

Title

Student-Created Art Project & Walking Gallery

Estimated Time for Completion of Lesson

Two to three days.

Concept/Main Idea of Lesson

The purpose of this lesson is to illuminate an “invisible” event, person, or social issue that is often overlooked in history, politics, or society. Students are afforded the opportunity to research a person or topic of their choice and then design and create an original art project that sheds light on its contribution or importance.

Intended Grade Levels

Grades 6-12

Infusion/Subject Areas

Visual Arts

Social Studies

Curriculum Standards**Next Generation Sunshine State Standards****Visual Art:**

VA.68.S.2.3: Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.

VA.68.S.2.1: Organize the structural elements of art to achieve artistic goals when producing personal works of art.

VA.68.O.1.3: Combine creative and technical knowledge to produce visually strong works of art.

VA.68.O.1.4: Create artworks that demonstrate skilled use of media to convey personal vision.

VA.912.S.2.6: Incorporate skills, concepts, and media to create images from ideation to resolution.

Social Studies:

S.912.H.1.2: Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

SS.912.H.1.5: Examine artistic response to social issues and new ideas in various cultures.

SS.912.H.2.1: Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).

SS.912.H.2.3: Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

SS.912.H.2.4: Examine the effects that works in the arts have on groups, individuals, and cultures.

SS.912.H.2.5: Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.

National Standards for Arts Education

Standard 1: Understanding and applying media, techniques, and processes.

Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas.

Standard 4: Understanding the visual arts in relation to history and cultures.

National Council for the Social Studies

Time, Continuity, and Change

People, Places, and Environments

Individuals, Groups, and Institutions

Power, Authority, and Governance

Global Connections

Common Core

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5 & CCSS.ELA-Literacy.SL.11-12.5:

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Instructional Objectives

Students will:

- select and research an “invisible” event, person, or topic that is often overlooked in history, politics, or society;
- design and create an original art project that sheds light on their selected event, person, or topic and its contribution or importance;
- present their work to others in a walking gallery format.

Learning Activities Sequence

Learning Activity 1: Reflection and Discussion

Say: Recall the works featured in the art show The Visible Turn. Which works resonated with you? Why? What are some additional events, people, or issues that you believe have been overlooked in history, politics, or society and would like to learn more about?

Learning Activity 2: Research

Make arrangements for students to research an “invisible” event, person, or issue of their choice in the school library and/or on the Internet. Information gathered will inform the design and presentation of the project.

Learning Activity 3: Design and Create Project

Allow students enough time to design and create their projects.

Distribute “Invisibility Project Evaluation Rubric” and explain each of the components that will be assessed.

Learning Activity 4: Walking Gallery

Divide the class into 2 groups. Set up display tables. Allow one half of the class to set up their artworks while the other half walks about the room viewing the projects, asking questions, and listening to their classmates. Build in 5 minutes for the first group to take down their projects and the second group to set up their projects. Switch roles.

Evaluation

Use the “Invisibility Project Evaluation Rubric” to assess the students’ projects. Students should also evidence interest and support for peers’ work.

Materials and Resources

- Access and time to carry out research
- Supplies and equipment to create art projects
- Handout: “Invisibility Project Evaluation Rubric”