

Integrated Lesson Plan
Week 5

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CIT 609 Special Topics in Curriculum Design I

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Nova Southeastern University

Integrated Lesson Plan

Lesson Title

Van Gogh, Seurat and Modigliani:

The Subject Matter, Style and Technique of Three Post-Impressionist Painters

Essential Question

How do artists use elements of art and principles of design in personal ways to communicate their own feelings?

Performance Task Description

After participating in learning activities based on art as personal communication, and of biographies of the artists, the students will create a gallery exhibit with artworks by post-impressionist painters Van Gogh, Seurat and Modigliani.

Procedures

Day one:

The students will be assigned to small groups of 4-6. Each group will be given two art prints; images of paintings by Van Gogh, Seurat and Modigliani. Given a list of the art elements color, line, and shape and the principles of design texture, emphasis and balance, the students will work together to fill out a Venn diagram chart that compares and contrasts the two images. The images and charts will be shared with the class and posted during the entire lesson unit.

The students will define the terms “subject matter,” “style” and “technique.” Using the laptop lab, the students will individually complete a teacher-produced, self-directed instructional PowerPoint; which specifically describes the subject matter, style and technique of each of the three artists, along with example artist images for each category.

Day two:

Using websites listed by the teacher, as well as resource books available in the art room, the students will work in groups of three to complete a teacher-prepared Artist Biography Chart; which includes:

1) Facts about the lives of the three artists

- Date of birth
- First art experiences
- Family relationships
- Family social and economic status
- Career successes and failures
- Date and cause of death

2) World events that coincide with the artists' life events

3) Chronology of the images provided of the artists as they coincide with the artists life events. Students will each keep a copy of their groups' Completed chart for their own portfolio.

Days three through five:

Given a specific budget and price list of gallery spaces, as well as a website that gives prices of artworks; the students will use a gallery software program to select images of post-impressionist artwork in any media. The students will choose how to label and arrange their selections in their own art gallery. The students will print a copy of their gallery exhibit for their portfolio, along with their Gallery Planning Sheet.

Formative Assessment

Using the laptop lab, the students will complete a teacher-produced assessment, correctly matching six images that have not been seen before, with the artist; either Van Gogh, Seurat or Modigliani.

The students will keep a journal throughout the unit of study. Each entry will address a personal issue they have learned about one of the three artists. They will identify one way the artist communicated a feeling in a painting from that time period. The students will include a minimum of 3 journal entries in their portfolio.

Summative Assessment

Portfolio submission: The students will complete a teacher created rubric worksheet which includes a checklist for the 3 journal entries, the Artist Biography Chart, the completed Gallery Planning Sheet, and a print-out of their Gallery Art Exhibit.

Follow-up Activity

The students will choose one of the three artists they have studied, and will design and create a painting using a similar subject, style and technique.

When the paintings are complete, the students will be assigned to work with a classmate. Given a list of the art elements color, line, and shape and the principles of design texture, emphasis and balance, the students will work together to fill out a Venn diagram chart that compares and contrasts their own two paintings. Their painting and a copy of their Venn diagram will be added to their portfolio.

Plan for Differentiation (assistance and enrichment)

English language barriers:

Students who speak other languages will be paired with a student for support. The teacher will interview students as an alternative to the journal entries. Additionally, the teacher will demonstrate activities one-on-one, as needed.

ADHD & EH:

Students with behavioral or emotional problems will work in close proximity to the teacher, as needed. Students may have a behavior chart to provide positive reinforcement when staying on task. Students may be paired with a student for support.

Learning disabilities/ autistic spectrum disorders:

Students will be given a project checklist to assist moving from task to task. Students may record journal entries, if needed. Students may use a simplified version of the Gallery Planning Sheet as necessary. Students may be paired with a student who can offer support. Extra time is allowed for final project submission.

Physical disabilities:

Students will be paired with a supportive student. The laptop lab is accessible for all disabilities. Students may record journal entries if needed. All art materials are accessible to students, who are already familiar with needed accommodations. Extra time is allowed for final project submission.

Gifted/high achievers:

Students will be given images from impressionist artists to compare and contrast to the post-impressionists. They will include space in their gallery for painters who had influenced Van Gogh, Seurat and Modigliani.

Lack of interest or engagement:

Students will be given a project checklist to assist moving from task to task. When contributing information in small groups, these students will be assigned the part of the task that is most hands-on. Students may include an image as part of their journal entries. Students will be paired with a supportive student.

Content areas that are integrated

- Social Studies: world history
- Social Studies: mental health issues
- Math: business expenses vs. budget
- Art content: principles of design and elements of art
- Art content: aesthetics and art criticism
- Art content: purpose of artist as a communicator
- Language arts: express personal ideas in journal entries

Lesson Vocabulary to be Addressed

- Line
- Color
- Shape
- Texture
- Emphasis
- Balance
- Subject matter
- Technique
- Style
- Impressionist
- Post-impressionist
- Curator / Art Critic