Grade 7 & 8, Visual Arts

Standards:

CA CCSS Writing Standards for Literacy in Science and Technical Subject (WHST)
8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style and objective tone.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Grade 7
VAPA, Visual Arts, Historical and Cultural Context
3.2: Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.

Grade 8
VAPA, Visual Arts, Artistic Perception
1.1: Use artistic terms when describing the intent and content of works of art.

Lesson Idea:

This example prepares the students to compare, contrast and explain works of art and ways in which the art works are a reflection of society. The focus is on learning to research and write comparisons drawing from facts, details and other information to support informative writing. Students will also develop skills in using the vocabulary of visual arts in their speaking and writing.

After a series of lessons that engage students in researching the Impressionist period’s historical and cultural context, students view images of artwork created during this time period by a variety of Impressionist artists. Students discuss in small groups how those works of art reflected the society and time period in which they were created by citing facts, concrete details and information gained through their research.
Each student will choose two artworks from two different Impressionist artists of the period from which to produce a written, informative comparison. The comparison will use the specific technical vocabulary of visual arts, including elements of art, principles of design, and process terminology. The comparison will draw from facts, details, and other information gained through the student’s research. The written piece will include an introduction to the topic, development of the comparison, and the use of appropriate and varied transitions to illustrate and clarify relationships between ideas and concepts. Graphics, images, and other visual forms can be used to support comprehension. A concluding statement will follow and support the information presented.