**ArtCore Module: Visual Thinking Strategies and the American Revolution**

How many sessions to complete? 1

How long per session? 60 minutes.

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| **Big Idea** |  |
| * Students can talk about art from the 18th century, connecting it with the American Revolution.
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| **Essential Questions** |  |
| * What can art tell us about the colonies in the 18th century?
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| * Why do artists choose to create pieces about politics?
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| * Can art influence the way people think?
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| **Studio Habits of Mind**  |  |
| * Observe
 | * Closely examine and describe a work of art from the 18th century.
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| * Reflect
 | * Express wonderings, ideas, and questions about the art process, messaging, and the intention of the artist.
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| * Understand Art Worlds
 | * Discuss artists and intentionality. Examine processes relevant to the time period, including engraving and oil painting.
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| **National Arts Standards**  |  |
| * VA:Re7.2.8: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
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| * VA:Re9.1.8: Create a convincing and logical argument to support an evaluation of art.
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| **Session 1** |
| **Learning Goal** | **Assessment**  |
| * Students can engage in meaningful discussion about works of art from the 18th century.
 | * Informal assessment: written answers to questions and discussion.
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| **Materials** | **Preparation** |
| * VTS worksheet (in folder)
 | * Create a slideshow of images or have images ready to show on a projector.
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| * Slides of art (in folder)
 | * Print the VTS worksheet and images. Make sure there are enough so that each group has one image.
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| * Laminated color prints of art (1-2 prints per table group); images are in the folder on Drive
 | * Put students into groups of 4.
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| * Document camera or laptop, and a projector
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| * Pencils
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| **Vocabulary** |  |
| * Describe: Use adjectives and nouns to explain exactly what you see (without guessing at the story).
 | * Medium: the materials an artist used to create a work of art.
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| * Engraving: a print made from an engraved plate, block, or other surface. Easy to reproduce.
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| **Procedures** |  |
| * For each group of 4, place an image facedown, plus enough VTS worksheets for everyone.
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| * When it’s time to begin, have students look at the worksheets first and explain each of the three questions to them:

What’s going on in this picture? (What is the story? What is happening?)What do you see that makes you say that? (Describe: use evidence from the art to explain your thinking.)What more can we find? (Anything else you notice or wonder about? Questions for the artist?) |
| * Give students about 5 minutes to answer the questions as best they can in writing.
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| * Ask students to share out in their table groups and discuss the art.
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| * Project the first image onto the projector. Tell students that the \_\_\_\_\_\_member of the group will be reporting to the class (I have numbers for each seat, so for example, if you are sitting in the #2 spot, you will be reporting).
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| * Ask the reporter to share with the class, then open it up for a whole-group discussion.
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| * Repeat for each work of art.
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| * Conclude by asking students to identify which piece of art they liked best, and why.
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\*Partially adapted using Visual Thinking Strategies, <https://vtshome.org>

 Optional Doodle Area:

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_

Title of Art:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Medium:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year:\_\_\_\_\_\_\_\_

Answer the following questions:

1. What is going on in this picture?
2. What do you see that makes you say that?
3. What more can we find?

 Optional Doodle Area:

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_

Title of Art:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Medium:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year:\_\_\_\_\_\_\_\_

Answer the following questions:

1. What is going on in this picture?
2. What do you see that makes you say that?
3. What more can we find?