

# Just like Sol Lewitt

Students write directions to make a work of art, and then switch with a peer to make a work of art someone else conceptualized.

 4 (50-minute) sessions

## Big Idea:

**Our use of language affects our art making experiences.**

## Essential Questions:

- ✓ What is conceptual art?
- ✓ What role does technical writing play in art making?
- ✓ How does interpretation of language vary from person to person?

## Alignment

### CCSS



#### ELA:

Produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience.



#### Math:

Draw, construct and describe geometrical figures and describe the relationships between them.

### National Arts Standards



#### VA: Cr1.2.7a:

Develop criteria to guide making a work of art or design to meet an identified goal.

### Studio Habits of Mind



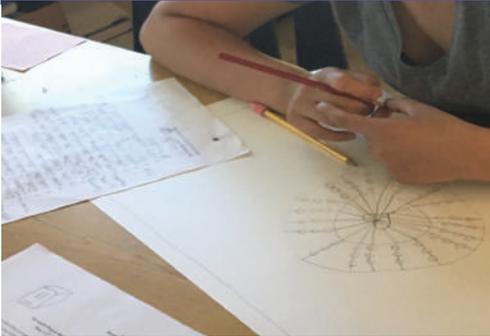
**Envision**  
**Observe**  
**Reflect**

# Module Snapshot

## Materials

## Learning Goals

### SESSION 1



- ❑ Powerpoint
- ❑ Example art
- ❑ Example directions
- ❑ Worksheets

1. I can use what I have learned about conceptual art and begin writing directions for a piece of artwork.

### SESSIONS 2-3



- ❑ Worksheets
- ❑ Poster board
- ❑ Construction paper
- ❑ Scissors, glue, rulers

1. I can use precise language and mathematical skills in my drafting.

### SESSION 4



- ❑ Poster board
- ❑ Construction paper
- ❑ Scissors, glue, rulers
- ❑ Reflection worksheets

1. I can complete a piece of artwork and reflect on my process individually and with a partner.

## Assessment

### Formative

- \*Verbal sharing with peers
- \*Peer editing
- \*Working in drafts
- \*Class problem solving

### Summative

- \*Written reflection
- \*Individual and collaborative discussion
- \*Gallery walk and reflection