

Unit of Practice

Title: Virtual Art Gallery

Subject: art language arts

Learning Level: intermediate

Abstract: In the web based Virtual Art Gallery students store and share visual art works. Students engage in a range of experiences and interactions designed to help them use processes associated with creating, expressing, and responding to their own art works and those of others. The unit incorporates the use of computer technology with the implementation of specific art objectives.

Invitation: We value all our art works. We love to share them from classroom bulletin boards , foyer exhibits and refrigerator doors. Whether we work in pairs, teams or as individuals, we can help each other by sharing our thoughts and feelings. What's important to you? Where is your imagination taking you? What was tricky about making your piece of art? This knowledge of your work can help other artists in our class. Let's store your art in a safe place where it will speak to others and they will tell you how it makes them think and feel.

Situations: The class of intermediate students will contribute selected pieces of visual art to the common Virtual Art Gallery during all of the school year. Art works will be created during weekly art periods. The reflecting

and writing activity may be extended during language arts periods.

Standards:

- explore colour, shape, line, and texture and the principles of pattern and repetition in the visual environment
- explore basic art skills, techniques, and vocabulary
- choose, display, and describe work from their own portfolio
- use descriptive language to talk about their own work and that of their peers

Tasks:

Stimulus/experience- The teacher presents a stimulus such as a poem that can cause an interior reaction in the student.

Reacting - In the art notebook the student writes about the feelings or ideas generated by the poem.

Selecting creative tools: the teacher demonstrates options for the creation of the art work. These may involve consideration of colour, shape, line, texture, pattern , repetition and available media.

Decision making: In the art notebook the student describes the intention of the art work by naming the feeling or idea to be conveyed and naming the medium and techniques to be used.

Making the art work: the student creates the work as described in the recorded plan.

Reacting: In the art notebook the student describes the experience of making the art work noting any technical challenges encountered. The student describes how

effective the art work is in expressing his or her intentions.

Photographing: The artist photographs the art work using a digital still camera. This image is saved by the teacher.

Sharing of the art work: The teacher places the art work in the class group shared folder on the computer network to make it available for viewing by other students.

Reacting to the art work of others: The student views an art work by another student and writes a reaction in the art notebook. This can be done according to guidelines established by the teacher. Guidelines may include rubrics calling attention to effective use of colour, shape, line, texture, pattern and repetition, as well as careful use of tools and materials. Guidelines may also call attention to the emotion or idea generated in the viewer, and the intensity of the reaction caused in the viewer.

Sharing reactions: On the computer the student can use a word processing program to compose and save reactions to art. Decisions can be made to e-mail these reactions to the artists. These reactions can also be shared when students are grouped together in the classroom.

Posting art works on the web: The student selects a piece of art to post for exposition on the class web site. The creation of the web page can be done by the teacher, a parent, or by students in the class who are able to use a program such as Adobe Page Mill. The artist's own comments about the work can be included on the page. The artist may wish to include reactions by other students.

Interactions: Use of the student art notebook enables the student to capture and articulate the feelings and ideas

that arise during the initial experience. Intentions and techniques are described using vocabulary specific to art. This facilitates discussion among the students as they are involved in the art making process. It enables them to ask specific questions of one another regarding their creative efforts and gives them specific mode of expression. Interaction between student and teacher is similarly enhanced. Dialogue provides a vehicle by which the teacher can give guidance as the art making continues.

Tools: Digital still camera, computers with a word processing program such as Apple Works, a web browser such as Internet Explorer or Netscape, an e-mail application such as Outlook Express, school based server to provide the network for the group shared folder, art tools and media materials, real or virtual art to provide illustration of art techniques

Project: Our grade four class is currently developing this project. A few students are now proficient enough with Adobe Page Mill to copy our web page template and to use it to create a new page with the participation of the artist. It is e-mailed to our web master for upload. Visit our class Virtual Art Gallery at the address below.

URL: to view our class Virtual Art Gallery go to
<http://enfield.ednet.ns.ca/>
click on grade four art

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Assessment: Rubrics will be created for assessing the art work according to nature of the particular activity. Checklists can monitor the successful use of the art notebook. See the attachment for an example.

Notebook Assessment

Not done 0 Done 1 Done well 2	Title of art work:
Reacting to the experience: Describe your feelings/ideas.	Student value Teacher value
Decision making: Describe what you intend to convey, name the medium, name the techniques selected.	Student value Teacher value
Reacting to your art: Describe how well the techniques enabled you to convey your feeling/idea.	Student value Teacher value

Not Done 0 Done 1 Done Well 2	
Reacting to the art of another artist: Describe how the art work made you feel/think Describe the techniques that were useful in conveying the feeling/idea	Title Student value Teacher value
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