

## 2016 AFRICAN AMERICAN HISTORY CALENDAR LESSON PLAN TEMPLATE

Month/Honoree(s): Dr. Stuart A. Hamilton

Lesson Title: Visit the Virtual; Museum Webquest.

Grade Level/Course: 3 through High School

Subject: Visual Art

SC Academic Standards and Skills Addressed:

Interpreting Works of Visual Art Standard 5: The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others. Indicators VA3-5.1 Identify purposes for the creation of works of visual art.

History and Culture Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists. Indicators VA3-4.1 Identify and discuss specific works of visual art created by artists from South Carolina as belonging to a particular time, culture, and place. Introductory Statement/Lesson Overview:

Goals/Lesson Objectives: Introduce students to the museum environment.

Students will be able to understand how a museum reflects the tastes, interests, and life of the population during different periods and regions (including their own) reflect the personal tastes, interests, and values of their inhabitants.

Instructional Materials: (These should be included in the body of the lesson or as attachments)

Lesson Progression and Time Frame:

Activity 1: The students read Dr. Hamilton's biography. The teacher will point out his membership on the Board of Columbia Museum of Art. The following questions will be discussed.

What is a museum and why do we have museums?

How many different types of museums can you list?

What would you like to see at an art museum?

Activity 2: Students will be tasked with planning a trip to a museum using one of the museum websites below or another approved by their teacher. Students will begin with exploring the different websites before selecting a virtual museum to visit.

<http://www.nga.gov/exhibitions/webtours.shtm>

[http://www.moma.org/explore/inside\\_out/2011/03/09/the-real-and-the-virtual-art-museum/](http://www.moma.org/explore/inside_out/2011/03/09/the-real-and-the-virtual-art-museum/)

<https://www.google.com/culturalinstitute/u/0/project/art-project>

Activity 3: Students will work in groups and select a collection or a series of 4-5 pieces of art to visit. They will plan the visit including facts about the artwork that they will view. The information should include: Title of the artwork; artist that created the work; dates or time period the work was created; a description of the work including the medium used; and, why this work was selected.

Activity 4: Students will share their museum visit with the class during class presentations.

Extensions/Differentiation

Student groups can use art reference books checked out from the library to create their exhibit if access to the internet is not available.

Groups can make a diorama with copies/reproductions of the artwork they select.

Assessment: Rubric.

\*Please include any additional web resources you found particularly helpful. They will be included in a separate document.

## Virtual Museum

Teacher Name: **Sharon Jacobs**

Student Name: \_\_\_\_\_

| CATEGORY                  | 4   | 3  | 2  | 1   |
|---------------------------|---|--|--|---|
| <b>Content - Accuracy</b> | All content throughout the presentation is accurate. There are no factual errors. Four or more artworks have been used. | Most of the content is accurate but there is one piece of information that might be inaccurate. Three or four artworks have been used. | The content is generally accurate, but one piece of information is clearly flawed or inaccurate. Three or fewer artworks have been used. | Content is typically confusing or contains more than one factual error. |

|                                  |   |  |  |   |
|----------------------------------|---|--|--|---|
| <b>Spelling and Grammar</b>      | Presentation has no misspellings or grammatical errors.   | Presentation has 1-2 misspellings, but no grammatical errors.  | Presentation has 1-2 grammatical errors but no misspellings.   | Presentation has more than 2 grammatical and/or spelling errors.                              |
| <b>Sequencing of Information</b> | Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card. | Most information is organized in a clear, logical way. One card or item of information seems out of place.   | Some information is logically sequenced. An occasional card or item of information seems out of place. | There is no clear plan for the organization of information.                                   |
| <b>Cooperation</b>               | Group delegates tasks and shares responsibility effectively all of the time.  | Group delegates tasks and shares responsibility effectively most of the time.  | Group delegates tasks and shares responsibility effectively some of the time.                          | Group often is not effective in delegating tasks and/or sharing responsibility.               |
| <b>Effectiveness</b>             | Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.    | Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide. | Project is missing more than two key elements. It would make an incomplete study guide.                | Project is lacking several key elements and has inaccuracies that make it a poor study guide. |

Sharon Jacobs

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Marlboro County Middle School