find historical information and even social issues concerning the artist. When we look closely at art, we gather more information. Questions help us notice things in greater depth. Questioning as a group gives us a broader perspective and ideas that we might miss by ourselves.



Today we will look at a painting and write down as many questions as we can, beginning each question with 'Who, What, When, Where and Why'. As we do this we will see and learn much about the art and what it is telling us. To get as many questions as possible, we will divide into five groups giving each group the responsibility of one type of question. (e.g. Group 1 does "Who" questions.)

My group writes	questions.	
	eir questions aloud, we will each write a short story captu in his/her art. The questions people asked earlier will give.	
Continue writing on the back	k of this paper.	
	ad your stories aloud to the class. Listen to the different t uses with the same piece of art.	ideas and
Write the name of the artist	and the art you studied.	
Artist:	Title:	
Your name as observer and	d writer:	

CLOSE:

OPTIONAL ART PRODUCT ACTIVITY:

Just like these artists depicted visual culture of the times in which they lived, so can we make art about what is happening around us. On a piece of paper, each student can draw one thing that is very important to them or draw what they like to do. They can use a pencil or any art materials available in their desks. When finished, they can do a bubble cut around the drawing and glue it to a class collage depicting their "class culture".

Teacher administered assessment tool

DN.	OV	TID	Lesson			_ Teach	ner					
	OK	UP	Grade	Da	ate		Nur	nber of	Studen	ts		
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers.									
			(K=knowledge, S=skills, C= creativity, A=attitude, E=engagement									
			Did you take part in the questioning exercises? (E,C)									
			2. Did you share your questions with the class? (E,A,S)									
			3. Did you use the information collected from the group to write a story? (E,K,A,C)									
			4. Did you read your story to the group or share it in another way? (E,A)									
			5. Did you add an imaginative touch to your story? (C)									
			6. Did you actively listen and follow directions? (A)									
			7. Did you do your best during this lesson? (E)									
Teac	her self	f-critiqu										
			8. My te	eaching of			•	_		•	4.0	
			1 2 needed in	3 nprovemen	<u>4</u> t	5	6	7	8 was	9 highly s	10 uccessful	
			0 11.									
			9. What	would I do	differe	ently nex	t time?					

ALIGNMENT:

Alignment of Standards:

Art: A1,4; B2,4,5,8; C2d,5; D6

English: A,C,E

Math: E Science: F

Alignment of GLE's:

Reading: R1.3, R2.2, 2.4,

2.5,2.10, 2.11 Writing: W2.1, 2.3,

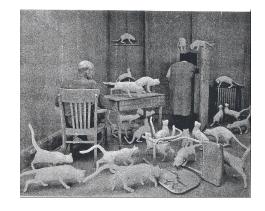
CREDITS:

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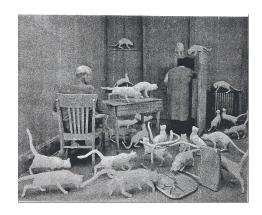
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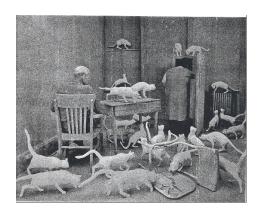
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