

ArtsConnectEd Unit: Student Directed Thematic Collections

Grades: High School or adapted to Middle School

Independent Study

Task:

- Introduction and use of Art Collector on the ArtsConnectEd website.
- Brainstorm possible themes for collection presentations using Art Collector as the resource. Themes can be at a basic, intermediate or at an advanced level.
- Develop an “essential question” that the student collection will be focused on. What should the viewer come to know and understand?
- Developing a collection using either: basic, intermediate or advanced Art Collector tools.
- Assess the presentation using a rubric generated by the class.
- Collections presented to the class online or in a whole class presentation.
- Develop and administer a simple assessment (based on the “essential question”) for the collection to check for viewer understanding.

Goals:

Students will have brainstormed ideas to create possible themes for their collections. The themes will have been determined at either a basic, intermediate or advanced level using Art Collector as a resource.

An ‘essential question’ will be developed by each student for their presentation. The students answer to the “essential question” will be determined by the use of visuals and information found within the collection.

Students will have experienced the development process of creating a presentation using Art Collector at a basic, intermediate or advanced level. Students will use a rubric developed by the class to evaluate the level of work completed.

Students will have written a brief explanation of why they selected the theme for their presentation, success or difficulties they have had creating the presentation, what they have learned from the creation of the presentation and the information they have found.

Students will have created a simple assessment (based on their “essential question”) for their own presentation to assess if viewers had come to understand important information found within the presentation. The assessment will assist the student who made the presentation evaluate the strengths and weaknesses in the presentation, in order to refine the work if needed.

Lesson One: Introduction to Art Finder/Brainstorming Themes

Having students either in a computer lab at individual stations, using an LCD projector or SmartBoard go to the ArtsCoonectEd site and open it.

<http://www.artsconnected.org/>

Students will have a notebook available to them or sheets of paper to start brainstorming possible themes as Art Finder is reviewed.

Explain to students that they must first find art to be able to create a collection. The best way to create a collection is to have a theme to build the collection on. Understanding how to search for images is another important skill they must be able to do.

Identify with students the icons: “Works of Art”, “Audio/Video”, “Texts”, “Interactive”. Explain when a search is done each of these will identify by number what can be found in each.

Move down to Keyword, and Institution,. Have student’s type in the keyword “painting”. Explain to students that the word painting will bring in countless hits just like if it were typed into Google. To narrow the search they can move to Institutions and pull down the menu and click on Minneapolis Art Institute and that will help narrow the search.

Move down now to “Has Image”, “On View”, “Medium”, “Culture”, and “Artist”. By checking on “Has Image” artworks that have no image will not appear. If you click on, “On View” the work is on view in the museum. Pulling down the “Medium” menu allows one to narrow a search more, have students scroll down and click on “paintings”. Pulling down the “Culture” menu allows you again to narrow your search of “paintings” by culture. Have students scroll down and click on “American”. If students had an Artist name in mind they could also use that search window to help find work by that artist that might be in the Minneapolis Art Institute.

At the bottom of the page students will see works of art that have been narrowed down due to their search guidelines. You can remind them to look back towards the top and see related resources they may find under Audio/Video, Texts and Interactive.

Let students walk through the process again on their own selecting a keyword or words and using the filters to determine the outcome of their search process. They may search in just the Art Institute or Walker or ArtsconnectEd whatever they wish. This is the time to go around answering questions individually. You as the teacher determine the appropriate amount of time needed for students to get a feel for the process.

Once students feel comfortable with the application of the site guide them to begin the process of brainstorming “themes” for their collections.

Development of themes for presentations can be on a basic, intermediate or advanced level. A basic level for a theme would be for example: line, shape, color, pattern and using very few or any filters. An intermediate level would be for example: sculptures, paintings, collage, print making, with the use of filters. An advanced level would be for example: Chinese Brush Painting, Columbian Figure Sculpture, Van Gogh Impressionist Painting using a variety of filters.

In notebooks or on pieces of paper provided have students start to brainstorm themes for their presentations using Art Finder as a guide. They can test the amount of hits they get for the words using filters to determine if that is a topic(s) they wish to explore. Students need to determine if their theme search is basic, intermediate or advanced level. Encourage students to try different levels to improve their topic choice.

Teacher will review themes with individual students.

Lesson Two: “Essential Question”

Now that students have selected a theme for their Art Collectors collection drafting an “essential question” would be the next task. What do they want to learn from the theme they have selected? What do they want the viewer of the collection to learn? Is the question an analytical, comparative, contrasting, descriptive, question?

Example: What types of line can be identified in a variety of art forms from around the world? Identify? In Primitive and Modern artworks what relationships can be found? Analyze/Describe? Do photographic, painted, drawn sport images capture the true intensity from the field of play? Analyze/Compare/Contrast?

Have students write their “essential question” in their notebook or on a sheet of paper.

Teacher will review the “essential question” with individual students.

Lesson Three: Art Collector

Having students either in a computer lab at individual stations, using an LCD projector or SmartBoard go to the ArtsCoonectEd site and open it.

<http://www.artsconnected.org/>

Students will have their notebooks or papers in front of them with their theme and “essential question” ready to begin their collections.

Have students go to the top of the page and find the icon that is labeled “registered” (green)

You are now in new users registration area.

Recommend not to use step one.

Click on “to register without using an e-mail address, click here”.

Account Type scroll down and click on student.

Create a Username (write this down in your notebook or on paper).

Create a Password (write this down in your notebook or on paper).

Confirm Password.

Country: United States.

Home Postal Code:?

Security Questions make sure you write down your answers in your notebook or on paper.

Step 3: type the words in.

Check the terms box.

Click Register.

Students have registered now and can sign in to use Art Collector using their Username and Password.

Students will begin their work in Art Finder using the theme they selected as their guide.

Walk students through the process of image collection. Demonstrate when images are found click on the “plus” icon down on the right hand side of the image and it will be moved to the Art Collector. When the “plus” is clicked a pop up menu will ask where you want to put the image, new collection needs to be clicked on. The menu will also ask to title the new collection. The collection title can be a single word or group of words.

Demonstrate to students the process of finding several images, text, audio/video resources for the collection.

Guide students to the top of the page next to Art Finder, Art Collector a pull down menu that will show the collection names. Select the collection name and then click the “go” button.

The Art Collector page with the selected images, audio/visual and text information are displayed at the bottom of the page. Each slide displayed are those that were previously selected.

Show students the three levels of presentation for the collection they will create by using the links below. These are sample collections.

Basic Level: Essential Question as an introduction, Image slides with or without annotation, slides in a logical order, no less than five slides.

Example: <http://www.artsconnected.org/resource/101004/who-am-i>

Intermediate Level: Essential Question as an introduction, Image slides with or without annotation, using the comparison tool, using at least a text or audio/visual slide, no less than five slides.

Example: <http://www.artsconnected.org/resource/103852/what-makes-a-family>

Advanced Level: Essential question as an introduction, Image slides with or without annotation, using the comparison tool, using text and audio/visual slides, creating a new slide using images from Youtube, Flickr, no less than five slides.

Example: <http://www.artsconnected.org/resource/103854/ceremonial-faces>

After showing students the three levels of collection presentation, demonstrate to students how presentation tools in Art Collector work:

- Demonstrate how to place the “essential question” on the beginning slide.
- Demonstrate how to organize the slides.
- Demonstrate how to use the compare icon on the bottom of each slide.
- Demonstrate how to edit a slide.
- Demonstrate how to duplicate a slide.
- Demonstrate how to delete a slide.
- Demonstrate how to use custom slide. Demonstrate how a title is made, information is typed, how to attach a video or image from Youtube and Flickr.
- Demonstrate how to cut and paste information from a text slide or text sources and attach it to a slide.

- Demonstrate how to attach a PDF file to a slide.
- Demonstrate how collections can be saved as PDF.
- Demonstrate how a link to a collection can be created and attached to a document.
- Demonstrate how slides can be converted to “item only”, “item with annotation”, “only annotation”
- Recommendation is to show students the Art collector tools first then walk them through a mock collection that uses the tools demonstrated. Students can keep this mock collection to refer back to if they need reminders of what to do.

When students feel confident with their understanding of Art Collector tools they will need to decide at what level the collection will take shape (Basic, Intermediate or Advanced). As they work on the collection students will need to consider the theme level they selected (Basic, Intermediate or Advanced) and being able to answer the “essential question” they drafted.

Simple Assessments

Students may create a simple assessment for their collection. The assessment can be multiple choice, true/false, matching, fill in the blank, essay. The assessment should be able to tell the designer of the collection the level of understanding the viewer has achieved by reviewing the collection. The viewer should be able to answer the “essential question” that was first provided. The “essential question” answer(s) would be the core knowledge that would provide the answers for the assessment.

Rubric for the Collection

Students and teacher can develop a rubric to assess the theme, collection and assessment. The rubric should focus on the level of development of the theme, collection and assessment: basic, intermediate or advanced. Students and teacher must decide the qualities each of those would possess. Students and teacher would determine if the rubric would be simply a checklist document or a grading document. Students and teacher would determine the rubric's grading level assigning points or percents to each area within the rubric. An area on the rubric would also include spaces for student and teacher comments.