

LESSON PLAN FORMAT

University of North Texas

Art Education

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I. Lesson Title and Rationale:

Creating an Image with Text

Although concept, process, and product all hold great value within art making, the concept or message cannot be forgotten. Without message, the artwork becomes flat. With no concept or meaning, the work loses any depth cognitively. Creating an image with text takes art making in the complete opposite direction. This gets students out of their comfort zone and to practice thinking through concepts in certain terms that of which become concrete once added as text.

II. Grade Level: High School

III. Lesson # (in relation to unit): 1/1

IV. Enduring Understanding:

(Importance of) Concept in Art

V. Key Concepts:

Concept in art, variation, and process all add depth to a work, and keep viewer interested.

VI. Essential Question:

What is art about?

Is it the voice within a given piece?

Is it about the process?

Is it about the visual, or the product, itself?

VII. Lesson Objectives:

After the lesson, the student will be able to embody specific message into work.

After the lesson, the student will be able to cross other subjects into art making (in this instance, poetry).

VIII. Specific Art Content:

Text in art

Element: variation

Concept/Message focally in art

3 Barbara Kruger images:

Your Body Is A Battleground 1989

Untitled (We Decorate Your Life) 1955

Untitled (I Shop Therefore I Am) 1987

Untitled (Questions) 1991

2 Jenny Holzer images:

Text Portrait

Unknown

IX. Resources & Materials for Teacher:

Computer

Projector

Screen

Photoshop

Handout

Discussion Guide

Image for tutorial

X. Resources & Materials for Students:

Computer

Instructional Handout

Photoshop

Image file for tutorial

Vocab: **Variation** –having different forms or types which gives a design visual and conceptual interest**XI. Instruction and Its Sequencing:****Day for Lesson 1/1****1. Introduction/Motivation: (this must include discussion questions)**

Ask students what they find is most important about fine art. What is it about? The voice, or concept? The process? The product? Why?

2. Purpose/Objective:

Students will see examples of using text to make the viewer read the artwork with its intended message and learn a photoshop technique to do so on their own.

Students will view examples of and learn to combine poetry and art making.

3. Instruction:

View pre-selected images of Barbara Kruger and Jenny Holzer work.

Discuss benefits and disadvantages of text in art. Discuss meaning of the art making, why we do it, etc.

Discuss variation and its application in photoshop. (i.e. variation in layers, effects, processes)

4. Guided Practice

Students will need access to computers with photoshop.

Walk students through the process within photoshop, and troubleshoot any issues with students.

5. Independent Practice

Allow students to explore differentiations in results.

6. Closure

Demonstrate some variations (i.e. changing the text size, painting the text layer, increasing contrast, changing opacity of bottom layer)

7. Formative Evaluation

Discuss with students how this activity could be applied to their art processes.

8. Classroom Management Procedures

Walk around room to check class progress as whole.

9. Adaptations for Students with Special Needs:

The student may need assistance navigating the application used. Extra time will be allotted for any special needs student who needs further instruction/assistance.

Repeat as Needed**XII. Interdisciplinary Connections:**

§110.42 1B Write in a voice and style appropriate to audience and purpose

Taken from the English I TEKS, this plays a role in the text aspect of this activity. Combining art and poetry presents the students with a need to *write in a voice and style appropriate* to the viewer and specific message they are wanting to convey.

XIII. Summative Assessment and Evaluation:

Students actively follow through tutorial.

Students demonstrate in discussion fundamental understanding of concept.

Students demonstrate in discussion understanding of process of tutorial and real world application.

XIV. References & Resources:

List all references used to develop this lesson.

Barbara Kruger

<http://www.arthistoryarchive.com/arthistory/feminist/images/BarbaraKruger-I-Shop-Therefore-I-Am-II-1987.jpg>

<http://artobserved.com/artimages/2009/12/Barbara-Kruger-Paste-Up.jpg>

<http://edu.warhol.org/images/krugerflag.jpg>

<http://www.arthistoryarchive.com/arthistory/feminist/images/BarbaraKruger-Your-body-is-a-battleground-1989.jpg>

Jenny Holzer

<http://artobserved.com/artimages/2008/09/jenny-holzer-guggenheim.jpg>

<http://ninadigiarts.umwblogs.org/files/2010/10/jenny-holzer-foto.jpg>

XV. Art TEKS

§117.52 2B Communicate a variety of create designs for practical applications for design solutions

§117.52 2E Collaborate to create original works of art

XVI. National Art Standards

Grades 9-12 Content Standard No. 1b

Students conceive and *create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.