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Charles County
Visual Arts and Language Arts

Lesson Title: Philosophy of Life Collage

Grade: Middle School (adaptive)

Purpose: To understand how the arts can influence our philosophies of life.

Fine Arts Standard(s):

- 1.0 Perceiving, Performing, and Responding: Aesthetic Education—2-a.
- 2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of visual art as an essential aspect of history and human experience—2-a., 3-b., 4-a. and b.
- 3.0 Creative Expression and Production: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art—1-b., 1-c., 2-a.
- 4.0 Aesthetics and Criticism: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual arts aesthetic judgments—**1-c.**

Fine Arts Objective(s):

Art:

- TSW know and understand the cultural origin of the work the “Sarcophagus of Dionysus.” Artist unknown (name, title, country, culture, media, artist).
- TSW will demonstrate an understanding of bas-relief.
- TSW describe and analyze the “Sarcophagus of Dionysus” in order to draw conclusions about the narrative depicted (aesthetics and criticism).
- TSW describe and analyze the “Sarcophagus of Dionysus” based using the Elements of Design.
- TSW create a work of art that expresses his or her philosophy of life (application of theme).
- TSW will demonstrate an understanding of asymmetrical balance and value in a composition.

Content Standard(s):

- 3.0 TSW read, comprehend, interpret, analyze, and evaluate literary texts.
- 6. Analyze important ideas and messages in literary texts.
 - a. Analyze main ideas and universal themes, experiences, emotions, issues, and ideas in a text that give rise to universal themes.

Content Objective(s):

- TSW identify the themes of the “Triumph of Dionysus” (text version).

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Arts Integrated Objective:

- TSW will generalize his/her ability to identify a theme in an artwork and a text and use that to identify a theme in a piece of music or poetry that is personally meaningful to that student.

Vocabulary:

Myth
Relief
Theme
Asymmetrical Balance
Value
Compositions
(Elements of Design)

Materials & Resources for the Class:

- Paper
- Pens
- Scissors
- Glue
- Magazines
- Newspapers
- Markers
- Crayons
- Colored Pencils
- Internet (if you can get it).
- Collage images (provided by students)
- CD Player
- Text: “The Mysteries of Dionysus” retold by Olive Coolidge in Elements of Literature First Course HBJ.
- Walters Museum Images: Sarcophagus with the Triumph of Dionysus.

Materials & Resources for the Teacher:

- Walters Museum Images and Walters’ website. To find the *Sarcophagus* go to www.thewalters.org. Education/Interactive Media/Math/Ancient
- Music Sources with Lyrics
- Class set copies of text

Museum Resources:

- Image: “Sarcophagus with the Triumph of Dionysus”

Teaching Artist Resources:

- Elements of Design Poster (optional)

Prior Knowledge:

- Elements of Design
- Greek Mythology (encountered in sixth grade)

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- Ancient World History (encountered in sixth grade).
- Contemporary Music
- Definition of Collage
- Philosophy of Life

Procedures:

Motivation (DAY 1)

1. View image of “Sarcophagus with the Triumph of Dionysus” (keep title unknown). Have students make observations.
2. Guide the conversation through their observations to include parts of the story depicted, history of the object, and elements of design.
3. Transition statements: Now that we have made our own observations and predications about the artifact and the story depicted thereon...let us read a retelling of its story.
4. Read the text aloud and discuss with the purpose of finding the theme.
5. Transition: Now that we have identified the theme let us make a statement about the philosophy of life that the Greeks writing the story would have had.
6. Transition: Aside from myths and the sides of tombs, what artwork do we enjoy today that might help shape our philosophies of life?

Modeling

7. Listen to song examples (possibilities include *Beauty of Gray* by Live and *Seasons of love* from Rent) and analyze hard copies of the lyrics.
8. Break into small groups in order to create a philosophy of life statement of one set of lyrics. (Exit slip).
9. Homework assignment: Bring in a hard copy of your own lyrics and the song if possible, a statement of your philosophy of life from the lyrics, and any collage images you might want. (Magazine photos etc.)

Guided Practice(DAY 2)

10. Share your philosophy of life statement and where you got it from. (for five minutes in small groups)
11. Demonstrate Collage techniques, review concepts and art vocabulary (see above)—emphasizing asymmetrical balance and value.

Independent Practice

12. Students create their own collages including elements of song lyric text and their own words. Students’ should title their work with their philosophy of life statement (i.e. their theme).

Assessment:

- Informal assessment:
 - Verbal assessment during discussion.
 - Narrative breakdown worksheet...written summary of book
 - Exit slip: (statement of personal philosophy of life). (Personal theme)
- Formal assessment:
 - For artwork and use of theme: rubric of project

Closure:

Display artwork and provide one person with constructive criticism (i.e. pay a compliment then make a suggestion).

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Thoughtful Application:

Students are analyzing music and media elements that influence them on a day-to-day basis. They are consciously reflecting on what music and messages they are surrounding themselves with.

Lesson Extension:

- Direct students to explore the Walters Museum and/or Website
- Examine other artists' collage work
- Create a collage about another theme.
- Have them analyze other media sources to see what philosophies popular culture is promoting.

Lesson Adaptations:

- Change collage size requirements
- Read aloud/or in small groups
- Highlighted text.
- Different version of text. (lower reading level text).
- Have popular music options and lyrics pre-selected.
- Use poetry in school library instead of music.
- Have students bring school approved version of CD in to share, teacher makes copies of text.