

**Enduring Idea: Everyone has and can develop an aesthetic code, preferences about art.**

**Lesson Title:** Aesthetics of Everyday: Photographs of the Ordinary

**Grade/Class:** 10<sup>th</sup> – 12<sup>th</sup> Grade Photography Class

**Time Allotment:** 5 class periods - 40 minutes each

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Overview:

**1. Lesson summary:** Creators will explore the meaning of art. Questions students will answer are as follows:

What is art? What is an artist? Can it be art if it was not made by an artist?

Why is this considered art and not this? Does art have to be beautiful to be considered art?

Students will capture at least 10 photographs. Students will print out for critique their best 3 photographs edited in black & white format that glorify an object and makes an ordinary object aesthetically pleasing to view. Prints should be at least 8x10. Students will hand in a contact sheet of at least 10 photographs and 3 finished images for critique by due date.

**Lesson Rationale** - This lesson gives students an opportunity to examine the concept of what is art and what can be considered art? The definition of “art” has changed over time and across cultures. The definition of art will forever change. Students will reflect on if there really is a right answer to “Is it art?”

**2. Artists to consider:**

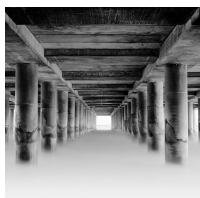
· Cara Barer



· Edward Wentson



· Michael Levin



### 3. Key Concepts:

- Art can be viewed differently depending on the person, their culture, and time period.
- Viewing art can help us understand the world around us.
- Objects take on meaning and becomes a form of art when someone adds value through the purpose, use, materials, or aesthetics.
- Definition of “art” has changed over time, space and across cultures

### 4. Essential Questions

- How do life experiences influence the way we relate to art?
- When does an object become a work of art?
- How does learning about art impact how we see the world?
- What can we learn from our responses to art?

### 5. Standards:

**VA.Re7.1.8a** Explain how person’s aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others

**VA.Re8.1.8a** Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed

**VA.Cr2.1.11a** Through experimentation practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

**9.4.8.C.** Describe how the attributes of the audience’s environment influence aesthetic responses

### Objectives: The Students Will....

#### 1. Knowledge:

- Demonstrate their understanding of what makes modern art and who is an artist by interpreting aesthetic dilemma and works of art in class with group discussion, and their written essay.

#### 2. Skills:

- Compose three black and white images that show that the student carefully examined the thought that an object can become art by glorifying it’s features with use of composition, lighting, and camera angle.

#### 3. Dispositions:

- Expand their appreciation of modern art through their careful examination of what is art and why is it art.

- Reflect on how their views on art changed from the beginning of the lesson to the end by writing and/or drawing in their journals daily

**Assessment:**

Formative: Fish Bowl, Snowstorm, 4 Corners, Find a First Grade Student,

Summative: GPS critique

Teacher will be able to assess the student's artwork with the use of a rubric.

Teacher will be able to observe students working independently and during group discussions.

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**Instructional Procedures Day 1:**

**1: Motivation: (10 minutes)**

Have a photo of a painting on the screen. Have students write down why they think it's art. What they like and dislike about the painting.

Reveal that 4 year old Marla Olmstead painted it  
"My Kid Can Paint That" 2004 YouTube

**2: Development: (20 minutes)**

**4 corners**

"Is it Art" Scenarios.

**3: Culmination/Close: (10 minutes left to class)**

**Snowstorm:** Have students right 1 aha moment that they learned in class and how its going to help them view art differently than the start of class.

**Instructional Procedures Day 2:**

**1: Motivation: (10 minutes)**

Show the clip "Aesthetic Appreciation: Crash Course Philosophy #30"

**2: Development: (20 minutes)**

**Fish Bowl :**

Starting Prompt: What is art? Consider what you think of as "art" and then try to explain what makes it art.

Leading Prompts can include:

What is an artist?

Does art have to be made by an artist?

Does your definition of art only include art in museums?

How should art make you feel?  
What is it about art that makes it important?  
What is something all art has?

**3: Culmination/Close: (5 minutes left to class)**

**Students I Learned from the Most:** Students write a note discussing one thing they heard from a classmate that they learned from them during class discussions.

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**Instructional Procedures Day 3:**

**1: Motivation: (10 minutes)**

Students are given one post-it note each that states “This is Art”. Students will place their post-it note on something around the room (no paintings, drawings, etc)

**2: Development: (20 minutes)**

**Show PowerPoint of**

Is Photography an Art?

Carer Barer, Edward Wentson, and Michael Levin Photography work

Talk about how to glorify an object and give an object meaning

Give students the assignment

**3: Culmination/Close: (5 minutes left to class)**

**Find a First Grade Student:** Have kids orally describe what art is and how you know it’s art in simple terms that a child in first grade student would get it. Hand in before leaving.

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**Instructional Procedures Day 4:**

**1: Motivation: (10 minutes)**

**Show Clip “Why Modern art is So Bad”**

**2: Development: (20 minutes)**

**Students will write or draw in the journals a reflection:**

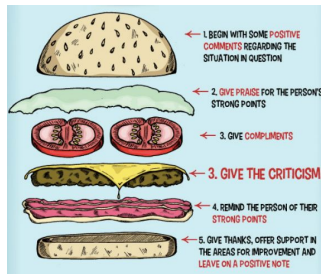
Think back about your definition of art from the beginning of this lesson.

- Has your definition of art changed?
- What is your new definition of art?
- Do you look at art differently than you did at the beginning of this lesson?
- How will you continue looking at and appreciating art after this class is over?

**3: Culmination/Close: (5 minutes left to class)**  
**6 Word Memoir**

**Instructional Procedures Day 5: Critique Day**  
**Constructive Criticism Sandwich**

<https://visual.ly/community/infographic/business/how-give-constructive-criticism-sandwich>



**3: Culmination/Close: (5 minutes left to class)**

**DJ Summary:** Students write what their biggest take away was throughout the entire lesson.

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**Preparation**

**1. Teacher research and preparation:**

- PowerPoint (attached)
- Aesthetics Dilemma Discussion Sheets
- Formative/ Summative Assessments
- Puzzles About Art; An Aesthetics Casebook Book by John Fisher, M. Pabst Battin, and Ronald Moore

**2. Student Supplies**

- DSLR camera
- Computer
- Memory Card

***Definitions Learned:***

Aesthetics - a set of principles concerned with the nature and appreciation of beauty, especially in art the branch of philosophy that deals with the principles of beauty and artistic taste.

***Adaptations:***

No cameras available: Student provided cameras, point and shoot disposable cameras

Kelly Long  
Final Lesson #2