**TITLE:** Responding to Art (one or two class periods)

**GRADE:** 3-6

**MATERIALS:** Worksheet and PowerPoint

**TIME:** 35 minutes

**VISUAL ART CONTENT STANDARDS/ENDURING UNDERSTANDINGS/ESSENTIAL QUESTIONS ADDRESSED IN THIS LESSON**

**Artistic Process | Presenting: Interpreting and Sharing Artistic Work**

**Anchor Standard 6 | Convey meaning through the presentation of artistic work.**

**Enduring Understanding:** Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

**Essential Questions:** What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

**Artistic Process | Responding: Understanding and evaluating how the arts convey meaning.**

**Anchor Standard 7 | Perceive and analyze artistic work**

**Enduring Understanding:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

**Essential Questions:** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

**Anchor Standard 8 | Interpret intent and meaning in artistic work.**

**Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.

**Essential Questions:** What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art? How does knowing and using visual art vocabularies help us understand and interpret works of art?

**Artistic Process | Connecting: Relating artistic ideas and work with personal meaning and external context.**

**Anchor Standard 10| Synthesize and relate knowledge and personal experiences to make art.**

**Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

**Essential Questions:** How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

**Anchor Standard 11| Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**

**Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

**Essential Questions:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

**OBJECTIVES:**

-I will view and sketch examples of contemporary art and respond to the following questions: What is the meaning or purpose of the artwork? How do I personally relate to it? Why do we interpret it the same or differently?

-I will design a piece of art that serves a similar purpose or creates a similar mood.

-I will share my design and describe someone else’s design.

**VOCABULARY/CONCEPTS:**

Meaning: What is the message, what is the artwork communicating? Purpose: What is it for? What do you do with it? Mood: How does it make you feel? Interpret: Identify the meaning, purpose and mood of the artwork, and provide reasons why you think this way.

**PROCEDURE:**

**Introduction (Anticipatory Set/Pre-assessment):**

Think quietly to yourself: Have you ever seen a piece of art that you didn’t understand? Have you ever seen a piece of art in a museum that didn’t seem like it belonged there? Have you ever seen a piece of art that made you curious?

**Art History/Concepts:**

Contemporary artists often intend to inspire our curiosity. Their artwork may not look like it took a long time to make, or it may not appear like they are really skilled at creating art that looks realistic, because that is not their goal. Often, contemporary artists want to make you think about something in a different way. (Use “Responding to Art” PPT and worksheet to facilitate lesson)

**Demonstration/Modeling Behavior:**

Point out where to sketch the image and give students a minute to do so. Read each question out loud and give students 2 minutes to answer each.

**Check for Understanding/Guided Practice:**

Circulate to ensure that students are participating appropriately. Ask volunteers to share or pair share with partners. Highlight that even though this is their opinion and no right or wrong exists, they should be able to defend their answers with evidence. “I think this way because…”

**Independent Practice:**

Students continue to respond to additional artworks without writing their answers first. Students design a piece of artwork that addresses a similar message or serves a similar purpose.

**Student Engagement/ Self Monitoring:**

(guiding structure provided on worksheet)

**Assessment/Closure/Clean up:**

Review objectives and table helpers clean up.

Daily participation grade is based on effort and citizenship.

**Differentiated Learning Strategies:**

In order to address the content objectives, students are responding through drawing, thinking, writing, and talking, and listening. Students’ answers should be different, but they should be able to explain why they think the way they do.