north carolina museum of art
Today’s Session will ...

• Explore discussion strategies as a way to bring works of art into the classroom to strengthen visual literacy skills

• Learn strategies for analyzing works of art to help students build skills in: Visual Literacy, Speaking & Listening, Critical Thinking, Problem Solving, and Communication

• Provide an overview of ArtNC online resources
A statewide professional development program that helps teachers make connections across subjects through art.

www.artnc.org
PROGRAM COMPONENTS

Educator expos
Teacher workshops
Teaching fellowships
Webinars
Student exhibitions
New and improved ArtNC web site

www.artnc.org
Big Picture Teaching Concepts

Change
Collaboration
Communication
Conflict
Cycle
Environment
Family
Force
Function
Identity
Impact
Interdependence
Investigation

Meaning
Movement
Observation
Order
Part/Whole
Perception
Persuasion
Place
Power
Problem-solving
Reflection
Ritual
Subjectivity

Sustainability
Technology
Variation
Work
Art and Concepts Connect Classrooms

www.artnc.org
150 Works of Art
easily searchable by concepts you teach in the classroom

www.artnc.org
Works of Art can be filtered by Artist, Region, Medium, Concept
High-Resolution Images
Art-integrated Lesson Plans
aligned to Common Core and Essential Standards

Lesson Plan: Powerful Forces

Written by Sharon Hill, Art Teacher

Essential Question: What are natural forces and how do they impact us?

Abstract: Students explore natural forces and their impact on living creatures through group discussion, art, making and story writing. Movement as a design element is explored and applied.

GRADE LEVEL
K 1 2 3

SUBJECT AREAS
- English Language Arts
- Science
- Visual Arts

CONCEPTS
- environment
- force
- movement

Student Learning Objectives

- The student will explore a variety of natural forces and demonstrate deeper understanding of one force of his/her choosing.
- The student will explore human responses to natural forces.
- The student will identify movement in a work of art.
- The student will incorporate movement in a work of art of his/her own design.

Activities

1. Explore the term force as a class through discussion and example. (You may use a bowling pin and ball to demonstrate the impact of force on a still object. Use different types of balls if you wish to demonstrate different speeds and impact.) Describe the action of forces and the changes that action brings about. Ask students to help you brainstorm a list of forces that occur nature (rain, wind, fire, etc.). Make a second list of the outcomes that often result from these forces (flooding, power generation, movement of plants and seeds, etc.). Discuss ways students might measure these forces (wind speed, rain fall, temperature).

2. Discuss the focus works of art with students. Why are the people moving? What is making them flee the scene? How do natural forces impact (or change) the environment, humans and other creatures? Ask students to look for examples of movement in the works. What did the artists use to show the movement caused by these natural forces? Ask students to describe the events that precede the moment depicted in each painting and what is about to happen in the scenes.

3. Using collage materials (torn paper, yarn scraps, etc.) and crayons/markers have students create a multimedia artwork that helps them explore one natural force and the movement associated with it. How could they best show this natural force at work? What would it look like? (If necessary, have students research photographs of natural forces at work.) Would the student be in the picture? Would there be other people in the picture? Or, would there be some kind of object, such as a tree, car, ship, house? How would they respond to the force? What movement would be occurring?

4. Students will write and illustrate a descriptive paragraph about a superhero who possesses the powers of the natural force they selected in step 3. They will describe the way that superhero impacts the people and places around im/her.

Next Carolina Essential Standards Correlations

English Language Arts

Science
K.E.1.1, 1.P.1.3, 3.P.1.1

Visual Arts

www.artnc.org
Lessons can be filtered by Grade, Subject, Concept

Kindergarten

LESSON PLAN
Telling Stories about Ourselves

LESSON PLAN
Becoming Part of the Action

LESSON PLAN
Powerful Forces

LESSON PLAN
Families throughout Time

LESSON PLAN
Using Symbols

LESSON PLAN
Mosaic Makers
The Concept Explorer:
Brainstorm Connections.
Browse and create your own concept maps.

an innovative curriculum planning tool that helps you explore connections between NCMA works of art and concepts you teach in the classroom.

www.artnc.org
Here’s how the Concept Explorer works...

**Step 1: Choose a work of art that interests you.**

[Image of the Concept Explorer interface with a dropdown menu showing a list of artworks to choose from.]
Here’s how the Concept Explorer works...

Step 2: Select 3 concepts that relate to your curriculum and...

www.artnc.org
Here’s how the Concept Explorer works...

Step 2: ...make connections between your concepts and the work of art.
Here’s how the Concept Explorer works...

Step 3: Consider how you might teach the strongest connections.
Here’s how the Concept Explorer works...

Use your finished map as a planning and teaching tool.

- Use it as a lesson plan.
- Send it to a colleague to stimulate collaboration.
- Share your ideas with other ArtNC users.

www.artnc.org
Concept Maps can be filtered by Concept, Grade or Subject

Search by: concept  grade  subject

All Results  »  Science

Working Together
Natural observations
Flood Waters
Pollution Concept Map
Union Co Brainstorming

Concept Map - jlecrone - ...
Mt. Vesuvius - jlecrone
Concept Map - Friary - 04/28/2012 1:24
Concept Map - Friary - 04/28/2012 1:24
Concept Map - Greek root "eco"
We listened to your feedback...

Here’s what you can do with the updated Concept Explorer 2.0.

• Upload your own images.
• Add your own concepts.
• Use a tablet to take picture in your classroom, outside or in the galleries

www.artnc.org
How do you use text and image to communicate what you believe in through a self-portrait?

Recognizing individual value and belief systems

Listen to NPR "This I Believe" series to hear/read individual stories

Research and make choice on Font Style/ Typography

Determine value/color choices to create an image that is readable and dynamic

How to integrate text and image - find compositional balance

How to work from a photograph and size up an image
Professional Development Programs

Collection Resources
Free resources and student gallery tours bring the collection to your students.

Educator Expos
Don’t miss these free events that celebrate and inspire art and education in North Carolina. Programs include keynote presentations by acclaimed artists and educators, showcase of classroom resources, lesson plan demos, and free prizes!

Professional Development Courses and Workshops
CEU credit is provided for all NCMA courses and workshops.

www.artnc.org
Connect with us on our Blog and Facebook

news.artnc.org

facebook.com/NCMATEachers
Inquiry-based Discussion Strategies
Nouns and Adjectives
This strategy encourages students to consider how artists communicate information through a visual medium. Have students respond to the first two questions in writing or facilitate as a group discussion. *Tip: record student answers to use later for the story.*

What are some nouns you see in this painting?

What are some adjectives you see in this painting?

Select a few of the adjectives that students offer and ask: *How did the artist create the effect of [insert adjective]?*

Have students create a 6-word poem or story about the work of art using only their nouns and adjectives.
VISUAL THINKING STRATEGIES (VTS)

BEGIN WITH 3 OPEN ENDED QUESTIONS...

1. WHAT’S GOING ON IN THIS PICTURE?
2. WHAT DO YOU SEE THAT MAKES YOU SAY THAT?
3. WHAT MORE CAN WE FIND?

3 FACILITATION TECHNIQUES...

1. PARAPHRASE COMMENTS NEUTRARLLY
2. POINT AT THE AREA BEING DISCUSSED
3. LINK AND FRAME STUDENT COMMENTS

STUDENTS ARE ASKED TO...

1. LOOK CAREFULLY AT WORKS OF ART
2. TALK ABOUT WHAT THEY OBSERVE
3. BACK UP THEIR IDEAS WITH EVIDENCE
4. LISTEN AND CONSIDER THE VIEWS OF OTHERS
5. DISCUSS MANY POSSIBLE INTERPRETATIONS
Inquiry through Art: Three Basic Moves

• Ask initiating questions.
• Ask questions to respond and follow-up.
• Insert information at key points.

(Adapted from Schmidt, Laurel. Classroom Confidential: The 12 Secrets of Great Teachers, 2004)
Inquiry through Art: Three Basic Moves

• Initiating Questions:
  – Open-ended
  – Can be used to begin the looking at a work of art
    • What do you notice?
    • What does this work of art remind you of?
    • What do you see?
    • What does this work of art make you wonder?
    • What do you suppose is happening here?
    • What words, thoughts, images, or sensations (sounds, smells) come to mind as you look at this?
Inquiry through Art: Three Basic Moves

• Next Level of Initiating Questions:
  – After deep looking, these kinds of open-ended questions can be used to help move thinking to a particular topic or focus:
    • *Why do you think* the artist included these particular figures in the painting?
    • *How would* you describe the landscape in this work?
    • *What might* we understand about the artist’s view of the individuals pictured?
    • *What could* be said about the mood of this scene?
Inquiry through Art: Three Basic Moves

• Response and follow-up questions
  – Use these for clarification, to examine assumptions, and to make aware of point of view
  – Essential to keep inquiry going
  – Push student thinking and prompt deeper inquiry
Inquiry through Art: Three Basic Moves

• Some response and follow-up questions:
  • What do you mean by...? Can you give an example?
  • Could you explain that further?
  • Could you put that another way?
  • What would someone who disagrees say?
  • What is an alternative?
  • You seem to be assuming ______. How would you justify this?
  • When wouldn’t your statement be true?
  • How do you know?
  • What would change your mind?
  • What effect would that have?
  • Tell us more about how that would work.
Inquiry through Art:
Three Basic Moves

• Insert information at key places
  – Helps to stretch thinking and deepen understanding
  – Summarize what is known periodically
Building Visual Literacy through Inquiry-Based Discussion Strategies

Visual Thinking Strategies
What is going on in this picture?
What do you see that makes you say that?
What more can you find?

Nouns/Adjectives
List the nouns you see.
List the adjectives you see.
Select a few of the adjectives and ask: *How did the artist create the effect of [insert adjective]?
Create a 6-word story about the work of art using only words your lists.
College and Career Readiness Anchor Standards for Reading

Key Ideas and Details  *(What does the text say?)*
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure  *(How does the text say it?)*
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas  *(What does the text mean? What is its value? How does the text connect to other texts?)*
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.
Final Reflection

• How and when may you choose to incorporate works of art into your classroom?

• What discussion strategies seem like a good fit for your classroom?