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Clinical Experience
Schuylkill Valley Middle School



Enduring Idea: People have intimate relationships with one another.

Lesson Title: Art About and For Others

Grade/Class: 7th-8th/all sections

Time Allotment: 80 minutes

Overview

Lesson Summary:

With inspiration drawn from the work of Mary Cassatt, the students will create artworks, embodying a meaningful relationship to others that matter to their persons. Studying the background and art of the Impressionist artist, Mary Cassatt, with a PowerPoint presentation, the students will be introduced to the *big idea* emboldened in her art that displays intimate moments between people, particularly found in her mother-and-child subjects. With this main idea that people connect to others intimately, the students will be prompted to create a work of art that is about or for someone they care a great deal for. They will undergo an artistic process that utilizes thumbnail and refined sketches to develop their ideas from written responses to questions regarding a person they share a close relationship with before creating finished products that they can choose to keep or give to that person. In conclusion, the students will write reflections and be given a test on the background and art of Mary Cassatt.

Artworks, artists, and/or artifacts

Mary Cassatt

- *Self-Portrait*, c. 1878
- *In the Box*, 1879
- *Lydia in a Loge Wearing a Pearl Necklace*, 1879
- *The Boating Party*, 1893-94

- Summertime, c. 1894
- The Child's Bath, 1893
- The Letter, 1891

Key Concepts:

- Humans seek intimate relationships.
- Humans honor people they care about.

Essential Questions:

- Why do humans seek intimate relationships?
- Why do humans honor people they care about?

Standards

Arts and Humanities

9.1.8.

- Know and use the elements and principles of each art form to create works in the arts and humanities.
- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- Communicate a unifying theme or point of view through the production of works in the arts.
- Explain works of others within each art form through performance or exhibition.
- Explain the function and benefits of rehearsal and practice sessions.
- Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.
- Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.

9.2.8.

- Explain the historical, cultural and social context of an individual work in the arts.
- Relate works in the arts to varying styles and genre and to the periods in which they were created.
- Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
- Relate works in the arts to geographic regions.
- Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.

9.3.8.

- Apply the process of criticism to identify characteristics among works in the arts.

9.4.8.

- Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities.

Reading, Writing, Speaking, and Listening

1.5.6.

- A. Write with a clear focus, identifying topic, task, and audience and establishing a single point of view.
- F. Use grade appropriate conventions of language when writing and editing.

Objectives

The students will...

Knowledge

- Answer prompts in their art journals about someone that matters to them.
- Know the background and art of Mary Cassatt from a PowerPoint presentation.

Skills

- Devise thumbnail sketches and developed sketches for their final product.
- Create a finished product that is either about or for someone they care about with quality and regard for artistic elements and principles.

Dispositions

- Express why they think humans seek intimate relationships, why they made the artwork they did, and how it honors the person that it's about or for with thoughtful input and proper grammar through written reflections.

Assessment:

Pre-Assessment

- Students' answers to prompts in their art journals about someone that matters to them will be assessed by a checklist.

Formative Assessment

- Students' thumbnail sketches and developed sketches for their final product will be assessed by a checklist.

Summative Assessment

- Students' finished artworks will be assessed on its relevance for who it is made for or about, quality, and regard for artistic elements and principles with a rubric.
- Students' written reflections on why they think humans seek intimate relationships, why they made the artwork they did, and how it honors the person that it's about or for will be assessed on their completion, thoughtful input, and use of proper grammar with a rubric.
- Students' knowledge of the background and art of Mary Cassatt will be assessed by a test.

Instructional Procedures

Day 1

Engagement

This lesson will begin with an introduction to Mary Cassatt using a PowerPoint presentation to elaborate on her background and artworks. Through the presentation, the students will be related the struggling accounts of Mary Cassatt to find success in her artistic endeavors, merging into the Impressionist art movement, and ultimately creating a large body of

artwork that captured her loved ones and mother-and-children subjects. From this body of work can be found an *enduring idea* that people connect to others intimately, which exist in meaningful relationships with our family members, friends, mentors, and colleagues. From this point, the students will be directed to answer questions pertaining to this idea about someone they care about in their art journals:

Who is someone you care a great deal for?

What is your relationship to that person?

What is it about that person you admire?

Describe a meaningful moment you shared with that person.

In what way can you make an artwork either about this person or for them? (Consider what you would like this artwork to show about this person. It can be a story in the form of a cartoon or comic, a portrait, illustration, card, plush toy, sculpture, or something else.)

Development

Being given a matter of about ten minutes to answer these questions, the teacher will have the students gather around one of the tables to show some exemplars that illustrate the possibilities of what the students can create. Providing insight into some of his own relationships, the teacher will discuss his reasons and approaches for creating the artworks being shown in order to help the students make decisions on the directions of their projects. They will be told to follow certain procedures in developing their ideas and projects, including drawing up thumbnail sketches followed by refined finished sketches before proceeding onto their final products. The students will be encouraged to bring in any reference materials they would like to work from to aid in their art making.

Culmination

Following this introduction to the project, the students will be dismissed to begin formulating what projects they will create. Meanwhile, the teacher will provide insight and assistance to help them along in their progress.

Day 2

Engagement

The class will begin with a brief overview of Mary Cassatt's story with the students being prompted to fill in gaps that exist in the PowerPoint presentation.



Development

Picking up where they left off, and with any needed reference material, the students will continue to develop their project ideas with refined sketches that include more details and are closer to what the final products will look like. With the approval of the teacher as he visits with each student, the students will begin their work on their finished products with any necessary supplies available in the art room.

Culmination

At the end of class, each table will be dismissed after being asked about the background and artwork of Mary Cassatt.

Day 3

Engagement

The work of the students thus far will be displayed at their tables as the class conducts a gallery walk with the students writing encouraging messages in their classmates' art journals. Following this gallery walk, the students will be asked to offer their thoughts in an open discussion on what they saw, pointing out certain students' projects that they noticed and what they were inspired by.

Development

With the conclusion of the gallery walk and open discussion, the students will resume with their work on their final projects. The teacher will continue to offer any input and assistance necessary, providing demonstrations on techniques and procedures where needed.

Culmination

As with the previous class, the tables will be dismissed after each one is asked a question pertaining to the life and work of Mary Cassatt.

Day 4

Engagement

This class will begin with a test on Mary Cassatt's background and artwork.

Development

Following the test, the students will proceed to the library/computer lab to write reflections in response to prompts on their projects and print them to include with their final projects.

Culmination

The students will begin completing their projects and mat them where necessary for presentation. Should they finish early, they may begin to transition to the following lesson or cleaning and organizing supplies around the art room.

Preparation:

Teacher Research and Preparation

- Gather background info and art on Mary Cassatt
- Prepare a PowerPoint presentation on Mary Cassatt
- Develop prompts for students on someone they care about
- Gather exemplars



- Develop questions for students' reflections
- Create a test on Mary Cassatt

Instructional Resources

- PowerPoint presentation on Mary Cassatt
- Prompts for students on someone they care about
- Exemplars
- Questions for students' reflections
- Test on Mary Cassatt

Student Supplies

- | | |
|--|--|
| • Art journals | • Table mats |
| • Sketch paper | • White paper (watercolor, tagboard, etc.) |
| • Pencils | • Construction paper |
| • Erasers | • Saw dust clay |
| • Pens | • Dowel rods |
| • Ink | • Hammers |
| • Colored Pencils | • Nails |
| • Markers | • Fabric |
| • Paint (tempera, watercolor, acrylic) | • Sewing needles |
| • Brushes | • Thread |
| • Water tubs/containers (cups, etc.) | |
| • Paper towels/napkins | |

Someone You Care About...

Respond to these questions in your art journal before you begin your next project:

- 1. Who is someone you care a great deal for?*
- 2. What is your relationship to that person?*
- 3. What is it about that person you admire?*
- 4. Describe a meaningful moment you shared with that person.*
- 5. In what way can you make an artwork either about this person or for them? (Consider what you would like this artwork to show about this person. It can be a story in the form of a cartoon or comic, a portrait, illustration, card, plush toy, sculpture, or something else.)*

Someone You Care About...

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- 3. What is it about that person you admire?*
- 4. Describe a meaningful moment you shared with that person.*

In what way can you make an artwork either about this person or for them? (Consider what you would like this artwork to show about this person. It can be a story in the form of a cartoon or comic, a portrait, illustration, card, plush toy, sculpture, or something else.)

Name: _____

Grade: _____

Period: _____

Cassatt

Art that is about or for someone you care for

Reflection

Instructions: Answer the following questions in your sketchbook, reflecting on your experiences working after the big idea found in Mary Cassatt's artwork. You will then type up your reflections to include them with your finished artwork.

- What is your artwork about and how is it made? (medium, format; i.e. cartoon, illustration, plush toy, etc.)
- Why do you think humans seek intimate relationships?
- Why did you make the artwork you did? How does it honor the person that it's about or for?

CASSATT PROJECT REFLECTIONS

Your Name:

Homeroom Teacher:

1.

2.

3.

Mrs. Seymour
 Mr. Michaels
 Schuylkill Valley Middle School

Student Name _____

Criteria	10	9	8	7	0-6
Finished Artwork	The artwork has clear relevance for whom it is made for or about, has superb quality, and incorporates the artistic elements and principles effectively.	The artwork shows a clear link to whom it was made for or about, has good quality, and utilizes the artistic elements and principles well.	The artwork shows a link to whom it was made for or about, displays decent craftsmanship, and utilizes the artistic elements and principles fairly well.	The artwork shows a loose link to whom it was made for or about, displays fair craftsmanship, and utilizes the artistic elements and principles loosely.	The artwork displays little to no relevance to whom it was made for or about, has poor craftsmanship, and doesn't utilize the artistic elements and principles.
Written Reflection	The student's reflection is fully completed and displays thoughtful input and proper grammar.	The student's reflection is completed and displays good input and proper grammar.	The student's reflection is completed while displaying some input and decent grammar.	The student's reflection is not fully completed and shows little thought. Their use of grammar is fair.	The student's reflection is not complete and displays little to no thought into the questions. Their use of grammar is poor.

Total: _____ /20

Average: _____ %

Additional Comments: