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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.

Middle School Grade Art

Philosophy of life collage 100 points

SCORE→ CRITERIA↓	WOW (see points below) A 20 points	Advanced (see points below) A - A- 19-18points	Proficient (see points below) B+ - B - B- 17-16 points	Basic (average) (see points below) C+ - C - C- 15-14 points	Needs Improvement (below average) (see points below) D+ - D - D- 16points	Unacceptable (see points below) F 15 point & below
Theme (min 12 images)	Showed an excellent understanding of theme. Student's work clearly communicates his or her theme visually	Showed a strong understanding of theme. Student's work communicates his/her theme visually. 1 image may deviate.	Showed a good understanding of theme. Student's work communicates his/her theme. 2-3 images may deviate.	Is somewhat lacking an understanding of theme. Theme is present in the student's work but 4 or more images detract from the communication of that theme.	Is lacking an understanding and awareness of theme. Images are present but over half do not coordinate with theme...Theme is unclear	No evidence of theme is present. Images do not work together at all to communicate the students chosen theme..and/or enough images are not present.
Value	Showed an excellent understanding value. Use of shading and contrast contribute strongly to the overall success of the composition	Showed a strong understanding of value shading and contrast are both present and contribute to the overall success of the composition.	Showed an understanding of value. Contrast and shading were both used in a good attempt to contribute to the overall composition.	Is somewhat lacking of value. Attempts at the use of both shading and contrast were made, but the overall effect either does not contribute to the composition and may detract from composition.	Is lacking an understanding of value. Some attempt at using value was made but the use of shading and contrast are unclear and do not contribute to the composition.	No evidence of value is present. Use of shading and contrast was not attempted in the work at all.
Asymmetrical Balance	Showed an excellent understanding of asymmetrical balance. Balance contributes to the composition and is invisible	Showed a really good understanding of asymmetrical balance. A balance of opposites was achieved and contributes to the success of the work.	Showed an understanding of asymmetrical balance. Balance was achieved with only one or two elements in questionable positions.	Is somewhat lacking of an understanding of asymmetrical balance. An attempt at a balance of opposites was made but it either does not contribute to the success of the work or the work is imbalanced.	Is lacking an understanding of asymmetrical balance. Composition is unbalanced though an attempt was clearly made.	No evidence of an understanding of asymmetrical balance. Composition is chaotic.
Craftsmanship/Skill	The artwork is aesthetically pleasing. The artwork was finished with patience and thoughtful understanding.. "Outstanding!"	The artwork is aesthetically pleasing. The artwork was finished carefully & patiently. Displays hard work. "Well done!"	With additional effort, the artwork could be considered quite good – it lacks the finishing touches. "Pretty Great Work!"	Shows adequate craftsmanship – not as good as it could have been, a bit careless.	Shows below average craftsmanship, lack of pride in what the student considers finished work.	Shows poor craftsmanship, evidence of a lack of understanding of process or skills learned.
Completion & Productivity	Worked <i>really</i> hard (got right to work, worked consistently well during entire assignment), Maintained a positive & enthusiastic attitude throughout process. Wise time-management= aesthetically pleasing finished project.	Worked very hard (got right to work, worked consistently during entire assignment), Maintained a positive attitude throughout process. Solid time-management=well-finished project.	Worked well most of the time (got right to work, worked well during most of assignment), Worked through any negative moments to achieve goal. Decent time-management= finished project.	Worked well some of the time (took a few minutes to get to work, took some breaks, some down time), Worked some of the time to achieve goal. Time-management="not quite finished" project.	Inadequate work ethic (took a long time to get to work, took many breaks, much down time), Inadequate attitude (did not display thoughtfulness towards assignment and/or class). Time-management= unfinished project.	Unacceptable work ethic (little or no evidence of effort), Unacceptable attitude (behavior disrupted ability to complete work and/or disrupted class). Time-management=in-progress or no assignment.

Philosophy of life collage, Comments & Score:(_____)/100 points

A rubric is a rating scale or scoring guide with well-defined levels for achievement for scoring a process or a product.