

ARTS IMPACT

Visual Arts and Literacy

The Creative Process in Visual Arts (Migration Story)

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Enduring Understanding

Ideas and emotions can be expressed through the creative process – observation, exploration, selection, art-making, and reflection. Narrative works of art have a subject, sequence, and a story to tell.

Lesson Description

Students analyze works of art using the elements of art and principles of design to support their interpretations of what they think the art expresses or what story it tells. Students explore a variety of ways to suggest movement and rhythm in a work of art. Then students brainstorm ideas and create sequential images in an accordion book that express the concept of migration.

Learning Targets and Assessment Criteria

Target: Develops a collaborative interpretation of a work of art.

Criteria: Shares observations of a work of art, listens to others' ideas, shares background knowledge, supports thoughts with evidence from the art.

Target: Implies movement and or rhythm.

Criteria: Repeats colors, shapes, lines, forms, or textures in directional patterns.

Target: Expresses a story of migration.

Criteria: Creates a sequential composition (with a beginning, middle, and end) that describes how a group (families, cultures, animals) moves across space and time.

Target: Practices creative thinking.

Criteria: Explores multiple ideas; experiments with a variety of materials and tools; selects and arranges elements; reflects and refines.

Vocabulary

Arts Infused:
Communicate
Composition
Creative Process
Mood
Movement
Repetition
Rhythm
Sequence
Setting
Shape
Storytelling

Visual Arts:
Background
Color
Foreground
Form
Illustrate
Middleground
Space: 2D/3D
Texture
Value

Materials

Museum Artworks or Performance

Seattle, WA

Seattle Art Museum

Tacoma, WA

Tacoma Art Museum

Materials

Drawing paper: 12x18"; Colored art papers;
Drawing pencils: H, 2B, and 6B; Vinyl erasers;
Cardboard or heavy cardstock for covers;
Decorative and textured papers; Sharpies:
Fine and extra-fine; Colored pencils; Liquid watercolors; Oil pastels; Chalk pastels; Small objects (e.g. beads, shells, safety pins, colorful paperclips, fabric, or leather scraps, etc.); White or colored string; Raffia; Scissors; X-acto knives; Glue sticks; Tacky glue; Cool temperature hot glue guns; Staplers; Arts Impact sketchbooks

continued

Learning Standards

WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see:

<http://www.k12.wa.us/Arts/Standards>

- 1.1.1 Elements: Line
- 1.1.2 Elements: Shape and Form
- 1.1.3 Elements: Value
- 1.1.4 Elements: Texture
- 1.1.5 Elements: Space
- 1.1.6 Elements: Color
- 1.2.1 Skills and Techniques: Collage, Drawing, Painting, Construction
- 2.1.1 Creative Process
- 2.2.1 Presentation Process
- 2.3.1 Responding Process
- 3.2.1 Communicate for Specific Purpose
- 4.2.1 Connection between Visual Arts and Reading

continued

Seattle Art Museum images:
Kit #2, 1967, Frederick Anderson, 68.205
(line, shape, color)



Japanese, *Scenes from the Tale of Genji*, 2nd
half 17th century, 72.1.1
(3D-movement/book)



*Codex Chicon Alvarez/Cuando El Oportunista
Es Rey En El Barrio las Calles Estan
Pavimentadas Con Oro y Sangre (Codex
Chicon Alvarez/When the Opportunist is King
in the Neighborhood, the Streets Are Paved
With Gold and Blood)*, Cecilia Concepcion
Alvarez, 1992. 93.51 (movement)



Some/One, Do Ho Suh, 2001, 2002.43
(form/space-3D)



Inopportune: Stage One, Cai Guo-Qiang,
2004, 2006.1 (movement, 3D)



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National Core Arts Standards

<http://nationalartsstandards.org>

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.
4. Select, analyze, and interpret artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.
10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Early Learning Guidelines (Pre-K – Grade 3)

For a full description of Washington Early Learning and Development Guidelines see

<http://www.del.wa.gov/development/guidelines/>

(3rd Grade) 5. Communicating: Speaking and Listening: Use listening skills to interpret information heard.

(Ages 4-5) 6. Learning about my world: Arts: Show creativity and imagination.

Common Core State Standards in ELA (Reading)

For a full description of CCSS ELA Standards by grade level, see:

<http://k12.wa.us/CoreStandards/ELAstandards/>

RL.1.3. Describe characters, settings, and major events in a story, using key details.

New York, Wall Street, from Camera Work XLVIII, 1916
Paul Strand, American, 1890-1976, 77.6
(value, shape, movement, space)



Tacoma Art Museum images:
Mojo Molding, 2000, Marita Dingus
(movement)



Steps in the Creative Process

1. Define Community Agreements to establish a safe and brave environment in which students are able to risk and communicate.

2. Analyze (using Visual Thinking Strategies) artworks to develop a collaborative interpretation of a work of art.

View 5-7 works of art. Explore different ways that artists use the elements of art – color, shape, line, texture, space – and principles of design – repetition, variety, balance, contrast – to express the story the artwork conveys.

3. Explore the ways that artists can imply movement and sequence – repetition, diagonal and curved lines, changing scale, pop-up, or kinetic elements.

Based on the observations of works of art, explore different ways that artists imply or create actual movement.

4. Introduce theme of migration. Brainstorm verbally and visually ideas around different kinds of migration.

What does migration mean to you? Who and what migrates? Does migration always involve movement over space and time? How does migration change a people or group? How can you visually express what is important to understand about migration?

5. Demonstrate making an accordion book as a foundation for telling a story of migration.

6. Guide students to use the 21st Century Skill of Creative Thinking as they create their accordion books.

In the process of making thinking and feelings visible by creating an accordion book, ask students to explore and engage in and through the selection of subject, technique, and materials to best express ideas or a story. Select materials, tinker/arrange, assemble materials, paint, draw, collage, construct, and craft.

7. Reflect and present.

Reflect on the creative process of producing a visual story, independently and with the group. Explore how this process can be used in your classroom.