

## Art Chart and Text Rendering

**Goal or objective of the lesson plan:**

Students will explore the meaning(s) and their impressions of a teacher-selected sculpture or painting.

**If it is part of a larger unit, please describe briefly:**

This lesson can be part of a larger unit in arts and humanities or history. It encourages students to interpret art and consider the artist’s intentions. Likewise, this lesson can be used within a history lesson or unit that uses sculpture and painting to convey historical understanding and support interpretations.

**Projected length of time needed to complete it:**

Projected length of time is one class period, but extension activities can easily be added.

**Materials needed:**

Optional: chart paper and markers

**If your school or district requires the listing of standards in your lesson plans, please include:**

Pennsylvania Department of Education standards include:  
 Arts and Humanities—  
     Standard 9.2 – Historical and Cultural Contexts  
     Standard 9.3 – Critical Response  
     Standard 9.4 – Aesthetic Response  
  
 History—  
     Standard 8.1 – Historical Analysis and Skills Development

**Please outline the lesson:**

Display an image of a work of art related to your lesson and/or unit of study and ask the students to complete the “Close Looking at Art” chart. For a modification of this exercise, use one of the juxtapositions—or groupings of art works—on this Web site.

The chart may be completed by individual students or as a class. ( The chart is a variation of the KWL strategy used by many teachers.)

I Know – Note everything you observe in the work of art.	I Want to Know – What questions does the piece raise for you? What are you curious about?	I Learned/Reflections – I would like to know more about... Or, this piece reminds me of...

After the students have had a chance to fill in the chart, you may wish to continue with a text rendering, which will allow the students to reflect further on their responses.

Text rendering:

Ask each student to choose from the chart a line or sentence that stands out, a phrase that stands out, and a word that stands out. Then, have each student write their own word that comes to mind as a reaction to the art chart activity.

When students are done, go around the room and have each student read aloud her line or sentence, then phrase, then word, and finally her own word. Conclude the activity by discussing reactions to this performance and reflection.

**Assessment:**

Have students write a poem based on the art chart and text rendering.

**Suggestions for follow-up lessons:**

Have students research their own work of art and complete the above activities. Or, have small groups of students conduct research to follow up on one “I Wonder.” This research could include the artist’s intentions or the historical forces and context surrounding the work.

NB: For using sculpture and paintings in teaching history teaching see: James Percoco. 1998. *Passion for the Past: Creative Teaching of United States History*. Portsmouth, NH: Heinemann.

For other ways to connect writing and the visual arts, see:

Ehrenworth, Mary. 2003. *Looking to Write: Students Writing Through the Visual Arts*. Portsmouth, NH: Heinemann.