

Triarco® 2017 Art Contest

A Picture's Worth a Thousand Words

"Reading" a picture and creating what comes next!
Integrating Visual Art and English Language Arts

Objectives:

Students will...

- Make inferences and predictions based on evidence gained by "reading" an artwork using Visual Thinking Strategies.
- Use this information to create original art that illustrates their understanding and imagination of what might happen next.

"I Can" Statements:

- I can use visual thinking strategies to observe, think, predict, communicate, and create.
- I can create an original work of art inspired by a famous artwork.

Instructions:

Visual Thinking Strategy Steps: See www.VisualThinkingStrategies.org for more details about investigating the image.

1. Choose an art image for students to respond to. If you want to make this a cross-disciplinary unit, choose images that connect to content from the student's classroom curriculum, a school-wide theme, or a community event.
2. Place a copy of the selected "Master" artwork at each table. In addition, project the artwork (so the whole class can see it) on a smart board, as a slide, or through your computer. Students quietly observe the image for 30 seconds to 1 minute.
3. Allow students to respond and talk with one another about the image at their tables. The teacher monitors discussions for later follow up.
4. Have students share their ideas about the image and participate in a whole group discussion using the Visual Thinking Strategies questions with the teacher's guidance and support. Ask the following Visual Thinking Strategies (VTS) questions:
 - What's going on in this picture?
 - What do you see that makes you say that?
 - What more can we find?

Encourage discussion after each question. Paraphrase what the students are saying and repeat to the entire group. Use phrases like "What I hear you saying..." Remain open and accepting. Point to the area in the image that the students are talking about. Identify the art elements during the discussion. A time period of 15 to 20 minutes per picture is good for discussions.



Art Activity:

Using the ideas from the discussion have students create an artwork that illustrates what will happen next. Students ideas should be based on evidence in the image. Students will make predictions/inferences from the group discussion and/or think-pair-share.

Possible questions to ask students to encourage creative thinking:

- If you pan over to the side, what else would you see?
- What if this was in a cartoon world?
- This was several years ago...how does it look today?
- How would it look 1,000 years from now?
- What if this was underwater?
- What if this was in the sky?
- How would this look if it were a big city?
- How would this look if aliens invaded it?

Students can create artwork using a variety of media — drawings, paintings, mobiles, sculptures, books, and more! When they finish their artwork, have students write a short artist's statement (a description about their artwork and their process).

Assessment:

1. Participation in the group discussion, citing evidence for their observations.
2. Creation of an artwork that illustrates what might come next, based on the evaluation of content in a masterwork and conclusions drawn from specific textual evidence from that artwork.
3. A written artist's statement that includes identification of the elements and principles of art, and the reasoning the student used when creating their composition (including specific textual evidence and observations from the master work).

Standards that Connect to this Lesson: Grade & Subject**Standards: Visual Art**

See more at www.nationalartsstandards.org.

Artistic Process: Create or Make

Anchor Standard #1: Generate and conceptualize artistic ideas and work.

Anchor Standard #2: Organize and develop artistic ideas and work.

Anchor Standard #3: Refine and complete artistic work.

Artistic Process: Respond and Critique

Anchor Standard #7: Perceive and analyze artistic work.

Standards: English Language Arts

Common Core Anchor Standard One: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Common Core Anchor Standard Seven: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.