



**GRADES 7-12
LESSON PLANS**

PRESENTED BY  **PNC BANK**

LESSON PLAN

THE ARTPRIZE CHALLENGE

GRADES 7-12
SELF-GUIDED LESSON PLAN

Modify this lesson plan to accommodate the developmental age of your students and provide a rich learning experience before, during and after your ArtPrize visit. Use for a self-guided experience or in addition to a registered program.

OBJECTIVES

Utilize inquiry-based techniques to facilitate group discussions about art.

Provide engagement tools to ignite conversations about art and culture.

Create a meaningful and memorable experience within community setting.

To purchase repurposed art materials, visit [WiseMaker of The Geek Group Creative Reuse Shop & Studio](#).

VOCABULARY Contemporary Art, 2-D, 3-D, Time-Based, Installation, Visual Culture, The Elements of Art, Principles of Design, Curate

EDUCATOR CHECK LIST

- Use multi-sensory teaching techniques throughout lesson.
- Use inquiry-based techniques and provide opportunities for student led discussion, critique and presentations.
- Provide opportunities for collaboration and peer learning.
- Integrate subjects and standards when diving deeper into the projects and discussions.
- Connect to everyday life to ensure lesson is relevant to students' lives.

By the end of this lesson, students will have gained skills to analyze and reflect on what they see, think and feel about a variety of contemporary art pieces within the context of community and gallery settings.

NATIONAL CORE ARTS STANDARDS

VA:Pr6.1.7a Compare and contrast viewing and experiencing collections and exhibitions in different venues.

VA:Re.7.1.7a Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

VA:Re8.1.7a Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

VA:Cn10.1.7a Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.

VA:Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.

VA:Re.7.1.8a Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

VA:Re.7.2.8a Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

VA:Re8.1.8a Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

VA:Pr6.1.1a Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings

VA:Pr5.1.1a Analyze and evaluate the reasons and ways an exhibition is presented.

INTEGRATED STANDARDS

S.IA.03.13 Communicate and present findings of observations and investigations.

S.IA.03.14 Develop research strategies and skills for information gathering and problem solving.



PROCEDURE

Before Visit.

Preview the ArtPrize Challenge Card attached. Select the challenges that best align with your curriculum and the developmental age of your class. You may choose to split your class into smaller teams or work as a large team on completing one or all of the challenges.

PREPARE. Guide a discussion with open-ended questions: What do you think we see at ArtPrize? What is art? What makes an artist an artist?

ACTIVITY. Split students into teams and provide time for students to review the challenge on the ArtPrize Challenge Card. Inform your of students the venues you will be visiting and allow time to investigate vocabulary, terms, concepts and explore the ArtPrize website to look at the artwork at the venues. Ask the teams to plan how they will document their findings such as sketching, photography, creative writing, lists, and/or descriptions. Documentation is important, the teams will take their findings and design a presentation after the visit to ArtPrize.

After Visit.

DISCUSS. As a full class, discuss your experience at ArtPrize and ask students to share some of their most memorable finds.

CREATE. Split into teams and ask students to take the documentation from their trip to create individual or collaborative presentation, and a piece of art inspired by their ArtPrize experience.

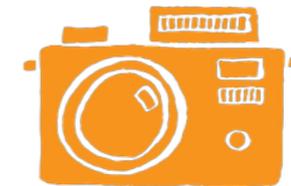
SHARE. Ask students to share their presentation and display it within the classroom.

During Visit.

Review field trip rules and venue etiquette. Split into teams and make sure students have the equipment needed to document their findings. The student teams should also have a copy of the ArtPrize Challenge Card. Once your class has arrived at ArtPrize, teams will then complete their ArtPrize Challenge.

Proud of the amazing work your students accomplished?

Send an image to ArtPrize.



becca@artprize.org

Photos will be shared on social media and in other educational materials.



ARTPRIZE CHALLENGE CARD

Find. Discuss. Document.

Work together to find, discuss and document works of art. Then back in the classroom, put together a visual display to present your findings.

Challenge One. Find and explore a work of art that defies explanation at first glance. Work as a team to complete and document the steps below.

STEP 1 Gather around the selected piece of art. Take two minutes to silently observe the piece.

STEP 2 Utilize the questions below to have a conversation about the piece.

- What is happening in this piece?
- What do you see that makes you say that?
- What more can you find?

STEP 3 Discuss if you see/hear the piece differently now than you first saw it?

STEP 4 Finally, read the artist's statement. What do you see that supports the artist's statement?

Challenge Two. Visit two different ArtPrize venues. At each venue, discuss and record these three questions with your team.

- What is the method of display? Does the way it is displayed influence how it is valued? Why?
- Where is the artwork displayed in the venue? Does the location influence how it is perceived? Why?
- What was your experience with the artwork? Could you get close, was it crowded? Did outside factors influence how it is perceived and valued.
- Finally, compare and contract the venues. Which space was the most successful at exhibiting the work? Why?



Challenge Three. Work as a team to find, discuss and document works of art that fit the descriptions below.

- Find a 3D piece that incorporates the elements of Unity and Balance.
- Find a grouping of pieces that reflect a common theme. What is the theme? Can you relate to the theme, why or why not?
- If you were to travel back in time over 100 years ago, would this piece mean the same thing? Why?
- Find a 2D piece and a 3D piece with a similar subject matter. Compare and contrast the two. Is there one that is more successful then the other one? Why?
- Find a piece that changes over time and that the viewer has to spend time with the work to fully view it. Discuss your experience then document it.
- Find a piece that relates to everyday life. What do you think the artist is trying to say in this piece? Can you relate to it. Why or why not.
- Find a piece that challenges perceptions or the ways of understanding a topic.
- Find a piece of art and ask: if this was in a different location, or setting, would it change the meaning? Why?