**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? | | |
| * Why do artists choose to create pieces about politics? | | |
| * 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. | |
| * Reflect | * Express wonderings, ideas, and questions about the art process, messaging, and the intention of the artist. | |
| * 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. | | |
| * 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. | |
| * Slides of art (in folder) | * Print the VTS worksheet and images. Make sure there are enough so that each group has one image. | |
| * Laminated color prints of art (1-2 prints per table group); images are in the folder on Drive | * Put students into groups of 4. | |
| * Document camera or laptop, and a projector |  | |
| * 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. | |
| * 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. | | |
| * 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. | | |
| * Ask students to share out in their table groups and discuss the art. | | |
| * 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). | | |
| * Ask the reporter to share with the class, then open it up for a whole-group discussion. | | |
| * Repeat for each work of art. | | |
| * Conclude by asking students to identify which piece of art they liked best, and why. | | |

\*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?