



SOCIETY FOR THE PERFORMING ARTS
Bringing the World's Best to Houston



COLLABORATIVE ARTS PROJECT
Bringing the World's Best to the Classroom

Collaborative Arts Project – Sample Visual Art Lesson Plan

How can I bring CAP to my classroom?

The Collaborative Arts Project (CAP) is an innovative residency that is providing Fine Arts teachers with customizable support during the 2020-2021 school year. The program includes pre-recorded video lessons and classroom materials for teachers to implement on their own schedule based on student needs. These lessons will support students to deepen their artistic practice, improve creative writing skills, and engage in social-emotional learning.

CAP curriculum framework* is aligned with middle school Fine Arts TEKS and provides a standard structure of project-based learning through the following four strands of inquiry: perception, creative expression, historical/cultural heritage, and response/evaluation. The 5E model & framework is customizable to meet individual teacher and classroom needs in partnership with the SPA Education team.

*For more detailed information regarding curriculum and customization, please contact SPA Education.

Every classroom receives the following:

- Ten (10) pre-recorded classroom lessons and materials
- One-on-one support between the teacher and SPA's Education team to implement the classroom sessions successfully

Cost: For information about the cost of this program, contact SPA Education. Full and partial scholarships are available on a need basis through an application process.

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Texas Essential Knowledge & Skills (TEKS):

Aligned for 8th grade instruction, similar TEKS for 6th & 7th available.

§117.204.b.1.D	Compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately;
§117.204.b.3.B	Analyze cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy;
§117.204.b.4.B	Analyze original artworks and portfolios using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
§117.204.b.4.C	Investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art.

www.tea.texas.gov

Social-Emotional Learning (SEL) Competencies:

Self-Awareness	Students will practice this competency by identifying the emotions that the work of art evokes for them personally.
Self-Management	Students will practice this competency by (depending on the method of instruction) self-managing their schedule, completing tasks on-time with thoughtfulness and confidence.
Social Awareness	Students will practice this competency by taking the perspective of the figure in the image, identifying and empathizing with the characters depicted and the tone set by the artist. Students may appreciate diversity by observing a work of art created by someone of a different culture or background depending on the image choice.
Relationship Skills	Students will practice this competency by engaging respectfully and participating in class discussions, sharing their ideas and responding to others with constructive feedback.

www.casel.org/core-competencies

Lesson Plan

Big Idea Perception: Visual art is capable of conveying narrative and emotions that differ from viewer to viewer.			
Essential Question What can we learn from observing and describing art?			
SE Phase	Activity	Students	Teacher
Engage	Observe selected image using visual thinking strategies (VTS)	Examine work of art and share answers to VTS questions.	Pose VTS questions (see below) and encourage personal reflection, supporting all student answers.
Explain	Discuss artist statement and contextual information for the work of art	Understand context for the work of art and artist's message.	Provide background information about the image, artist, time period, etc...
Explore	Perspective-taking	Write a journal entry from the perspective of the figure in the work of art. What do you think a day in the life for them is like? What successes & challenges do they face?	Engage students in short discussion regarding their journal entries. Students may share out if desired. Focus on reflecting on emotions/realities uncovered while writing.
Elaborate	Thank-you cards	Identify one person in your life who is similar to a person depicted in the work of art. Write & design a thank-you card or letter that can be shared with this person.	Support student identification of letter recipient. Provide examples of thank-you cards (both in terms of basic syntax and visual examples of decoration)
Evaluate	Share-out	If students feel comfortable, they can share their thank-you messages with the group, and explain the rationale for the design.	Moderate discussion, provide positive space for personal reflection and constructive feedback.
EXTENSION	Mailing letters	If possible, students may deliver their thank-you messages to the people in their lives that they are addressing.	Encourage students to share these messages with their intended recipients.

Visual Thinking Strategies (VTS) questions are open-ended questions to facilitate student close-looking of a work of art. Student responses should all be recognized as valid (there is no "right" answer to any of



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these questions. The phase of the lesson that includes explaining the context and meaning of the work of art should be clearly delineated from this open, interpretive phase.

- What's going on in this picture?
- What do you see that makes you say that?
- What more can we find?

When considering how to break down this lesson into different class sessions, we suggest the following, depending on method of instruction:

In-Person Learning

- Class 1: Observe & discuss artwork, introduce context and assignment
- Homework: Students practice perspective-taking in their journal entry and share with teacher for feedback
- Class 2: Discussion of who in our lives we want to thank. Students write & design thank-you cards, sharing them with the group
- Homework: Students write & design thank-you cards

Synchronous Remote Learning

- Session 1: Observe & discuss artwork
- Session 2: Introduce context for artwork & assignment
- Homework: Perspective-taking journal entry
- Session 3: Group discussion on perspective-taking, identify recipient of thank-you project
- Homework: Students write & design cards
- Session 4: Students share & discuss their pieces

Asynchronous Remote Learning

1. Students observe work of art and write down their answers to the VTS questions
2. Students share observations with teacher to receive feedback
3. Students research context of artwork (using approved resources) and share what they have learned with teacher for feedback
4. Students write perspective-taking journal entry
5. Student work is shared on classroom wiki or closed network like Padlet.com
6. Students are required to post constructive feedback/comments on 3 of their peers' submissions

Resources:

Gomez, Ramiro. *The Broad*, 2016. Acrylic on canvas. Blanton Museum of Art, Austin.

Image & Resource: <https://blantonmuseum.org/chapter/institutional-critique/>

Pippin, Horace. *Country Doctor (Night Call)*, 1933-1939. Oil on canvas. Museum of Fine Art, Boston.

Image & Resource: <https://collections.mfa.org/objects/34071>