

TLED 408: Pre-Reading Activity Assignment

By Brooke Benham

The pre-reading activity for 9th grade Art Foundations activates and builds students' background knowledge of both the process and product regarding both the content area and literacy.

Grade Level, Content Area, and Theme:

9th grade Art 1: Art Foundations.

The theme is understanding Vincent Van Gogh and his art.

Standards/Learning Objectives:

Visual Arts Standards -Art History and Cultural Context AI.11: *The student will analyze major art movements and influential artist according to events, places, cultures, and historical periods.* Analysis, Evaluation and Critique AI.16: *The student will evaluate how social, cultural and historical context contribute to meaning in works of art and design.* Aesthetics AI.20: *The student will describe aesthetic qualities found in works of art.*

English Standards- Communication and Multimodal Literacies 9.1: *The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.* Writing 9.6: *The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.*

Overall Description The prereading strategy that will be used is called Quick Write. The teacher will display a picture of Starry Night on the Smartboard. The students will have a short time to write down a description of what they observe or any connection that they have to the art. The students are then able to share what they wrote with their small group. This is followed up by a class discussion.

Rationale:

Quick Writes is helpful for students because it allows them the freedom to write their thoughts and truly reflect on the art without being concerned if what they wrote is correct. It is a time to activate prior knowledge and make some sort of connection to the art. This activity also allows students to interact with others in a small group setting. Some students are more comfortable sharing in a small group setting. Another benefit of this small group discussion is that the teacher can observe the groups and assess their prior knowledge to better guide the instruction. The class discussion can be more effective after students have already collaborated with their groups.

Materials:

The teacher will need a timer, Smartboard or projector, and a picture of Starry Night from <https://www.vangoghgallery.com>

The student will need a writing utensil and a blank piece of paper from their art journal or binder.

Instructional Steps:

1. Welcome the students and ask that they turn to the journal section of their art journal or binder.
2. Tell them that you're going to display a piece of art on the Smartboard and they will have 5 minutes to respond to it in their journals.
3. Explain that the students should just write down any details that they observe from the art or any possible connection they may have to it.
4. Display the art on the Smartboard and set the timer for 5 minutes. The teacher will circulate around the room and observe how the students are doing during journal time. When the timer signals, the teacher will cut it off and ask the students to put their pencils down.
5. Tell the students that they have another 5 minutes to share their responses with their small table groups.
6. The teacher will start the timer and continue to walk around the room to observe the students during this small group discussion.
7. Once the timer goes off, the teacher will end the small group discussion and begin a class discussion.
8. The teacher can ask if anyone knows the name of the artist or the artwork to start the discussion.
9. The teacher will facilitate the group discussion and help build interest in Vincent Van Gogh.

Differentiation:

This prereading activity is excellent for most all learners because they are able to participate by writing or drawing and there is no wrong answer. They are able to participate in small group discussion, if they choose. It is important that the teacher place students who may need additional support or interventions in groups where they are more likely to be successful. It is also important that the teacher builds relationships with the students and is aware of any 504 or IEP accommodations because not all students do well with timed activities.

Impact on Instructional Decisions:

The teacher can gain a lot of information by being extra observant during the journal writing and small group discussion time. Assessing the student's prior knowledge and their responses to the

art can reveal a lot. It could let the teacher know if they have been previously exposed to Van Gogh's work or if they are able to comment on the techniques used. This knowledge can and should be used to help guide the pace of the unit and possible extended activities.

Pre-Reading Activity Assignment Rubric

		Points Possible
Grade Level, Content Area, Theme, and Standards	The student specifies the grade level and content area. The precise learning objectives that will be addressed by the activity are identified.	0.25
Description	The student clearly identifies the pre-reading activity and provides a brief description of how the pre-reading activity will be used in the learning cycle.	0.5
Rationale	The student provides a clear rationale as to why this pre-reading activity is appropriate for the discipline. There are clear connections made between the activity chosen and the benefits for the students.	1.0
Materials	The student provides a clear description of the materials used in this activity. The student creates all of the materials needed for the students to successfully complete the activity.	1.0
Instructional Steps	The student outlines all of the instructional steps for the pre-reading activity. There is a clear beginning, middle and end to the activity.	1.5
Impact on Instructional Decisions	The student clearly explains how the information learned from the activity will be used to guide instructional decisions throughout the learning cycle.	0.5
Format	The assignment is presented using the bold headings provided. There are no formatting or spelling errors. It is written in 12pt black font.	0.25
Total Points		____/5

Comments:

TLED 408: Vocabulary Activity Assignment

By Brooke Benham

The activities introduce, teach, and reinforce vocabulary for 9th grade Art Foundations. Vocabulary activities impact vocabulary knowledge and student independence. Upon completing the activity, students should be independent users of the vocabulary words.

Grade Level and Content Area: 9th grade Art 1: Art Foundations.

Standards/Learning Objectives:

Visual Arts Standards -Art History and Cultural Context AI.11: *The student will analyze major art movements and influential artist according to events, places, cultures, and historical periods.* Analysis, Evaluation and Critique AI.16: *The student will evaluate how social, cultural and historical context contribute to meaning in works of art and design.* Aesthetics AI.20: *The student will describe aesthetic qualities found in works of art.*

English Standards- Communication and Multimodal Literacies 9.1: *The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.* Writing 9.6: *The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.*

Vocabulary Words and Rationale:

- 1) Style: the visual appearance of a work of art that relates it to other works by the same artist or one from the same period, training, location, "school", art movement or archaeological culture
- 2) Hue: The name of any color as found in its pure state in the spectrum or rainbow, or that aspect of any color.
- 3) Composition: the arrangement or placement of visual elements in a piece of art
- 4) Impressionist: a style or movement in painting originating in France in the 1860s, characterized by a concern with depicting the visual impression of the moment, especially in terms of the shifting effect of light and color.

5) Post-expressionist: an art movement that developed in the 1890s. It is characterized by a subjective approach to painting, as artists focused on evoking emotion in their work

6) Expressionist: artistic style in which the artist seeks to depict not objective reality but rather the subjective emotions and responses that objects and events arouse within a person through distortion, exaggeration, and fantasy

I've decided to choose these words because they relate to the understanding of Vincent van Gogh's art and history. The words are used in his bibliography and are important to know so that the students can read his bibliography and comprehend it appropriately. They are also important to learn to understand what distinguishes the different artist's periods. This vocabulary set will help the students be able to discuss his art in appropriate terms and understand the characteristics of his art better.

Introducing Vocabulary Activity: In-Class Brainstorm Presentation

- **Activity Overview & Rationale:**

I will use a class presentation to get the students brainstorming about the vocabulary terms. I will present a vocabulary term on the smartboard and have students draw pictures or right words that come to mind when they see that word. Once I have displayed each vocabulary term and gave them plenty of time to brainstorm the term in between switching the word, I will have them read Vincent Van Gogh's biography from www.vincentvangogh.org. I will tell the students to look for those term's in the reading and to think about how the term was used and what the context was in the reading. After they read the biography and have time to think to themselves about how the term was used, I will have them discuss with the people at their table how they interpreted the word and what they think that the meaning may be. Having the students collaborate with each other will enhance the thought process by providing them with different perspectives and interpretations.

Rationale: I chose this activity because it will introduce the terms to them by first activating their own knowledge of the words, using their context clues and reading skills to develop an interpretation of the word and then providing them with different perspectives through collaboration with classmates.

- **Materials:**
 1. Smartboard
 2. Pencil
 3. Paper
 4. Laptops for each student
- **Instructional Steps:**
 1. Greet the students and inform them that we will be starting a new topic on Vincent Van Gogh
 2. Inform them that we will be learning about Vincent van Gogh's art and life
 3. Introduce the activity and tell them take out a sheet of paper and a pencil
 4. Tell them to draw pictures or write words of things that come to mind when they see each vocabulary term on the board
 5. After going through each vocabulary term and giving them enough time to brainstorm tell them to go pick up a laptop
 6. Have them go to www.vincentvangogh.org
 7. Tell them to read the biography of Vincent Van Gogh and to pay attention to where the vocab terms were used in the reading and how they were used.
 8. After everyone is done reading, tell them to discuss with their table what they each thought the terms may mean.
 9. Once everyone has had time to collaborate with their table, go down the list of terms on the smartboard and ask the class what their groups came up with. After giving them a chance to share with the class what they thought the word means and why they thought that, proceed to type the definition in the slide for each term.
- **Differentiation:**

I could differentiate within this activity by providing the students who need assistance with the reading before-hand and give them the terms ahead of time so that they have a chance to go over the material and understand it better so they can feel more confident in participating in the activities and class discussion.

Teaching Vocabulary Activity: Crossword puzzle

- **Activity Overview & Rationale:**

To teach this vocabulary I will use a crossword puzzle. A crossword puzzle will require them to think about what vocabulary term best matches each definition. As this is a learning activity, the word bank will be provided for them, and the word spaces will give them clues of what words could be used for the spaces.

- **Materials:**
 1. Word cross activity sheets for each student in the classroom
- **Instructional Steps:**
 1. Teacher and students will review the vocabulary terms verbally

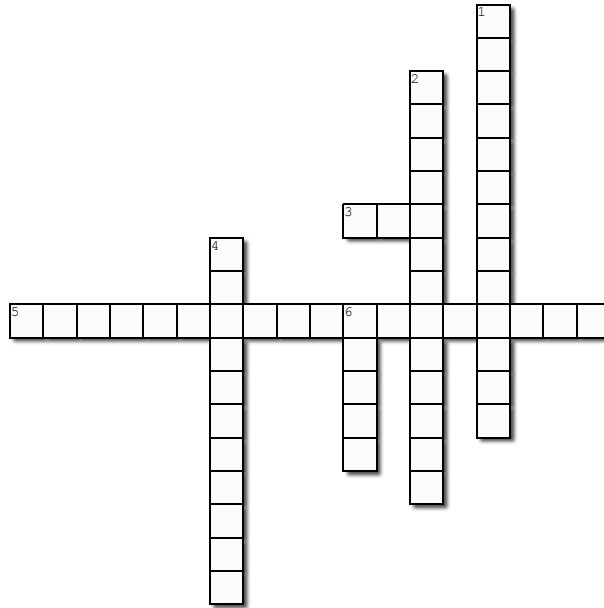
2. After refreshing the class with a discussion of the terms, teacher will hand out the crossword puzzle and tell students to take out a pencil
 3. After everyone has received a worksheet, go over the instructions that are on the worksheet
 4. Ask if any students need clarification on the directions
 5. Instruct the students to start working on the crossword puzzle on their own.
 6. Students will be instructed to turn in the crossword puzzle after class
- **Differentiation:**

If students seem to be taking longer than other or seem to be getting frustrated, allow the students to use their list of vocabulary definitions to assist their learning. Also allow for students to take the activity home with them to complete to give them more time to think about their answers.

Name: _____

Vocabulary from studying Vincent Van Gogh

Use the definitions and word spaces to figure out where to put each term on the crossword puzzle.



Created using the Crossword Maker on TheTeachersCorner.net

Expressionist style hue Impressionist Post-Impressionist composition

Across

3. The name of any color as found in its pure state in the spectrum or rainbow, or that aspect of any color.
5. an art movement that developed in the 1890s. It is characterized by a subjective approach to painting, as artists focused on

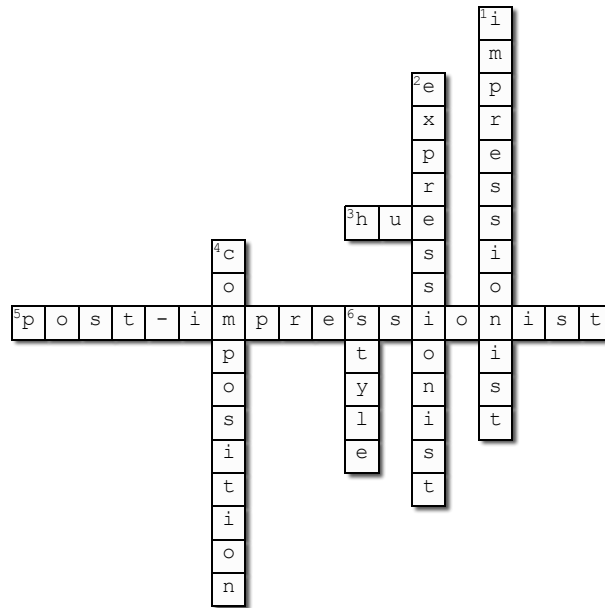
Down

1. a style or movement in painting originating in France in the 1860s, characterized by a concern with depicting the visual impr
2. artistic style in which the artist seeks to depict not objective reality but rather the subjective emotions and responses tha
4. the arrangement or placement of visual elements in a piece of art
6. the visual appearance of a work of art that relates it to other works by the same artist or one from the same period, trainin

Name: _____

Vocabulary from studying Vincent Van Gogh

Use the definitions and word spaces to figure out where to put each term on the crossword puzzle.



Created using the Crossword Maker on TheTeachersCorner.net

Expressionist style hue Impressionist Post-Impressionist composition

Across

3. The name of any color as found in its pure state in the spectrum or rainbow, or that aspect of any color. (**hue**)
5. an art movement that developed in the 1890s. It is characterized by a subjective approach to painting, as artists focused on (**post-impressionist**)

Down

1. a style or movement in painting originating in France in the 1860s, characterized by a concern with depicting the visual impr (**impressionist**)
2. artistic style in which the artist seeks to depict not objective reality but rather the subjective emotions and responses tha (**expressionist**)
4. the arrangement or placement of visual elements in a piece of art (**composition**)
6. the visual appearance of a work of art that relates it to other works by the same artist or one from the same period, trainin (**style**)

Reinforcing Vocabulary Activity: Using Vocabulary in Writing

- **Activity Overview & Rationale:**

The activity that I will use will be using the vocabulary in writing to show the student's understanding of the vocabulary words. I will have the students choose a painting by Vincent Van Gogh that they would like to use to apply their knowledge of the vocabulary. I will then give them the prompt: "Describe the style, hue, and composition of the image that you selected. Discuss what aspects of the painting make or don't make it an Impressionist, Post-Impressionist, and Expressionist painting." This is an effective activity because it allows the students to view various paintings by Vincent Van Gogh and choose their favorite to write about. The activity requires the students to apply use their knowledge of the terms to describe a piece of art.

- **Materials:**

1. A laptop for each student
2. A smartboard

- **Instructional Steps:**

1. Put the writing prompt on the smartboard
2. Tell the students that they will be applying their vocabulary terms to discuss a painting by Vincent Van Gogh
3. Have the students research paintings by Vincent Van Gogh and choose their favorite one to write about
4. Tell them to create a word document on their laptop and to use the writing prompt to discuss their chosen painting.
5. Once the students finish have them submit their writing to you via the grading website so you can review them to assess their understanding of the terms

- **Differentiation:**

I can give the writing prompt to the students who may need more help ahead of time, so they are able to prepare. This will give them time to understand what they are going to have to discuss about a painting and it gives them time to practice this and get more comfortable applying and identifying the terms. I can also allow the class extra time to complete the assignment so that no one feels rushed.

Completed Sample:

I selected the painting *Starry Night* that was completed by Vincent Van Gogh in 1889. The main hues used in the painting appear to be yellow and blue. The composition is made up of blue and yellow swirling brushstrokes at the top of the painting depicting a sky, while at the bottom the composition consists of an overhead view of buildings painted in darker colors. The style of this painting would be post-impressionist because it is from 1889 and does not depict the objects in a realistic manner. It has qualities of impressionism because it is depicting an impression of what the artist is seeing but would not be considered an impressionist painting because it is dated closer to the post-impressionist era. The painting

has aspects of expressionism in it because of the distortion of the way the stars are painted.

Vocabulary Activity Assignment Rubric

		Points Possible
Grade Level, and Content Area	The student specifies the grade level and content area. The precise learning objectives are stated.	0.5
Vocabulary Words and Rationale	The student lists 5-10 vocabulary words and their definitions. The student clearly explains the rationale for choosing these words.	1.5
Introducing Vocabulary Activity	The student provides a clear overview and rationale for using this activity. The student clearly outlines the materials and provides a completed sample. The student outlines all of the steps for the activity.	2.5
Teaching Vocabulary Activity	The student provides a clear description of the materials used in this activity. The student creates all of the materials needed for the students to successfully complete the activity.	2.5
Reinforcing Vocabulary Activity	The student outlines all of the instructional steps for the comprehension activity. There is a clear beginning, middle and end to the activity.	2.5
Format	The assignment is presented using the bold headings provided. There are no formatting or spelling errors. It is written in 12pt black font.	0.5
Total Points		_____/10

Comments: