

Lesson Three: *My Body Works*

High School

Lesson Three is appropriate for high school students. Lesson Four is appropriate for elementary students.

Objectives

1. Students will be able to create an artwork that integrates distinctive characteristics of several media.
2. Students will be able to record and reflect on their decisions as they develop and refine their art ideas.
3. Students will be able to collaborate to present their work in a meaningful way.

Preparation

- Preview “My Body Works: High School” PowerPoint.
- Decide whether you will ask small groups to curate their own group show to be installed in the school or to be presented through PowerPoint.
- If you choose installations, identify an exhibition space in your classroom or elsewhere in the school where exhibitions can rotate.
- If you choose PowerPoint presentations, organize access to computer equipment.
- Consult with science teachers about possible opportunities for curriculum coordination or co-teaching and to borrow human anatomy references they may be willing to share.

Resources

Reflection Log pdf

My Body Works: High School PowerPoint

Exhibition space in art classroom or elsewhere in the school

OR

Camera (or cell phone camera), computer with PowerPoint and projector

Human anatomy references, such as books, anatomy chapters in science textbooks, posters, printouts from the Internet, etc.

Supplies

vellum or other strong, smooth, heavy paper

graphite pencils

colored pencils

colored markers

colored and white ink

pens & nibs

plastic palettes for mixing colored inks

Activities

Review: Review the theme in life that “We are all both parts of larger external systems and made up of smaller internal systems” and the theme in art that “Art can help us appreciate connections both within us and beyond us.”

Also review the key questions students will be working with in their art project:

- CHOOSE: How can I mix the distinctive characteristics of various media within one artwork?
- LEARN: What can I learn about nature (parts that work together in my body)?
- SEEK: What art ideas can I get from my (internal) natural environment?

Introduction with Examples: Display "My Body Works: High School" PowerPoint slides 1 and 2 to check students' general understanding of systems.

Introduction to Artist: Display "My Body Works: High School" PowerPoint slides 3-6 to:

- introduce an artist fascinated with anatomy as systems within systems
- bring students' attention to various media the artist uses in her work [NOTE: detailed lists of media appear in captions]

Shared and Private Preliminary Decisions: Display "My Body Works: High School" PowerPoint slides 7-9 to:

- show example of a high school student's choice of body part as her focus
- explain purpose of a reflection log and documenting shared and private decision-making
- explain the need to research anatomical reference images
- explain value of sharing preliminary decisions and seeking feedback

Illustrated Step-By-Step Process: Display "My Body Works: High School" PowerPoint slides 10-12 to show:

- a student drawing with graphite inside a light tracing of her own body part
- color decisions appropriate for significance of body part, documented in reflection log
- color and media experimentation documented in reflection log

Group Presentation Decisions: Display "My Body Works: High School" PowerPoint slides 13-15 to show:

- options for curating small group shows or PowerPoint presentations
- variety of exhibition venues
- group curatorial decisions for group exhibition/presentation

Art Vocabulary

mixed media

casein

gouache

graphite

gesso

format (horizontal and vertical)

vellum

realistic

symbolic

curate

venue

Extension Activities

Consult with science teachers about possible opportunities for curriculum coordination or co-teaching.

Assessment Guides

1: Students will be able to create an artwork that integrates distinctive characteristics of several media.

EXCEEDS EXPECTATIONS: Two or more media were effectively and carefully used to make the artwork and were integrated in a way that used distinctive characteristics of each medium.

MEETS EXPECTATIONS: Two or more media were well integrated within the artwork.

APPROACHES EXPECTATIONS: The artwork was made with two media.

FAILS TO MEET EXPECTATIONS: The artwork was made with one medium.

2. Students will be able to record and reflect on their decisions as they develop and refine their art ideas.

EXCEEDS EXPECTATIONS: The reflection log includes detailed and thoughtful responses to all 12 entries.

MEETS EXPECTATIONS: The reflection log includes responses to at least nine of the entries of which several are detailed.

APPROACHES EXPECTATIONS: The reflection log includes at least five responses.

FAILS TO MEET EXPECTATIONS: The reflection log includes at least two responses.

3. Students will be able to collaborate to present their work in a meaningful way.

EXCEEDS EXPECTATIONS: Group installation or presentation is well organized with attention to details and includes artworks from all students in the group, an attention-catching title, a text panel/slide that complements the installation/presentation and accurate identification information for each artwork.

MEETS EXPECTATIONS: Group installation or presentation is well organized and includes artworks from all students in the group, a title of installation/presentation, text panel/slide about the installation/presentation and accurate identification information for each artwork.

APPROACHES EXPECTATIONS: Group installation or presentation includes artworks from all students in the group and at least two of the following: title of installation/presentation, text panel/slide about the installation and identification information for each artwork.

FAILS TO MEET EXPECTATIONS: Artworks by members of the group are included in the installation or presentation.