Warm up: Priming Activity!

• With a partner, please take a “gallery walk” through the packet: *Looking to Write, Writing to Look* from the Philadelphia Museum of Art.

• As you skim/scan the contents, complete the organizer on the back page of your handout with your thoughts about a useful idea...
  – that you see
  – what you think about that
  – what it makes you wonder
Looking to Write, Writing to Look

Art is not what you see, but what you make others see.

Edgar Degas

PD Thursday   December 15, 2011
Art & Writing??

Great writers are great observers. They consider the world around them, notice overlooked details, and make connections. Looking carefully at art helps us to develop these **observation skills**. Art encourages us to slow down, look closely, and reflect on what we see. When we accept this invitation, we are rewarded with new thoughts and perspectives. These ideas and insights provide rich material for writing.
Learning Goal: We will be able to identify and demonstrate art inspired writing strategies that will help students develop observation and writing skills.

Today’s Journey

- Warm up: I see, I think, I wonder (text preview) (A, T)
- Using art to develop observational skills
  - Strategy 1: List Poems: inferring theme and/or content connections (A, S)
- Using Art as an inspiration for writing
  - Strategy 2: Collaborative Writing: Point of View (P)
  - Strategy 3: Narrative Writing: Expanding on Tableau (S, P)

End of Lesson Question: Which strategy will you adapt/use to teach a standard in the immediate future? How? Why? (A)

Staircase Group (Portrait of Raphaele Peale and Titian Ramsay Peale)
1795
Charles Wilson Peale, American, 1741 - 1827

T: Total Group A: Alone P: Partner S: Small Group
Connected Objectives

WRITING
W2 CCR Anchor Standard
• Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W3 CCR Anchor Standard
• Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequence.

VISUAL ARTS
2.1.a. Analyze the roles and functions of the visual arts in expressing ideas, events, and universal themes within and among cultural groups.
From Artful Thinking to Artful Writing!

- Works of art are complex visual objects that invite multiple interpretations. Thinking about and writing from art is an excellent way to engage students in high-level thinking practices, such as reasoning, perspective-taking, problem-finding, and making metaphors. These thinking skills cross disciplines.
- For many students, visual images are more immediately accessible than text and may provide a valuable link to engaging them more thoughtfully, critically, and creatively during the process of writing.
- With Artful Writing students are challenged to build their own reasoned interpretations of visual artworks. Students often connect with images on an emotional level. When they are given an opportunity to express their unique views and ideas, there exists a powerful motivation for capturing and expressing ideas through meaningful and articulate writing.
Strategy 1: List Poems

A list poem is an itemization of things or events, can be any length, and can rhyme or not. To create a list poem inspired by art:

1. Select a theme from the index cards provided. (Themes could include colors, shapes, feelings (loneliness, happiness, excitement), ideas (flying, beauty, family, adventure), seasons, memories, or anything else.)
2. Working individually, in pairs or as a group, select a work or several works of art that relate to the theme.
3. Looking at the work(s), brainstorm words (nouns, verbs, adjectives, adverbs) or short phrases that are inspired by what you see and relate to your theme. Remember to emphasize details.
4. Using this list, arrange the words and phrases into a list poem.

Option: students participate in a gallery walk. They choose a theme that became apparent to them, then go back a second time to look for details that illustrate the theme.
One minute pause

THINK-PAIR-SHARE

• Describe the strategy to your partner
• Brainstorm adaptations for your content teaching
Strategy 2: Collaborative Writing

Point of view (p. 48)

Compare and contrast:

• Select two works of art that share something (they both depict a place, for example), but have significant differences.

• Brainstorm how the two objects compare and contrast in terms of subject matter, mood, feeling, colors, shapes, point of view, and/or materials.

• Use these notes to write a descriptive paragraph based on your partners ideas/painting.

Biography:

Write an imagined biography for a person or animal in a work of art. What has happened in their life that has led them to this moment? Where are they in their life now? What are some important events in their life so far? What are their hopes for the future?

Art Point of View:

Select a work of art and put yourself in the place of the artist who created it. Writing in the first person, describe what was happening as you made this work, what you wanted to capture, why you made the choices you did (such as subject matter, composition, materials, or color), and what it means to you.

Step 1: (Individual) What do you hear, see, touch, smell as the painter or the sitter?

Step 2: Trade papers with your partner. Write a descriptive paragraph based on your partners ideas/painting.
Tanner

Whistler
One minute pause

THINK-PAIR-SHARE

• Describe the strategy to your partner
• Brainstorm adaptations for your content teaching
Strategy 3: Narrative Writing
Extending tableaux to writing (p. 38)

INTERIOR MONOLOGUE: Imagine you can hear the thoughts of a person, animal, or object in a work of art. Using a stream-of-consciousness writing style, write a monologue of these thoughts. Read them aloud and see if your fellow students can guess whose thoughts you have recorded.

LETTERS: Write a letter from a person or animal in an artwork to you, the viewer. What do they want you to know? What is their daily life like? How do they feel about their surroundings? What are they thinking about? Alternative: Write a letter to someone in a work of art. What would you like to tell them? What would you like to ask them?

DIALOGUE: Jump into a work of art. Imagine you can “jump” into a work of art and write a story about your adventure. How did you get there? What happened to you as you explored the work of art from the inside? How will you get back out? Illustrate your story with a picture of yourself inside the work of art.
Breaking Home Ties
Thomas Hoveden, 1890
One minute pause

THINK-PAIR-SHARE

• Describe the strategy to your partner
• Brainstorm adaptations for your content teaching
Closure

• **Learning Goal:** *We will be able to identify and demonstrate art inspired writing strategies that will help students develop observation and writing skills.*

• **End of Lesson Question:** Which strategy will you adapt/use to teach a standard in the immediate future? How? Why?

• **Resources:** On the Shared Drive: Arts Integration Toolkit
SAILSS
Supporting Arts Integrated Learning for Student Success

P. Klos & D. McNeely
Portrait of the Artist's Mother, Henry Ossawa Tanner, American (active France), 1859–1937. 1897, Oil on canvas. Philadelphia Museum of Art: