

Inside Art 2015 — *Enhanced!*Title

Student-Created Photography Art Project & Walking Gallery

Concept/Main Idea of Lesson

The purpose of this lesson is to afford students the opportunity to design and create an original art project that utilizes one or more photographic techniques and approaches featured in the art show *Enhanced!*.

Intended Grade Levels

Grades 9-12

Infusion/Subject Areas

Visual Arts

Social Studies

Curriculum StandardsFlorida Curriculum Standards**Visual Art:**

VA.68.S.2.3: Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.

VA.68.S.2.1: Organize the structural elements of art to achieve artistic goals when producing personal works of art.

VA.68.O.1.3: Combine creative and technical knowledge to produce visually strong works of art.

VA.68.O.1.4: Create artworks that demonstrate skilled use of media to convey personal vision.

VA.912.S.2.6: Incorporate skills, concepts, and media to create images from ideation to resolution.

Social Studies:

S.912.H.1.2: Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

SS.912.H.1.5: Examine artistic response to social issues and new ideas in various cultures.

SS.912.H.2.1: Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).

SS.912.H.2.3: Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

SS.912.H.2.4: Examine the effects that works in the arts have on groups, individuals, and cultures.

SS.912.H.2.5: Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.

Common Core

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5 & CCSS.ELA-Literacy.SL.11-12.5:

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Instructional Objective

Students will:

- conceptualize a work of art applying photographic techniques and approaches used in the art show *Enhanced!*;
- share their work with others;
- provide feedback to peers on their creations.

Learning Activities SequenceLearning Activity 1: Reflection and Discussion

Say: Recall the works featured in the art show Enhanced! Which works resonated with you? Which photographic technique or approach would you like to learn more about?

Learning Activity 2: Research

Make arrangements for students to research a photographic technique or approach of their choice in the school library and/or on the Internet. Information gathered will inform the design and presentation of the project. Students are also to write a reflective essay to accompany their art project. This can be completed for homework or in class (depending on the teacher's discretion).

Learning Activity 3: Design and Create Project

Allow students with enough time to design and create their projects using cameras, cell phones, and/or computer technology.

Distribute “Photography Project Evaluation Rubric” and explain each of the four components that will be assessed.

Learning Activity 4: Walking Gallery

Students will display their projects in a “walking gallery” format in the classroom. Half the students will set up their projects first, being available for explanation and questions as the other half of the class tours the “gallery.” The students will then switch roles so that the other half of the students’ projects can be displayed and viewed.

Evaluation

Use the “Art Project Evaluation Rubric” to assess the students’ projects. Students should also evidence interest and support for peers’ work.

Materials and Resources

Cameras, cell phones, computer technology

Handouts:

- Photography Project instructions
- Photography Project Evaluation Rubric

Optional Extension Activity

Obtain permission from your school’s administration to set up an exhibition of students’ works in the Media Center, Library, or other central location.