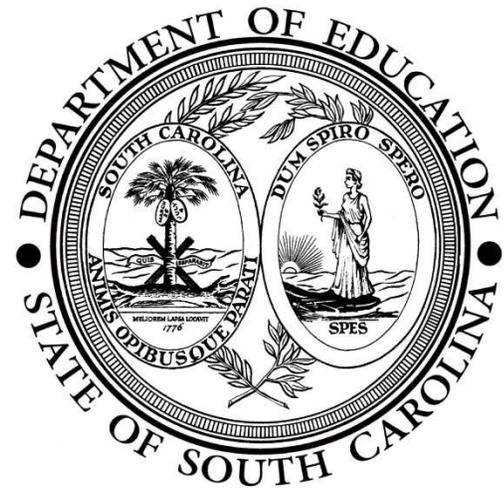


Grade 9-12, Visual Arts The Story History Tells

Instructional Resource for the
South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
June 2017



9-12 Visual Arts, The Story History Tells

This instructional plan focuses on the development and design of a personal work in which students select and display visual art and artifacts. Students will study the process of identifying and collecting artifacts through the lenses of a curator and use elements used in museum exhibits to communicate history and cultural aspects to their audience through their work. Students will practice providing feedback and receiving feedback using evaluation rubrics and peer evaluations. The purpose of this lesson is to highlight the career accomplishments and work of Elaine Nichols, 2018 SC African American History Calendar honoree, notable historian and curator, whose work began in South Carolina and has gained national acclaim. Students will evaluate virtual museum exhibits and develop a personal work that encourages expression and the application of visual art to connect other disciplines and cultures. These skills are critical components of the Profile of the SC Graduate. This instructional plan is intended for 2 to 3 days of instructional time, with lessons spanning a period of 50-90 minutes per day.

Standard(s) and/or Indicator(s)

There are two types of standards/indicators for each instructional plan. Targeted standards are standards/indicators that will be taught and assessed throughout the unit while embedded standards are those that have been spiraled through the curriculum and will be present, but not all will be formally “taught.” ELA standards can be listed as embedded standards in addition to other Social Studies standards being spiraled. Assessment of these indicators/descriptors (as applicable) will be included in both summative and formative assessments as they have been previously taught.

Targeted:

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

VAH (1-4)-3.3 Select and effectively use subject matter, symbols, and ideas to communicate meaning through his or her artworks.

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.

VAH (1-4)-4.2 Identify specific artworks as belonging to a particular culture or historical period and explain the characteristics that led him or her to make that identification.

VAH (1-4)-4.3 Describe and discuss the function and meaning of specific artworks from various world cultures and historical periods.

Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

VAH (1-4)-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.
VAH (1-4)-6.3 Identify specific visual arts careers and describe the knowledge and skills that one needs for them.

Embedded:

Standard 1: The student will demonstrate competence in the use of ideas, materials, techniques, and processes in the creation of works of visual art.

Standard 2: The student will use composition and the elements and principles of design to communicate ideas.

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.

“I Can” Statements

“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).

- *Day 1: I can organize work for presentation and documentation to reflect specific content, ideas, skills, and/or media (VAH 3) I can identify and examine the role of visual arts through history and world cultures. (VAH 4)*
- *Day 2: I can relate visual art ideas to arts disciplines, content areas, and careers. (VAH 6)*

Essential Question(s)

This is a **suggested** essential question that will help guide student inquiry.

- How successful is the artist in presenting the message to their audience?
- How do these treatments of ideas make this an effective artwork?
- How do media arts impact other disciplines’ ability to communicate?
- What careers are available within visual arts?
- How do artists use tools and techniques to express their ideas?
- Why do artists choose particular tools, techniques, and materials to express their ideas?
- Are some media better than others for communicating particular ideas or emotions?
- In what ways have artistic traditions, cultural values, and social issues influenced and/ or given rise to new traditions/artistic expression?
- What can artworks tell us about a culture or society?
- Do artists have a responsibility to society?
- How can art influence our understanding of other disciplines?
- How can other disciplines influence our understanding of art?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

- composition
- creativity
- emphasis
- form
- harmony
- medium (media)
- perspective
- scale
- shape
- style
- symbol
- technique
- texture
- variety
- visual elements of design
- Visual metaphor
- Theme
- Structure
- Point of view
- Principles of design
- Multimedia
- Motif
- Mood
- Mixed media
- Expressive content

Prior Knowledge

Students should have prior knowledge from the educational outcomes of Visual Arts in elementary (kindergarten through grade 5) and middle school (grades 6 through 8). Standards are reinforced throughout all grades as the students use tools, media, and terminology that become more advanced as they study art concepts in greater depth. This sequenced, developmentally appropriate set of standards for high school is designed to develop aesthetic understanding, creative thinking, artistic skills and knowledge, historical and cultural context, critical analysis, and connections to other disciplines.

Subsequent Knowledge

High school art prepares students for personal development in the arts. The construction of a body of work that may be instrumental in admission to higher education and professional development.

Potential Instructional Strategies

Day 1 “I Can” Statement: I can organize work for presentation and documentation to reflect specific content, ideas, skills, and/or media (VAH 3) I can identify and examine the role of visual arts through history and world cultures. (VAH 4)

Warm-up: Have students silently read about Elaine Nichols Excerpt from the SC African American History Calendar and create a summary of the experiences or accomplishments of Elaine Nichols.

Discussion: Why is preserving history & culture important?

Jigsaw – Using the Article [*National Museum of African American History and Culture Visits Mississippi*](#)

Teachers arrange students in groups. Each group member is assigned a different piece of information (Cut the article into chunks and number each sub group). Group members then join with members of the sub groups assigned the same piece of information, and research and/or share ideas about the information. Eventually, students return to their original groups to try to "piece together" a clear picture of the topic at hand.

Discussion – Possible questions: Why is the artifact selection process so important when building a collection? What a challenges might a curator face when selecting items for a collection? What qualifications/requirements should there be to consider an artifact for a collection?

Day 1: Exhibit Evaluation and discussion (VAH 3 & 4)

Select a virtual Museum exhibit to evaluate. Students will complete the Exhibit Evaluation form and discuss techniques used to create the work as well as compare and contrast it to techniques used in a variety of museum exhibits.

Extended Classroom- Students will select a social studies theme or topic that is politically charged or motivated by social change and select six to eight different artifacts they will use to create a museum exhibit. Students are encouraged to use multiple mediums as a way of “telling the story”. See [Creating a History Day Exhibit](#).

Day 2: The story History tells Presentations

Students will Present Exhibit. Students will complete Exhibit evaluations forms from their peers during presentations. Presenters will analyze feedback and complete reflection exercise. Student presentation will be assessed using the Evaluation Rubric for Museum Project.

Students will analyze the peer reviews (Exhibit Evaluation Forms) and reflect on the following?

- According to these forms, how well did you get the big idea across to the public?
- What did visitors learn from the exhibit?
- What did they mention most often? Why do you think that is so?

Potential Assessment Task

Day 1: Virtual Museum exhibit evaluation (see resources section for suggested links)

Students will complete the Exhibit Evaluation form and discuss techniques used to create the work as well as compare and contrast it to techniques used in a variety of museum exhibits.

Creating a History Day Exhibit- Students will select a social studies theme or topic that is politically charged or motivated by social change and select six to eight different artifacts they will use to create a museum exhibit. Students are encouraged to use multiple mediums as a way of “telling the story”.

Day 2: The story History tells Presentations

Students will present their Museum Exhibit create based on the Creating a History Day exhibit assignment from Day 1. Students will complete Exhibit evaluations forms from their peers during presentations. Presenters will analyze feedback and complete reflection exercise. Student presentation will be assessed using the Evaluation Rubric for Museum Project. During the presentation, peer reviews will be completed using Exhibit Evaluation Forms for presenters to gather and analyze feedback for future work.

Resources

Creating a History Day Exhibit. (n.d.). Retrieved from http://www.washingtonhistory.org/files/library/history-day-creating_001.pdf

Gambino, M. (2011). National Museum of African American History and Culture Visits Mississippi. Retrieved from <https://www.smithsonianmag.com/smithsonian-institution/national-museum-of-african-american-history-and-culture-visits-mississippi-83893609/>

Museum Exhibit Rubric . (2005). Retrieved from http://www.readwritethink.org/files/resources/lesson_images/lesson892/Rubric.pdf

South Carolina Department of Education. (2015). Profile of the South Carolina graduate. [PDF document]. Retrieved from <http://ed.sc.gov/newsroom/profile-of-the-south-carolina-graduate/>

South Carolina Department of Education. (2018). South Carolina African American history calendar. [PDF document]. Retrieved from http://scafricanamerican.com/wp-content/uploads/2017/10/SCAAHCCALENDAR_2018_web.pdf

South Carolina Department of Education. (2010). South Carolina Media Arts standards for Visual Arts[PDF document]. Retrieved from https://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/mediaartscurriculumguideforVISUAL_ARTS_final_3-1-2011.pdf

South Carolina Department of Education. (2011). South Carolina academic standards for Visual and Performing Arts[PDF document]. Retrieved from <https://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/AcademicStandardsforVisualArts.pdf>

The Jigsaw classroom. (2017). Retrieved from <https://www.jigsaw.org/>

Visual Art: Basic vocabulary. (n.d.). Retrieved from <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&ved=0ahUKEwiH9Yadr7zXAhWG5SYKHbfeCNEQFgg7MAM&url=http%3A%2F%2Fwww.ode.state.or.us%2Fteachlearn%2Fsubjects%2Farts%2Fcurriculum%2Fvocabulary%2Fvisualartvocab.rtf&usg=AOvVaw31TfaVqI7HIPvDMJP7ksQD>

Visual Arts design challenge. (n.d.). Retrieved from [https://ed.sc.gov/scdoe/assets/File/Visual_Arts\(1\).pdf](https://ed.sc.gov/scdoe/assets/File/Visual_Arts(1).pdf)

For access to virtual museum exhibits visit http://www.virtualmuseumexhibit.com/Virtual_Museum_Exhibits.html

Examples:

Between a Rock and a Hard Place: A History of American Sweatshops, 1820–Present

<http://americanhistory.si.edu/sweatshops/index.htm>

America on the Move <http://amhistory.si.edu/onthemove/>

Abraham Lincoln: An Extraordinary Life <http://americanhistory.si.edu/lincoln/introduction>

We wear Culture <https://www.google.com/culturalinstitute/beta/project/fashion>

Evaluation Rubric for Museum Project

	Exemplary: 4	Accomplished: 3	Developing: 2	Beginning: 1	Score
Required Elements	Includes at least one quotation about the topic and at least six artifacts	Includes at least one quotation about the topic and at least six artifacts	Missing one or two required elements. May have no quotation about	Missing three or more required elements (i.e., the quotation about the	

	that cover four different mediums. Curator's notes are included for all artifacts.	that cover at least three different mediums. Curator's notes are included for most artifacts.	the topic or fewer than six artifacts. Curator's notes are included for most artifacts.	topic, and artifacts). Curator's notes are incomplete or not included for the artifacts.	
Topic/Content	Artifacts in the exhibit clearly relate to the main topic. Covers topic completely and in depth. Encourages readers to know more.	Artifacts in the exhibit clearly relates to the main topic. Includes essential information and enough elaboration to give readers an understanding of the topic.	Artifacts in the exhibit clearly relates to the main topic. Includes some essential information with few facts or details.	Artifacts in the exhibit have little or nothing to do with the main topic. Includes little essential information and only one or two facts.	

Evaluation Rubric for Museum Project

Creativity	A lot of thought was put into making the exhibit interesting and fun as shown by creative artifacts and notes.	Some thought was put into making the exhibit interesting and fun as shown by artifacts or notes.	Some thought was put into making the exhibit interesting and fun, but some of the things made it harder to understand/enjoy.	Little thought was put into making the exhibit interesting or fun.	
Resources and Mechanics	Includes properly cited sources and information. Grammar, spelling, punctuation, capitalization are correct. No errors in text.	Documentation is included for all sources, but not properly cited. Includes 2-3 grammatical errors, misspellings, punctuation errors, etc.	Documentation for some sources is missing and/or incomplete. Includes 3-4 grammatical errors, misspellings, punctuation errors, etc.	No documentation is included. Includes more than 5 grammatical errors, misspellings, punctuation errors, etc.	
				Total	/16

Exhibit Evaluation Form

Museum _____

Exhibit _____

Thank you for coming to our exhibit. We hope you will take a few minutes to fill out this form. We will use it to evaluate our exhibit.

Please rank the exhibit on the following. Use a scale of 1 (low) to 5 (high). Circle your response.

Interesting 1 2 3 4 5

Informative 1 2 3 4 5

Attractive 1 2 3 4 5

Easy to understand 1 2 3 4 5

Well organized 1 2 3 4 5

What was the most interesting part of the exhibit?

What aspect of the exhibit did you find to be the least interesting?

What suggestions could you make to help us improve our exhibit and educational programming?

Other comments: