

## Art for Change: Analyzing and Creating Art for Peace

### PURPOSE

To use art criticism to interpret and judge works of art for peace and to use art vocabulary in creating a similar work of art for peace.

### GRADE LEVELS

Upper Middle and High School

### CONTENT AREAS

Visual Arts  
Social Studies

### TIME

45-70 minutes or  
One class period

### STUDENT OBJECTIVES

- Students will define art vocabulary.
- Students will describe, analyze, interpret, and judge works of art.
- Students will use artistic elements to create a message of peace or anti-violence.

### STANDARDS AND BENCHMARKS

Fine Arts State Goal 25A, 25B, 26A, 26B, 27B  
Social Sciences State Goals 16B, 16D, 18A

### LEARNING STYLES

Visual/Spatial  
Bodily/Kinesthetic  
Interpersonal  
Intrapersonal

### MATERIALS

Peace and Art for Change PowerPoint Presentation  
Art Interpretation Worksheet  
Art for Change Worksheet  
Art for Change Assignment Guidelines and Rubric

### VOCABULARY

Balance	Composition
Rhythm and Repetition	Perspective
Emphasis	Texture
Contrast	Scale
Value	

### ASSESSMENT

Art for Change Artwork

### ACTIVITIES

#### Anticipatory Set

- Place pictures of several works of art throughout the room and provide each student with about 5 sticky notes.
- Tell students that today's lesson will help them learn to use the tools of art criticism on works of art. Give students 5 minutes to move around the room to the pictures of art and writing their comments or observations on sticky notes, which they will stick to the wall near the work of art. They may also wish to comment on one of the sticky notes left by a classmate for a particular work of art.

- The teacher should also move about the room reading the comments. When students are finished, ask them to share any particularly interesting comments they read, agreed with, or disagreed with and discuss. It may be helpful for the teacher to start this process off with his/her own comment.
- After about 10 minutes of discussion, ask the class to choose one work to interpret further. You could simply choose the one that generated the most discussion or ask for a vote.
- Tell students that they are going to learn the tools of art criticism, apply it, and then create their own work of art as an assignment.

### **Lesson:**

Define (or review) the following terms on the **Art Interpretation Worksheet**: **balance, rhythm/repetition, emphasis, contrast, value, texture, composition, perspective, scale**

- Using the selected work of art, work through the Art Interpretation Worksheet using Gradual Release (see **Resource section** for a description), debriefing after each section:
  - Description: Teacher led, class follows along and takes notes
  - Analysis: Class assists teacher in completing
  - Interpretation: Students work in small groups to complete with teacher moving about to assist
  - Judgment: Students complete independently
  - Debrief and share student responses
- Tell students that they will use the vocabulary and criticism tools on three works of art that were created particularly to promote peace during and after the Vietnam war. In order to gain the background knowledge necessary to properly interpret the works of art, tell students they will first learn a bit about the Vietnam war and counterculture movement that produced this art.
  - Display the **Peace and Art for Change PowerPoint Presentation** and go through it as a class. Teachers should first print out a Notes version of the PowerPoint to access the information for each slide to be shared with the class.
  - When you get through the information slides, pause at the first art slide (**Moratorium**) and distribute the **Art for Change Worksheet**.
  - As students view the next three slides, they should complete the worksheet independently. Allow about 5 minutes per art slide. Do NOT share the notes for the PowerPoint until students have completed their worksheet.
  - Once students have completed all three critiques, ask them to share with the class and discuss their interpretations and judgments. Then, share the interpretations in the notes of the PowerPoint and discuss they ways this is similar to and different from those of the class.
- Display the final slide from the PowerPoint and read the quote aloud. Ask students to **Think-Pair-Share (see Resource Section)** to discuss what they think this quote means.

### **Debrief/Assessment:**

- Tell students that the issue of gun violence is a crucial issue that threatens the lives of many and the well-being of mankind, much like the Vietnam War did in the past. For an assignment, students will create a work of art inspired by the peace art they viewed in class. Their art will also be intended to motivate change, but in particular connection to the topic of gun violence. Distribute the **Art for Change Assignment Guidelines and Rubric** and read through as a class.
- You may wish to allocate additional class periods for students to complete these projects or assign the project for homework. Either way, be sure you save student entries for submitting into the **Student Voices Contest!**

### **RESOURCES:**

#### **What Is Gradual Release?**

The **Gradual Release of Learning Responsibility** is an instruction model in which the responsibility for task completion shifts gradually from the teacher to the student, through guided practice of comprehension lessons

A general format for gradual release:

1. teacher modeling or demonstrating for whole class
2. whole class work with student input
3. small group work with teacher moving around room to help, correct and reinstruct when necessary
4. independent work without assistance

Some teachers choose to explain this process to students using this simple and memorable tool:

**I do. You watch.-----I do. You help.-----You do. I help.-----You do. I watch.**

### **What Is Think-Pair-Share?**

**Think-Pair-Share** is a cooperative discussion strategy developed by Frank Lyman and his colleagues in Maryland. It gets its name from the three stages of student action, with emphasis on what students are to be **DOING** at each of those stages.

### **How Does It Work?**

**1) Think.** Provoke students' thinking with a question or prompt or observation. The students should take a few moments (a minute or so) just to **THINK** about the question. You may wish to have them write instead of just thinking silently depending on your group of students.

**2) Pair.** Using designated partners, nearby neighbors, or a deskmate, students **PAIR** up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. Encourage students to ask each other for elaboration or clarification and to add onto each other's points.

**3) Share.** After students talk in pairs for 1-2 minutes, the teacher calls for pairs to **SHARE** their thinking with the rest of the class. You can do this by going around in round-robin fashion, calling on each pair; or you can take answers as they are called out (or as hands are raised). Often, the teacher or a designated helper will record these responses on the board, overhead, or chart paper.

### **Suggestions for Extension Activities:**

1. Coordinate with a music class to explore peace-themed music and work with a computer or technology teacher to create an audio-visual presentation of the artwork along with songs performed or written by the music class.
2. Host a "gallery viewing" for other classes or parents to come in a view the works of art and meet the artists.
3. Create a bound book of all of the students art for others to browse in the school library.
4. Have students make copies of their works and display them in public places around town and throughout the school, with permission.
5. Have students exchange their completed works of art and complete art criticism worksheets of them.