**Lesson 1: What is Art?**

The **purpose** of this lesson is to reveal students’ perceptions about art, what defines art, why people create art. It is a chance to explore the concept of identity through an arts lens.

**Curricular Connections**

* **CR 6.1 –** Create personal responses to a variety of arts expressions (e.g., respond to music using poetry, or respond to visual art using music).
* **CR 6.2** - Investigate and identify ways that the arts can express ideas about identity.
* **CH 6.1** - Investigate how personal, cultural, or regional identity may be reflected in arts expressions.

**Assessment**

Arts Ed Journal Reflection

**Materials**

* Large paper
* Markers and crayons (optional)
* White paper
* Smart Board lesson
* Student Handout #1 and #2
* Arts Ed Journal Entry #1 Handout
* Computer with speakers

**Instruction**

1. Distribute Student Handout #1: What is Art? Each student will take a few moments to record their own ideas. (refer to Smart Board Lesson)
2. Think, Pair, Share – Have students partner up and share their responses with each other.
3. Webbing: Distribute large pieces of paper (chart paper) to groups of 3 or 4 students. Using Slide #2 as a sample, have students create their own webs about art. Refer to the information they shared in their handout as well as new ideas for this web. Share ideas as a whole class.
4. Cut apart the webs into their individual pieces (who, what, where, why, how). Collect all of the information for each section and re-distribute to groups. This way, every group will have a specific part of the web to focus on for their next activity. Also distribute white paper to each group member
5. Group members will represent the words from your section of the web using images or stylized wording (artistic writing). You will want to ask groups to divide the workload. The idea is to create a class representation of “ART”. You may ask students to post their representations on a class bulletin board, or create a collage for each part of the web to post in the classroom. Cut out the words or images and glue to a piece of bristol board, or staple to a bulletin board. Colouring is optional. (*Please take a picture of this so that it can be shared with other teachers in the division*.)
6. Viewing Activity:
	1. Pre-viewing: Distribute the handout to the students. Before each video, preview the question prompts so that students know the purpose of viewing.
	2. Show the following videos. (These are available through Dropbox; please contact your Learning Coach for access.)
	3. Post-viewing: At the end of each short video, have students respond to the prompts on Student Handout #2.
	For more information about *My Kid Could Paint That*, there is an information sheet provided.
7. Assessment: Journal Reflection (Assessment Handout #1)
	1. This is the first time in the unit that students will be writing personal responses, so teachers may want to do a co-constructing criteria activity with students. For more information on Co-Constructing Criteria, check out the video: [What Counts?](http://www.cleanvideosearch.com/media/action/yt/watch?videoId=gAhrFOoX-h4)

Some guiding questions for this activity may include:
*What should be included in a personal reflection?
What would a quality response “look like”?*

*What should be included to get a 5? … a 2?*

* 1. Response Prompt: *After discussing with your classmates, and now after viewing some ways other people view art,* ***describe art****.*

*You should include information about* ***who, what, how, where, and why*** *in your response.*

**Differentiating**

Flexible grouping is important so that students have an opportunity to work with a variety of classmates.

Some students will not be able to express themselves in the journal as well in writing as they might orally. Provide students with the choice of reflecting orally through the use of Audacity or Voice Thread.

With Audacity, students can email their audio file to the teacher.

I have set up an Identity Voice thread that students can use to share their journal response.

**Extending the Learning**

Here are the YouTube video links for the videos that are features in this lesson.

<http://www.youtube.com/watch?v=gZXOL-HUfWM&feature=related>

<http://www.youtube.com/watch?v=qZV-P7AaHHQ&NR=1>

<http://www.youtube.com/watch?v=gZXOLHUfWM&p=ACDC0EA3BB02B062&playnext=1&index=40>

<http://www.youtube.com/watch?v=uaFKC_QacrQ&feature=related> (Mona Lisa)

**Notes:**

**What Is Art?**

Name:
Date:

1. What have you seen that you would call art?
2. What is your favorite kind of art to view and why?
3. Have ever seen art that you did not care for? Why did you feel this way?
4. Who are some artists that you are familiar with? Please list several.
5. What is art to you and why?
6. Do you think a five year old can be an artist? Why or why not?
7. Do you think an elephant can be an artist? Why or why not?

Student Handout #1

**How do others Interpret Art?
A Viewing Activity**

|  |  |  |
| --- | --- | --- |
| **1 - What is Art Intro** | How does the narrator define art? | Do you think everything is art? Explain your answer. |
| **2 - What is Art Interviews** | Is art anything that you create? Is art self-expression? Explain your answers. |
| **3 – What is Art Memory Test** | From memory, list as many types of art as you can remember from the video clip.Student Handout #2 |
| **4 – Art and Computers** | Does art have to mean something? Explain your answer. | Does art have to inspire a person? Explain your answer. |
| **5 – An Art Surprise** | Is this art? Why or why not? |
| **6 – Julia Roberts Clip** | How do the teacher (Roberts) and student (Dunst) differ in their definition of art? |
| **7 –** [**My Kid Could Paint That**](http://www.sonyclassics.com/mykidcouldpaintthat/) | Why are some people critical of this artist and the money she made on her paintings? |

Student Handout #2

Marla Olmstead made her first abstract painting while still in diapers, crouching on her parents' dining-room table. She was not yet 2. Her big break came when she was 3, and a family friend hung her paintings in a coffee shop in her hometown of Binghamton, N.Y. By the time she was 4, she was scarfing down cookies at the packed opening of her first solo gallery show. A local reporter covered the story, and the New York Times picked it up. Soon, news crews from all over were rushing to report on the adorable blond moppet and her [colorful canvases](http://www.marlaolmstead.com/), calling her a "budding Picasso," a "pint-sized Pollock." Within a few months, she sold more than $300,000 worth of paintings. And then, just short of her 5th birthday, the bubble burst. In February 2005, 60 Minutes aired a report by Charlie Rose implying that Marla's father, a night-shift manager at a Frito-Lay plant and an amateur painter himself, was guiding her compositions. Sales of the paintings quickly dried up, the family was barraged with hate mail, and the New York Post gleefully piled on the puns, reporting that "the juvenile Jackson Pollock may actually be a full-fledged Willem de Frauding."



**Arts Ed 6 Response
*Sharing Our Learning***

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*After discussing with your classmates, and now after viewing
some ways other people view art,* ***describe art****.*

*You should include information about****who, what, how, where, and why*** *in your response.*

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