

How to be an Artist - TEXT ASSIGNMENT

Lesson Topic/Title: How to be an Artist

Content Area and Grade Level: AP art, 11-12th grade

Time Frame: Five class sessions (5x 1 hour)

Overview of the Lesson's Purpose: The purpose of this lesson is to study the creative processes, inspirations, life, and work of Paul Klee, then for students to adopt the format of the text to create their own personally meaningful list of five statements using original text and images. Students will first participate in a whole-class VTS critique of three of Klee's artworks. Next, I will pass out the reading assignment and we will read through it together. Students will contribute insight during a whole-class discussion about the creative process and inspirations of Paul Klee. As a response to this reading, students will then draw from their own life experiences to recognize, list, and format five of their own statements on "How to be an Artist." The five original lessons will mimic the format of the text: A headline that explains a specific concept beginning with a verb, followed by an original image and a brief paragraph explanation. This lesson will challenge students to gain a greater awareness of their own inspirations and creative processes, as well as those of others. The elements of group work and partner critique in this lesson are essential to motivating the students to produce a quality product, stay on track with their peers, and gain new ideas. The final product of this lesson will be a book that includes everyone's five statements, which will be beneficial for them to revisit throughout the rest of their creative life endeavors.

Learning Outcomes/Goals:

- Students will be able to participate in a class discussion about the work of Paul Klee and the text describing his work.
- Students will be able to list and describe five inspirations that influence their own personal creative process.
- Students will be able to mimic the themes and format of the original text presented.

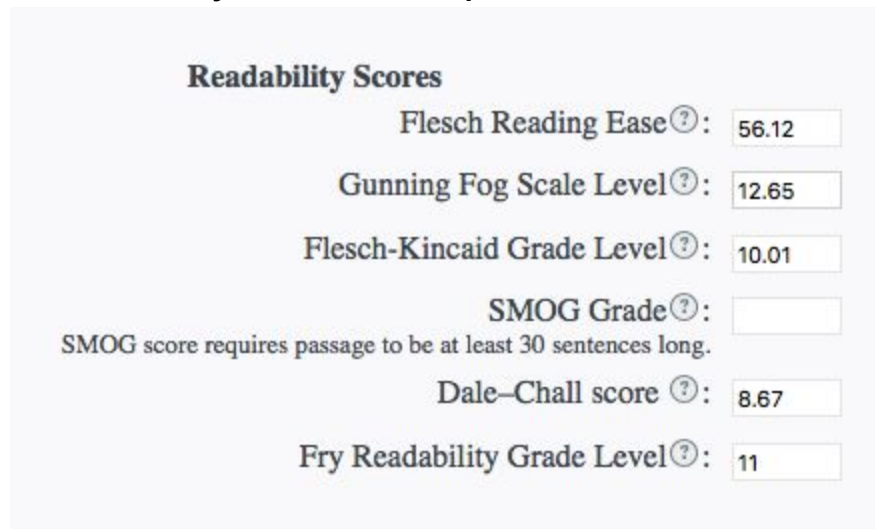
National Visual Arts Standards:

- Connect & Synthesize - VA:Cn10.1.1a - Document the process of developing ideas from early stages to fully elaborated ideas.
- Create & Reflect - VA:Cr3.1.1a - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- Respond & Perceive - VA:Re7.2.1a - Analyze how one's understanding of the world is affected by experiencing visual imagery.

Texts to be Used:

- Gottesman, Sarah. "How to Be an Artist, According to Paul Klee." *Artsy*, 21 Dec. 2016, www.artsy.net/article/artsy-editorial-how-to-be-an-artist-according-to-paul-quee.
- Powerpoint: https://docs.google.com/presentation/d/1UEPIK_iG-7NuL0njzRdEQZ_xnHG3M0P9I2w8jBKjTA/edit?usp=sharing

FRY Readability Scores for All Alphabetic Texts:



Readability Scores

Flesch Reading Ease ⓘ:	56.12
Gunning Fog Scale Level ⓘ:	12.65
Flesch-Kincaid Grade Level ⓘ:	10.01
SMOG Grade ⓘ:	
SMOG score requires passage to be at least 30 sentences long.	
Dale-Chall score ⓘ:	8.67
Fry Readability Grade Level ⓘ:	11

Before Reading Plan: Day 1: I will conduct a brief 15-minute VTS discussion of three works of art made by Paul Klee. Students will observe and interact with the works being displayed on a powerpoint through a whole-class discussion. I will then introduce the lesson and pass out the printed article.

During Reading Plan: Day 1 continued: We will read the text - which contains five paragraphs - silently and will stop after each paragraph to discuss its meaning together as a class. I will ask students questions:

- How does this contribute to the process of making art?
- What is the author trying to say?
- Is there anything that you question or wonder?

After Reading Plan: Day 1 continued: I will pass out the worksheet for students to use any leftover time to begin silently writing, listing, and sketching their own ideas. Students will be encouraged to think about their list before next class.

Day 2: Students will work on producing a concise list of their own five statements of "How to be an Artist" - each with a headline, a 3-5 sentence paragraph explanation, and an original image (their own photo / art). They will write this out with pen and paper, no computers on this day (besides exceptional circumstances). Students will be assigned a partner to discuss their list with. By the end

of class, students will know what they have done and what they still need to do.

Day 3: We will work in the computer lab to type a rough draft of the headlines and paragraphs, and attach the photos to them. Two rough drafts will be printed out - one for me and one for them. I will give a formative assessment of exit slips, which will be stapled to their rough drafts, where students will write what they still need to complete or anything they're being challenged with producing. Homework will be to work on completing their paragraphs and collecting images.

Day 4: Students will meet with a new partner to share their rough draft for editing and revision. We will spend the first half editing, and the second half finalizing them for printing. When the works are complete with a consistent format, students will email them to me. If they're not complete by the end of class, students will email them to me as homework.

intermission while I review them / possibly return them for fixing and double-checking, but eventually I will format them all into one book that everyone will receive a copy of.

Day 5: Students will receive their books and spend time flipping through them. We will have a class discussion where students will point out parts they admire and think are creative.

Possible Modification or Adjustments to your lesson for Diverse Learners:

- Access to use of different technology
- More individual attention

Formative Assessment Plan:

- Exit slips on day three assessing their headline ideas and progress
- Complete final product emailed to me

Materials & Attachments:

- Powerpoint:
https://docs.google.com/presentation/d/1UEPIK_iIG-7NuL0njzRdEQZ_xnHG3M0P9I2w8jBKjTA/edit?usp=sharing
- Printed out worksheet for students:
https://docs.google.com/document/d/1F3GK_PmXfjJpmlXS5j62MvmeU3quAN5T1nyNUF9YahA/edit?usp=sharing