

Winter 2014

Snapshot of My Life 2014

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Title: Snapshot of My Life 2014

Overview: Art is often the lens through which societies and cultures are reflected. Throughout history, art has been used as a record of the times and changes in history. Students will work with various images, using techniques of analysis, to begin to understand how art and change are connected. They will also begin to reflect on their own culture and society, and start to formulate their own view of self in the ever-changing world they live in.

Goal: Students will be exposed to a variety of photos/art/media illustrating the way in which art reflects history/society. They will begin to gain an understanding of the relationship between art and history.

Objectives:

- Students will begin to understand how art/media reveals clues about the past/history.
- Students will begin to understand how art reflects our life/society/culture.
- Students will begin to understand how art can be an historical record.
- Students will create a work of art with a practical/historical purpose.

Investigative Question:

- How does art reflect/illustrate the past, as well as the world we live in?
- How can art be used as an historical record?
- How can I create art that reflects/shows the world that I live in?

Time Required: 2 to 3 50-minute class periods

- One class period to explain the lesson, model analysis techniques, and work in groups to analyze photos/artwork and take notes/make sketches.
- 1-2 periods to draw "snapshot" of life in 2014.
- If time allows, create artist statement and frame for student's drawn image.

Recommended Grade Range: 4th-8th grades

- 4/5 use teacher gathered artwork/media for analysis and evaluation.
- 6/7/8 use technology (computer, iPad, etc.) to look up 1-2 pictures on LOC website to share in their groups.

Subject/ Sub-Subject: Art

Technology
Language Arts/Writing
Social Studies

Standards:

- State Goal 26a: Understand the processes, traditional tools, and modern technologies used in the arts.

- State Goal 27a: Understand how the arts function in history, society, and everyday life.
- State Goal 27b: Understand how the arts shape and reflect history, society, and everyday life.
- National Visual Arts Standard 1: Understanding and applying media, techniques, and processes.
- NVAS 3: Choosing and evaluating a range of subject matter, symbols, and ideas.
- NVAS 4: Understanding the visual arts in relation to history and cultures.
- NVAS 6: Making connections between visual arts and other disciplines.

Credits: Designed and facilitated by Heidi Thompson, Georgetown Elementary School, Aurora, IL

PREPARATION

Materials used:

- Vocabulary Terms: technology, history, record, pop culture, historical art
- Kagan structure mat (facilitates pairings for group work)
- Rubric: General: 4–point art rubric (creative, neat, followed directions, effort)
 Specific: you are the focus of the drawing
 include at least one element of each- technology, clothing, setting- in your drawing.
 examples of optional items may include sports uniforms, gadgets/toys, brand names, or transportation
- Analysis Tools: Who/What/When/Where/Why sheet
- Sketch paper /pencils for generating ideas for project
- Paper, pencils, colored pencils, crayons, markers, erasers for final project

Resources Used: LOC photos

- Title: Washington Cadillac Co.
 - Creator: [unknown]
 - Date Created: [between 1916 and 1917]
 - URL: <http://www.loc.gov/pictures/item/npc2008013085/>
- Title: Woman, with large bow in her hair, putting needle on record on phonograph
 - Creator: [unknown]
 - Date Created/Published: c1908
 - URL: <http://www.loc.gov/pictures/item/96514245/>
- Title: High class phonograph entertainments
 - Creator: [unknown]
 - Date Created/Published: [ca. 1885]
 - URL: <http://www.loc.gov/pictures/item/2012648365/>
- Title: Helen Taft, May Allison (with movie camera)
 - Creator: Bain News Service, publisher

- Date Created/Published: [no date recorded on caption card]
 - URL: <http://www.loc.gov/pictures/item/ggb2006008185/>
- Title: Two men using a movie camera indoors
 - Creator: Detroit Publishing Co., publisher
 - Date Created/Published: [between 1908 and 1920]
 - URL: <http://www.loc.gov/pictures/item/det1994022158/PP/>
- Title: The country photographer
 - Creator: Pasonault, J. E., copyright claimant
 - Date Created/Published: c1902.
 - URL: <http://www.loc.gov/pictures/item/2012648369/>
- Title: Group portrait of four members of the White House News Photographers' Association, standing, facing front, holding cameras
 - Creator: [unknown]
 - Date Created/Published: [between 1922 and 1926]
 - URL: <http://www.loc.gov/pictures/item/2002722519/>
- Title: Football team -- 1891 -- Rutgers University
 - Creator: Higgins, F. J., photographer
 - Date Created/Published: 1950 Jan. 24, from a photo taken in 1891
 - URL: <http://www.loc.gov/pictures/item/2013646384/>
- Title: GEORGETOWN BASKETBALL
 - Creator: Harris & Ewing, photographer
 - Date Created/Published: [between 1905 and 1945]
 - URL: <http://www.loc.gov/pictures/item/hec2009003597/>
- Title: Group in School #1, Buffalo, N.Y....
 - Creator: Hine, Lewis Wickes, 1874-1940, photographer
 - Date Created/Published: 1910 March
 - URL: <http://www.loc.gov/pictures/item/ncl2004000700/pp/>
- Title: Some of the young boys who are rollers and bunch-breakers in Danville Cigarette Factory...
 - Creator: Hine, Lewis Wickes, 1874-1940, photographer
 - Date Created/Published: 1911 June
 - URL: <http://www.loc.gov/pictures/item/ncl2004002895/pp/>
- Title: A man and a woman watching a film footage of the Vietnam war on a television in their living room
 - Creator: Leffler, Warren K., photographer
 - Date Created/Published: 1968 Feb. 13
 - URL: <http://www.loc.gov/pictures/item/2011661230/>
- Title: William Martin, champion six-day bicycle rider of the world, full-length portrait, facing left, on bicycle with large front wheel and small rear wheel
 - Creator: [unknown]
 - Date Created/Published: c1891.
 - URL: <http://www.loc.gov/pictures/item/92508479/>

PROCEDURE

Description:

1. Teacher will introduce the unit by talking about the world we live in and the changes he/she has seen so far in her lifetime. Specifically, students will be asked about popular brands, technology, and transportation.
2. Teacher will make sure students understand the vocabulary words, writing them on the board or using them on the Smartboard or PowerPoint. Examples will be solicited to check understanding. (Possibly have PowerPoint available to illustrate popular brands, current technologies, etc.)
3. Students will be structured in groups of 4, if possible. Kagan structure mat will be used to facilitate clear partner discussions. For example, students may be directed to discuss a picture with their face partner or their shoulder partner. Students may jot down ideas as they discuss the items in their groups. Teacher will pass out folders, pencils, and paper.
4. Teacher will display first picture and demonstrate/model working with a partner and having an appropriate discussion. Teacher will give examples of who/what/when /where/why questions as they pertain to the picture she is using for the modeling.
5. Teacher will ask if there are any questions at this point
6. Teacher will announce shoulder partner or face partner. Teacher will pass out the first picture to each pair of students and discussion will follow. Teacher will gauge time of each discussion appropriately. Students can write down notes or pictures for future reference.
7. Teacher will ask each group for something that they observed in the picture, and ask what they believe the picture is about. Explain if needed. Photo goes in folder.
8. Next photo passed out, follow same guidelines as above. Continue discussions and passing out photos as time allows.
9. Wrap up discussion by explaining project, showing examples from previous years, asking students what ideas they have for their own snapshot project of themselves in 2014.
10. Explain rubric elements. Questions?
11. Have students make a rough draft of their ideas, much like a rough draft when they are writing. Explain it as a way to get ideas down on paper, and the final copy is the refined/edited version. This should be the end of session one.
12. Session 2/3 should focus on the final product, and should incorporate both the general and specific rubrics for art projects. Students should be encouraged to refer to their folders from the first session so that they can think through their project. The notes as well as the photos can be referenced. Rubrics should be displayed or handed out.
13. If time allows- artist statement can be written, which explains the connection that the artist made to the material presented in the lesson as well as their

intent in creating their piece. They may also make a display frame or mount their piece on cardstock.

Extensions: Students may write an Artist's Statement that explains how and why they created the artwork that they made, and how it connects to what we learned as well as how it connects to their life. Students may also create a "snapshot frame" for their piece so that it can be displayed.

Evaluation: Teacher will observe students working in groups for a formative evaluation. Final evaluation will be based on the general and specific rubrics, and how well students included the necessary items in their pictures to reflect their world and life. Final project evaluation may also include an evaluation of the artist statement, if it is included as part of the lesson.

General Art Rubric

- creative
- neat
- effort
- followed directions

Specific Snapshot 2014 Rubric

- you are the main focus in the picture
- element/s of technology included
- element/s of clothing included
- setting included
- *optional- sports uniforms, transportation, etc.

Vocabulary

- technology- materials of civilization, advances in modernization/invention
- history- past events
- record- an account of the past, of events
- popular culture- activities and products aimed at the general masses/target audience
- historical art- art that records a particular event or time in history

Lesson Reflection

It is always interesting to see the way a lesson plays out for the first time in the classroom. This lesson is no different. I have been working on this lesson for a while, and I am generally pleased with the level of engagement and learning that resulted. I think I chose a pretty typical class for the school I am working in, so I believe that the lesson fits within the age-range and ability level that I was aiming for because they were able (so far) to complete the assigned tasks and move toward the goals that I established for them in the lesson plan. I think that the visuals I used were beneficial to all of my students, especially my (2) ELL, (4) Bilingual, and (2) Special Education children. Seeing the old pictures, discussing them with their partner, and sharing with the class all lead to a productive dialogue that gets the students engaged in the activity and prepares them with the background schema that they need to move forward into the project part of this lesson. Now they are ready to compare and contrast their own lives to those in the past to develop ideas for their snapshot 2014 piece.

Most students seemed to be engaged with the partner discussions, and I think I would have monitored that a little more closely. Some students had some very good ideas jotted down on their paper, as well as some drawings. I think next time I do this lesson I will have them take any notes or sketches in their sketchbooks/journals. I think this would help keep track of their papers and be easier for them to take out themselves and get started on right away. Having a model of the finished product would also have been helpful, however, I sometimes refrain from showing a finished product because some students tend to copy the model instead of envisioning and creating their own.

I also think I would like to create a Smartboard presentation (PowerPoint?) so that we could work together on the first 1-2 pictures and then let them loose with their partners for the rest. I would also laminate the pictures so that I can reuse them each year. I could also have a part of the Smartboard presentation focus a bit more on the vocabulary I introduced. Although they did well with the activities I felt that I skimmed over the vocabulary a little bit, and this is crucial to some of my language learners. It is difficult to only have the students once a week, because I feel

that I would like to "go deeper" but I only see them approximately 35-38 times a year(once a week). I need to allocate my time as fairly as possible, but if I spend too much time writing and talking then we do not get into the practical/ materials end of art class, and it is very important at this young age to be building their mastery of materials and processes. I do have some talkers in this class and I think the partner discussions are a good way to keep these chatty children engaged and productive. I think this project is a good balance of both investigation and materials usage, if they use their time wisely and put some effort into their work.

I also believe that this lesson was very choice oriented, as they could choose what they needed to put in the picture. Students could all connect to the idea of "technology" since they are exposed to it on a daily basis, but they could also appreciate the differences between the future and the past. If I could ever get the school laptops on a daily basis I would have students look up their own historical picture, discuss it with a partner, and then share it with the class.

Overall, on a Halloween week, I am pleased with the way the lesson played out. Students were productively engaged in their own learning. I look forward to refining it for my next class.

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