

Introduction:

This optional Art Think™ Curriculum, for use in high school Art Classrooms, is meant to help meet the Perception and Critical Evaluation TEKS for Art; Levels I-IV. This lesson plan can be used for initiating the week's theme prior to the Art Ambassador's visit or as a follow-up after the Art Think session. Activities for these lesson plans are based on those in Elaine C. Stephens and Jean E. Brown's *A Handbook of Content Literacy Strategies: 125 Practical Reading and Writing Ideas, Second Edition*.

These writing strategies can also be adapted for use in other content areas to enhance and improve writing and content literacy skills through critical and analytical thinking and writing. For the content area of art, we focus on using writing as a discipline for developing the student's artistic process as a source of inspiration and a planning tool for art making. This curriculum builds connections among the themes of Art Think to the student's own creative process and art making through writing activities. Students should have a notebook or composition journal that is dedicated to their Art Think writing activities.

<p>Theme: Be Each one of us is unique due to our different backgrounds. Many artists explore their identities, asking us to explore our own unique identities and selves as well. Our feelings, or emotions, are the expression of what is going on inside us. Artists often use emotion to ask us to look carefully at ourselves.</p>	<p>Grade level: 9-12 (Art I-IV)</p>	<p>TEKS: Eng I 110.42 (16F, 19A) Art I 117.52 (1A/B) Eng II 110.43 (16F, 19A) Art II 117.53 (1A/B) Eng III 110.44 (15F,19A) Art III 117.54 (1A/B) Eng IV 110.45 (16F,19A) Art IV 117.55 (1A/B)</p>
<p>Objective(s): The learner will:</p> <ul style="list-style-type: none"> • Explore the concept of self and personal experience in relation to artworks, specifically as a source of inspiration for working artists. • Select and analyze original artworks to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings. • Illustrate ideas for artworks from direct observation, experiences, and imagination. • Analyze visual qualities to express the meaning of images and symbols 	<p>Introduction/Anticipatory Set: Choose one of the images from WEEK ONE in your Art Think packet (images are on the CD). Project the image for the class. Have students contemplate the following by writing out short answers.</p> <ul style="list-style-type: none"> • Briefly describe the image. List at least 5 things that you notice about it. • What does it remind you of? What might the artist want to communicate? • How does the image connect to our theme of identity and personal experience? 	
<p>Procedures:</p> <p>Idea Map</p> <p>1. Ask students to make a list of 15 words that they feel describe them well. Contradictions are welcome! The following questions might help to them get started: What words describe you at your best? Your worst? Your happiest? Your saddest? Your silliest? What words describe you as only you know yourself? What words would other people say fit you? What words would you like to have describe you?</p> <p>2. Have students think of 3 experiences that had a significant impact on them (positive or negative) and describe each of these experiences in a few sentences.</p> <p>3. Have students map 5 of each of the words they created in step one under each of the 3 experiences they described in step two. Ask them to match their adjectives to their experiences to illustrate how our experiences influence who we are and how we see ourselves.</p>		
<p>Closure: Students should write to collect ideas for their own original artworks that would be based on their own personal experiences, emotions and interior life. They should draw on the previous activities from this lesson to help them find new ideas.</p>	<p>Studio Activity: Students will create preliminary sketches or 2 dimensional renderings that illustrate their plans for some of their ideas as described in their writings.</p>	

<p>Theme: Relate How do you relate to people around you? Is it easy for you to communicate with your family and friends? How do the people in your life influence you? Artists often explore themes of relationships in their artworks, and ask us to question our own ideas and experiences. Sometimes they want us to see things in a new way or examine something we usually take for granted in a new light.</p>	<p>Grade level: 9-12 (Art I-IV)</p>	<p>TEKS: Eng I 110.42 (16F, 19A) Art I 117.52 (1A/B) Eng II 110.43 (16F, 19A) Art II 117.53 (1A/B) Eng III 110.44 (15F,19A) Art III 117.54 (1A/B) Eng IV 110.45 (16F,19A) Art IV 117.55 (1A/B)</p>
<p>Objective(s): The learner will:</p> <ul style="list-style-type: none"> • Explore the concept of personal relationships in artworks, specifically as a source of inspiration and commentary for working artists. • Select and analyze original artworks to form conclusions about formal qualities, historical and cultural contexts, intents, and meanings. • Illustrate ideas for artworks from direct observation, experiences, and imagination. • Analyze visual qualities to express the meaning of images and symbols 	<p>Introduction/Anticipatory Set: Choose several of the images from WEEK TWO in your Art Think packet (images are on the CD). Project the images for the class. Have students do a quick-write in their activity.</p> <ul style="list-style-type: none"> • Which artwork best illustrates the concept of “relationships”? Why? There is no right or wrong answer. • Give students 5 to 7 minutes to write out their ideas without worrying about grammar or spelling errors. 	
<p>Procedures:</p> <p>Have students choose one work of art from the WEEK TWO set to analyze.</p> <p>Ask students to make three different types of connections to the artwork, and interpret it using the following framework:</p> <ul style="list-style-type: none"> • Image-to-self: What personal connections can you make to the art through interaction with the image? What do you find familiar or recognize in your own life? • Image to image: What connections can you make to other works of art, books, television shows or films? What visual culture elements does it remind you of? • Image to world: What connections can you make to the world? How does the artwork you chose relate to larger issues or problems in your community and the world? <p>Model making each of the three connections aloud to your class, then ask them to write down their own answers.</p>		
<p>Closure: Students should write to collect ideas for their own original artworks that would be based on their own relationships with friends and relatives or to connect abstract concepts about the nature of relationships to the world at large. They should draw on the previous activities from this lesson to help them find new ideas.</p>	<p>Studio Activity: Students will create preliminary sketches or 2 dimensional renderings that illustrate their plans for some of their ideas as described in their writings.</p>	

<p>Theme: Live Art is a reflection of life, a mirror of our social world. Our daily experiences are influenced by who we are, our friends and family, our culture and the world we live in. Reflect on your everyday life. Think of who you are as a person and what experiences are characteristic of your world.</p>	<p>Grade level: 9-12 (Art I-IV)</p>	<p>TEKS: Eng I 110.42 (16F, 19A) Art I 117.52 (1A/B) Eng II 110.43 (16F, 19A) Art II 117.53 (1A/B) Eng III 110.44 (15F,19A) Art III 117.54 (1A/B) Eng IV 110.45 (16F,19A) Art IV 117.55 (1A/B)</p>
<p>Objective(s): The learner will:</p> <ul style="list-style-type: none"> • Understand that artists sometimes use subject matter of the everyday to draw our attention to something that is unnoticed or to help us see things we take for granted in a new way or in a different context. • Explore the concept of the everyday in artworks, specifically as a source of inspiration and commentary for working artists. • Select and analyze original artworks to form conclusions about formal qualities, historical and cultural contexts, intents, and meanings. • Illustrate ideas for artworks from direct observation, experiences, and imagination. • Analyze visual qualities to express the meaning of images and symbols 	<p>Introduction/Anticipatory Set: Choose several of the images from WEEK THREE in your Art Think packet (images are on the CD). Project the images for the class. Have students do a quick-write activity. Have students choose a quote from below. Ask students to connect the quote to an image of their choice and write a brief response. Class discussion can follow.</p> <ul style="list-style-type: none"> • Nothing is a waste of time if you use the experience wisely. - Auguste Rodin • Life must be understood backwards; but... it must be lived forward. –Soren Kierkegaard • You cannot create experience. You must undergo it. -Albert Camus • All experience is an arch, to build upon. -Henry B. Adams 	
<p>Procedures: Have students do this activity:</p> <ol style="list-style-type: none"> 1. Think about the normal things you do on a daily basis that normally go unnoticed. 2. Make a list of 15 things or events that you do every day or almost every day. 3. Pick one thing or event from your list that you feel represents you as a person. 4. Write a sentence explaining how this event or thing that you do everyday is meaningful to you or how it is representative of you. <p>Now have students circulate throughout the class to find as many people as they can who listed the same activities. Students should collect signatures from each other next to the activities they have in common. After 10 minutes, conclude the activity with a discussion about what they learned and what kinds of everyday activities they feel represent them and why. How did this lesson help them see the everyday in a new light?</p>		
<p>Closure: Students should write to collect ideas for their own original artworks that would be based on their own everyday experiences. Students should consider the concept of the everyday in a way that is re-contextualized or examined in a new light. They should draw on the previous activities from this lesson to help them find new ideas and personal inspiration.</p>	<p>Studio Activity: Students will create preliminary sketches or 2 dimensional renderings that illustrate their plans for some of their ideas as described in their writings.</p>	

<p>Theme: Remember We collect memories. What we do with our memories is part of what makes us who we are. Artists use their memories and emotions to express themselves while making a statement to the viewer.</p>	<p>Grade level: 9-12 (Art I-IV)</p>	<p>TEKS: Eng I 110.42 (16F, 19A) Art I 117.52 (1A/B) Eng II 110.43 (16F, 19A) Art II 117.53 (1A/B) Eng III 110.44 (15F,19A) Art III 117.54 (1A/B) Eng IV 110.45 (16F,19A) Art IV 117.55 (1A/B)</p>
<p>Objective(s): The learner will:</p> <ul style="list-style-type: none"> • Explore the concept of memory in artworks, specifically as a source of inspiration and commentary for working artists. • Select and analyze original artworks to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings. • Illustrate ideas for artworks from direct observation, experiences, and imagination. • Analyze visual qualities to express the meaning of images and symbols. 	<p>Introduction/Anticipatory Set:</p> <ul style="list-style-type: none"> • To introduce the concept of memory as a source of creative inspiration, have students free-write a poem. • Students will write a three to four line poem in which every line begins with one of the following phrases: “I remember” OR “I used to...” • Ask students to write commentary on their own poems that notes how their statements interact and flow into one another. 	
<p>Procedures:</p> <p>In this descriptive creative writing exercise, students will choose a topic related to memory. Here are two suggestions for prompts that will help get them started:</p> <ol style="list-style-type: none"> 1. Write as detailed a description as you can of a very vivid dream you once had. But do not tell the reader that what you are describing is a dream. Tell the story as realistically as you can, even if what you are describing is quite unrealistic. For example, “then when I was finished talking to the dog I flew to my friend’s house.” 2. Write a description of a room you once occupied. Pay special attention to re-creating the experience of being in that room for your reader. What objects or spatial details would your reader see? What would they hear? Where would they stand, sit, walk? What would they do or touch? What would they smell or taste? Would they be alone or would someone be there with them? If you were to invite someone into this room what would you want them to notice or experience, and why? 		
<p>Closure: Students should write to collect ideas for their own original artworks that would be based on their own memories and experiences. Students should consider the concept of memory in a way that is re-contextualized or examined in a new light. They should draw on the previous activities from this lesson to help them find new ideas and personal inspiration.</p>	<p>Studio Activity: Students will create preliminary sketches or 2 dimensional renderings that illustrate their plans for some of their ideas as described in their writings.</p>	

<p>Theme: Preserve The natural world is a source of inspiration for many artists. How does nature inspire you? Some of the works in this session are created environments. Some are the artist’s interaction with or alteration of the landscape. Others are reflections of the environment or particular aspects of nature that artists have noticed. Consider how these artists make statements about science and the environment through their art.</p>	<p>Grade level: 9-12 (Art I-IV)</p>	<p>TEKS: Eng I 110.42 (16F, 19A) Art I 117.52 (1A/B) Eng II 110.43 (16F, 19A) Art II 117.53 (1A/B) Eng III 110.44 (15F,19A) Art III 117.54 (1A/B) Eng IV 110.45 (16F,19A) Art IV 117.55 (1A/B)</p>
<p>Objective(s): The learner will:</p> <ul style="list-style-type: none"> • Explore the concept of preservation and nature in artworks, specifically as a source of inspiration and commentary for working artists. • Analyze visual characteristics of natural and human-made subjects in a variety of ways, illustrating flexibility in solving problems, creating multiple solutions, and thinking imaginatively • analyze visual qualities to express the meaning of images and symbols • Select and analyze original artworks to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings. • Illustrate ideas for artworks from direct observation, experiences, and imagination. 	<p>Introduction/Anticipatory Set:</p> <ul style="list-style-type: none"> • Have students make a list of the things they like to do in “nature”. • Choose several of the images from WEEK FIVE in your Art Think packet (images are on the CD). Project the images for the class. • Ask them to write a paragraph on how one of the works changes their ideas about how they interact with nature or makes them think of nature in a new and different way. 	
<p>Procedures:</p> <ul style="list-style-type: none"> • Ask students to write an essay describing what “nature” means to them. They should also address whether or not human beings are a part of nature and why they think we should or should not be included in that description. They can use evidence from their own observations to make their case. • Have students break into groups to debate whether or not humans are part of nature. There should be an even number on each side of the argument. 		
<p>Closure: Students should write to collect ideas for their own original artworks that would be based on their own engagement with nature or their environment. Students should consider the concept of preservation or nature in a way that is re-contextualized or examined in a new light. They should draw on the previous activities from this lesson to help them find new ideas and personal inspiration.</p>	<p>Studio Activity: Students will create preliminary sketches or 2 dimensional renderings that illustrate their plans for some of their ideas as described in their writings.</p>	

<p>Theme: Communicate Entertainment, advertising and news media have become influential forces in our society. Through the media, our lives are full of information, news and events. Ideas surround us constantly, especially through visual communication. How do you navigate the media in your life? Do you believe or agree with everything you hear, read and see, or are you a critical consumer of media images and messages?</p>	<p>Grade level: 9-12 (Art I-IV)</p>	<p>TEKS: Eng I 110.42 (16F, 19A) Art I 117.52 (1A/B) Eng II 110.43 (16F, 19A) Art II 117.53 (1A/B) Eng III 110.44 (15F,19A) Art III 117.54 (1A/B) Eng IV 110.45 (16F,19A) Art IV 117.55 (1A/B)</p>
<p>Objective(s): The learner will:</p> <ul style="list-style-type: none"> • Explore the concept of communication and the media in artworks, specifically as a source of inspiration and commentary for working artists. • Select and analyze original artworks to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings. • Analyze visual characteristics of natural and human-made subjects in a variety of ways, illustrating flexibility in solving problems, creating multiple solutions, and thinking imaginatively • Illustrate ideas for artworks from direct observation, experiences, and imagination. • Analyze visual qualities to express the meaning of images and symbols 	<p>Introduction/Anticipatory Set:</p> <ul style="list-style-type: none"> • Choose several of the images from WEEK SIX in your Art Think packet (images are on the CD). Project the images for the class. • Have students do a quick-write activity on one of the artist's works. Ask them to list their associations and assess what the artist might be trying to communicate. Do they think the artist is successful at creating a connection with the viewer? • OR ask them to choose one artwork and compare it to the advertising media they have encountered in daily life through billboards, the Internet, digital technology, magazines or television. They should analyze the similarities and differences. 	
<p>Procedures:</p> <ul style="list-style-type: none"> • Brainstorm a list of truisms or cliches as a class to get the creative process started. Examples: opposites attract, what goes around comes around, the apple never falls far from the tree... Discuss whether accepted truths are always true. What is the artist's role in prompting us to question assumptions or in contradicting accepted truths? • Ask students to take a stand on an expression like the ones you brainstormed as a class, they can use one from the list if they like. They should use personal experience plus an "outside source" as evidence to make their argument. Is their chosen phrase true or not true, and why? The essay will come to them more easily if they find a truism that makes them feel strong agreement or disagreement. 		
<p>Closure: Students should write to collect ideas for their own original artworks that would be based on their own communication experiences. Students should consider the concept of communication in a way that is re-contextualized or examined in a new light. They should draw on the previous activities from this lesson to help them find new ideas and personal inspiration.</p>	<p>Studio Activity: Students will create preliminary sketches or 2 dimensional renderings that illustrate their plans for some of their ideas as described in their writings.</p>	