

## Inside Art, Fall 2017 — *David Claerbout*

### **Title**

Student-Created Photography Art Project & School or Classroom Display

### **Estimated Time for Completion of Lesson**

Two to three days.

### **Concept/Main Idea of Lesson**

The purpose of this lesson is to illuminate a historical/social/geographical issue by affording students the opportunity to design and create an original art project that utilizes one or more photographic techniques and approaches featured in the art show *David Claerbout*.

### **Intended Grade Levels**

Grades 6-12

### **Infusion/Subject Areas**

Visual Arts

Social Studies

### **Curriculum Standards**

#### **Next Generation Sunshine State Standards**

##### **Visual Art:**

VA.68.S.2.3: Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.

VA.68.S.2.1: Organize the structural elements of art to achieve artistic goals when producing personal works of art.

VA.68.O.1.3: Combine creative and technical knowledge to produce visually strong works of art.

VA.68.O.1.4: Create artworks that demonstrate skilled use of media to convey personal vision.

VA.912.S.2.6: Incorporate skills, concepts, and media to create images from ideation to resolution.

##### **Social Studies:**

S.912.H.1.2: Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

SS.912.H.1.5: Examine artistic response to social issues and new ideas in various cultures.

SS.912.H.2.1: Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).

SS.912.H.2.3: Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

SS.912.H.2.4: Examine the effects that works in the arts have on groups, individuals, and cultures.

SS.912.H.2.5: Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.

### National Standards for Arts Education

Standard 1: Understanding and applying media, techniques, and processes.

Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas.

Standard 4: Understanding the visual arts in relation to history and cultures.

### National Council for the Social Studies

People, Places, and Environments

Individuals, Groups, and Institutions

Production, Distribution, and Consumption

Global Connections

### Common Core

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5 & CCSS.ELA-Literacy.SL.11-12.5:

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### Instructional Objective

Students will:

- conceptualize a work of art applying photographic techniques and approaches used in the art show *David Claerbout*;
- share their work with others;
- write a reflective essay on their creations.

## **Learning Activities Sequence**

### Learning Activity 1: Reflection and Discussion

*Say: Recall the works featured in the art show David Claerbout. Which works resonated with you? Which photographic technique or approach would you like to learn more about?*

### Learning Activity 2: Research

Make arrangements for students to research a photographic technique or approach of their choice in the school library and/or on the Internet. Information gathered will inform the design and presentation of the project. Students are also to write a reflective essay to accompany their art project. This can be completed for homework or in class, at the teacher's discretion.

### Learning Activity 3: Design and Create Project

Allow students with enough time to design and create their projects using cameras, cell phones, video cameras, and/or computer technology.

Distribute "Photography Project Evaluation Rubric" and explain each of the four components that will be assessed.

### Learning Activity 4: Public Show in School or Classroom

Students will display their projects in an exhibition format in the classroom or at a central location in the school (e.g., Media Center, bulletin boards, cafeteria, or front office).

### Evaluation

Use the "Art Project Evaluation Rubric" to assess the students' projects. Students should also evidence interest and support for peers' work.

### Materials and Resources

Cameras, cell phones, video cameras, computer technology

Handouts:

- Photography Project instructions
- Photography Project Evaluation Rubric