

Notes/Reflections:

Art History • Painting • Collage •



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## Art History Learning Stools

Students will learn about the art that documents our world via art history, genres and master artists. Students will select an era or artist who inspires them, research it and create an artwork using collage, painting and drawing skills.

**Essential Question: How can art-making become a catalyst for exploring social studies topics?**

### Process

- Introduce the lesson by discussing the importance of art history in our world. Art literally documents our world visually.
- Students will select a genre, era, or master artist that intrigues and inspires them, and write a paragraph research paper to share with the class.
- Students will create an art history circle based on their research and add a drawing, a painting and a collage to create a full representational composition.
- Students will incorporate the name of the research into the artwork.
- Students will glue these circles onto their stools.
- Students will paint a color around the rim of their stools and seal them with an epoxy varnish.
- Students will adhere the research under the stool with hot glue.

### Assessment

I use a project evaluation form for each lesson I teach. This allows my students to appropriately reflect on the learning at hand and leaves room for them to comment on the process and how they feel the final piece turned out. It also allows me to comment and give them a grade based on their learning AND their final work. We also do in process critiques using my "2 Glows and a Grow" model.

### Extensions

Our stools turned out beautifully and we don't want to change them, but each year my students love this assignment as they are all successful and the lesson is important to our overall art knowledge base, so extra circles now hang from the ceiling with the research affixed creatively to the back. Another fun extension to this lesson is to do the Art History Ceiling Tiles. We have a full 16 tiles painted and displayed on our ceilings that chronologically take us through the history of the world visually.

### Materials

- 18" white drawing paper circles
- art history references and used books
- paint
- brushes
- water cups
- graphite
- charcoal
- glue
- scissors
- computer lab
- epoxy varnish

### Classroom Tips

Cover your work area. Have students share paint and water supply on work area. Fill 2 buckets with water-- empty one by filling student water cups 1/3 full, then use it to dump dirty water in; the second bucket will be your fresh water supply as needed.

## Common Core Georgia Performance Standards

### ENGLISH LANGUAGE ARTS

#### GRADE 4

**ELACC4RI1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**ELACC4RI3:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**ELACC4RI10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**ELACC4W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

## Georgia Performance Standards

### VISUAL ARTS

#### GRADE 4

**VA4PR.1:** Creates artworks based on personal experience and selected themes.

**VA4PR.2:** Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

## National Standards

### VISUAL ARTS

**Standard 1:** Understanding and applying media, techniques, and processes

**Standard 6:** Making connections between visual arts and other disciplines