



ARTS LESSONS IN THE CLASSROOM

A COMPREHENSIVE K-6 VISUAL ART CURRICULUM

Aligned with Washington State Arts Standards and Common Core in English Language Arts and Math

5

2018 revisions were made possible with support from:

The Harvest Foundation



WASHINGTON STATE ARTS COMMISSION





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ART LESSONS IN THE CLASSROOM

ACKNOWLEDGMENTS

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WASHINGTON STATE
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City of Redmond
WASHINGTON

2009 Redesign



WEA
WASHINGTON
EDUCATION
ASSOCIATION

Pro Bono Graphic Design: Jill Schmidt

2014 Revisions

The Bamford Foundation
The Norcliffe Foundation
Umpqua Bank

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THANK YOU!



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ART LESSONS IN THE CLASSROOM

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ARTS EDUCATION FOR ALL

FIFTH GRADE LESSON TEN

RESPONDING TO ART: ART CRITICISM

Description Of Project:

Students describe and analyze the artist's compositional choices and interpret a work of art.

Problem To Solve:

How can descriptive language express the artist's message?

Student Understanding:

Taking a visual inventory and analyzing the artist's compositional decisions can lead to an informed interpretation of a work of art.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Describes, analyzes, and interprets a work of art.

AC: Lists colors, textures, shapes, lines; defines the decisions the artist made; and arrives at and supports a subjective interpretation about ideas and feelings based on objective description and analysis.

EVIDENCE OF LEARNING

Art: Journal Entry

Lists colors and values

Lists textures

Lists shapes and lines

Defines the decisions the artist made in choices of elements of art, subject matter, and composition

States interpretation

Supports interpretation



VOCABULARY

- **Composition**
- **Elements of Art**
- **Analysis**
- **Art Criticism**
- **Description**
- **Interpretation**
- **Setting**

RESOURCES

Mihály de Munkácsy, *The Prisoner*, Frye;

Edward Hopper, *August in the City*

ART MATERIALS

- **journal/sketchbook**
- **pencil**

FIFTH GRADE LESSON TEN // RESPONDING TO ART: ART CRITICISM

INSTRUCTIONAL STRATEGIES

TEACHER

STUDENT

Introduce *The Prisoner* by Mihály de Munkácsy or *August in the City* by Edward Hopper and begins the art criticism process.

Description Prompts: Taking a Visual Inventory

What do you see? What is being depicted? What colors? Lines? Textures? Shapes? Values? Objects that all agree they see? What materials did the artist use?

Note to teacher: Be careful students don't jump to conclusions or stereotypes, but instead talk in generalities: "I see a figure/woman" not "I see a young, crying woman."

Lead Art Criticism

Analysis Prompts: The Artist's Choices

Is there a part of the art that directly stimulates one of the five senses? Which one? What is the point of view of the artist? Would you characterize the art as harmonious or discordant? Why? How would you describe the light? (natural, theatrical) What does the light tell us about time? How does the artist use space? How does the artist use value? What is the relationship of one part of the art to another part? What size relationships have been established?

Leads Art Criticism

Interpretation Prompts: The Artist's Intent and Viewer's Response

Now we're ready to reach an interpretation about the artist's intent OR your view of the art. What was the artist trying to emphasize? What were your first feelings as you viewed the art? Does the title help you to understand more about the art? Was the art meant to communicate a message or is it just a representation of a place? Support your interpretation of the art with objective observations from Description and Analysis.

Lists the elements of art and identifiable objects that all students agree as the same in personal journal.

Describes relationships among things in a work of art, identifying problems, analyzing situations.

Responds by forming and supporting an interpretation.

FIFTH GRADE LESSON TEN // RESPONDING TO ART: ART CRITICISM

SKILLS AND TECHNIQUES



The Prisoner by Mihály de Munkácsy

ART STUDIO TIP

Art criticism is just 'talk about art'. Whether interpreting student art or professional art, learning the responding process begins with a structured approach which over time becomes fluid.

Strive to start students responding to a work of art objectively through description and analysis, that then leads to an interpretation and evaluation which can be supported or defended.

LESSON EXPANSION

Students compare interpretations of a work of art and support their interpretations with objective criteria.

EVERYDAY CONNECTIONS

responding to public art and museums

LEARNING STANDARDS

Visual Art

7.2.a Identify and analyze cultural associations suggested by visual imagery.

8.a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

9.a Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

11.a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

Common Core ELA

5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

5.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped together.

FIFTH GRADE LESSON TEN // RESPONDING TO ART: ART CRITICISM

ASSESSMENT CHECKLIST

LEARNING TARGET	ASSESSMENT CRITERIA
Describes, analyzes, and interprets a work of art.	Lists colors, textures, shapes, lines; defines the decisions the artist made; and arrives at and supports a subjective interpretation about ideas and feelings based on objective description and analysis.

STUDENT	LISTS COLORS AND VALUES	LISTS TEXTURES	LISTS SHAPES AND LINES	DEFINES THE DECISIONS ARTIST MADE	STATES AND SUPPORTS INTERPRETATION	TOTAL POINTS