

# TERRA

FOUNDATION FOR AMERICAN ART

## Teacher Lab Summer Institute 2009 at the Art Institute of Chicago

### Agenda

**Monday, June 22** (Studio B and Classroom 4)

- 8:30–9:00 Registration & Breakfast
- 8:45 Pre-Assessment
- 9:00 Welcome & Introductions
- 9:30 Presentation/Discussion: *Looking at a Work of Art* (“Romance”) (Sarah Alvarez)
- 10:00 Presentation: *Romance and Whitehead’s Rhythm of Learning* (B. Radner)
- 10:15 Overview of Teacher Lab: *Structure, Content and Approach, and Anticipated Outcomes for Teachers and Students* (Barbara Radner, Jenny Siegenthaler)
- 10:45 Discussion: *Introduction to “Close Read” Part I, Formal Analysis —How to Look at a Work of Art* (Amy Mooney, Wendy Greenhouse)
- 11:15 Presentation/Discussion: *Teacher Lab Graduates Present Classroom Projects* (Craig Segal and Sabrina Henderson)
- 12:00 Lunch
- 12:30 Gallery Presentation: *Visit to the American Art Galleries* (Wendy Greenhouse, Amy Mooney, and Art Institute of Chicago staff)
- 1:45 Explore galleries on own, using self-guide handout
- 2:15 Discussion: *Share Discoveries and Ideas for Application with Students*
- 2:45 Learning report and discussion of homework assignment
- 3:00 Adjourn

### Homework:

Look! *The Fundamentals of Art History*, pages 11–33; 36–38; 47–68. For explanation of unfamiliar art terms, refer to “Vocabulary of Art” handout. **Highlight ideas you want to share with students.**

“Introduction: America’s History and Its Art, from Its Beginnings to the Cold War,” in *American Art teachers manual* produced by the Art Institute of Chicago, pages 1–16. **Highlight ideas you want to share with students.**

**Tuesday, June 23** (Studio B and Classroom 4)

- 8:30–9:00 Registration & Breakfast
- 9:00 Discussion: Debrief about homework (Barbara Radner)
- 9:30 Art History Presentation: *American Identity: Defining Self and Society through 18<sup>th</sup>- and 19<sup>th</sup>-Century Portraits* (Wendy Greenhouse)
- 10:15 Break
- 10:30 Art History Presentation: *American Identity: Defining Self and Society through 20<sup>th</sup>-Century Portraits* (Amy Mooney)
- 11:15 Presentation/Discussion: *Close Read Part 2, Contextual Analysis—How and Where to Go to Learn More about a Work of Art and How to Organize Information about It* (Amy Mooney and Wendy Greenhouse)
- 12:00 Lunch
- 12:30 Individual Activity: *Close Read Part 2, Contextual Analysis: Reading about a Work of Art and Identifying Information Connected to a Lesson*
- 1:00 Group Discussion: *Close Read Part 3, Synthesis and Interpretation: Deciding What’s Important—Selecting Key Information and Main Ideas* (Amy Mooney and Wendy Greenhouse)
- 2:00 Tour: AIC’s Ryan Education Center (AIC staff)
- 2:45 Learning report and discussion of homework assignment
- 3:00 Adjourn

**Homework:**

Explore “collections” section of Terra Foundation Web site:

<http://www.terraamericanart.org/collections/code/emuseum.asp>

**Note on your month-by-month “connections” chart artworks you want to include in your curriculum.**

**Suggested Reading in Pohl on Portraits:**

Pages 63–top of 65; bottom of 66–68; 82–top of 86; 91–97; 172–top of 173; top of 312–middle of 315; middle of 324–middle of 327; 350–352. (Look for changes in functions of portraits and in how people were portrayed.) **Literacy Development Model: Use “What I knew, What I learned,” to note your insights based on the reading.**

**Wednesday, June 24** (Studio B and Classroom 4)

8:30–9:00	Registration & Breakfast
9:00	Discussion: Debriefing about homework (Barbara Radner)
9:15	Art History Presentation: <i>Diversity of Place: Natural and Urban Landscapes of the 18<sup>th</sup> and 19<sup>th</sup> Century</i> (Wendy Greenhouse)
10:00	Break
10:10	Art History Presentation: <i>Diversity of Place: Natural and Urban Landscapes of the 20<sup>th</sup> Century</i> (Amy Mooney)
10:55	Group Activity: <i>Close Read Parts I &amp; II</i>
12:00	Working lunch: groups & individuals report findings over lunch
12:30	Workshop: <i>Making a Portrait! Part I</i> (Barlow)
2:45	Learning report and discussion of homework assignment
3:00	Adjourn

**Homework:**

Explore American art on the Art Institute's Web site:

American art collection--<http://www.artic.edu/aic/collections/amer>; and

American art offerings found in Art Access—<http://www.artic.edu/artaccess>

**Note on your month-by-month “connections” chart artworks you want to include in your curriculum.**

**Suggested Reading in Pohl on Landscape:**

Pages 144–165; top of 322–bottom of 324; middle of 339–bottom of 340; bottom of 353–middle of 335. (Look for changes in viewers' perspectives, shift from rural to urban settings, and change in relationship to nature.)

**Literacy Development Model: Use “word builder” to identify and illustrate important terms from the reading.**

## Thursday, June 25 (Studio A and Classroom 4)

8:30–9:00	Registration & Breakfast
9:00	Debriefing about homework (Barbara Radner)
9:15	Art History Presentation: <i>Communities and Their Stories in 18<sup>th</sup>- and 19<sup>th</sup>-Century Art</i> (Wendy Greenhouse)
10:00	Break
10:10	Art History Presentation: <i>Communities and Their Stories in 20<sup>th</sup>-Century Art</i> (Amy Mooney)
10:55	Group Activity: <i>Close Read Parts I &amp; II</i>
12:00	Working lunch: Groups & Individuals report findings over lunch
12:30	Workshop in the Galleries: <i>Writing from American Art and Addressing the CRI</i> (Elizabeth Cross with Sarah Alvarez)
2:00	Presentation/Discussion: <i>Preparing to Develop a Lesson Incorporating American Art</i> . (Barbara Radner)
2:45	Learning report and discussion of homework assignment
3:00	Adjourn

### Homework:

1. Think about subject area and focus for your 1<sup>st</sup> semester lesson and the artwork on which to focus. Choose from:
  - **Portraits:** Gilbert Stuart's *George Washington* or Beauford Delaney's *Self Portrait*
  - **Landscapes:** Thomas Cole's *Distant View of Niagara* or Georgia O'Keeffe's *Black Cross, New Mexico*
  - **Genre Paintings:** Lily Martin Spencer's *The Home of the Red, White and Blue*; or Archibald Motley's *Nightlife*
2. Review relevant sections of Pohl text and the Art Institute's *American Art* teachers manual, and visit Web sites of institutions that own the work to see if you can learn more about it. Note any information about the time period, artwork, or artist that connects with your lesson topic and that you'd like to include with your lesson plan.
3. Literacy Development Model: Use Main Idea and Supporting Information to state a main idea you want students to develop and information that they will find to support it.

### **Suggested Reading in Pohl on Related to Stories and Communities Theme:**

Pages 75–78; 120–125; 163–165; 178–184; 340–341; 388–391; top of 397–middle of 398; 405–middle of 409; middle of 414–bottom of 416. (Look for changes in expectations of art; tension between realism and abstraction use of art to further social and political agendas.)

**Friday, June 26** (Studio C and Classroom 4)

- 8:30–9:00 Registration & Breakfast
- 9:00 Debriefing about homework and more on lesson development (Barbara Radner)
- 9:30 Computer Lab: Start on 1<sup>st</sup>-semester lessons in teams or individually (Complete steps 1-4)
1. Identify subject area and topic or theme for your lesson
  2. Identify objectives for lesson
  3. Finalize selection of artwork that relates to topic/theme and objectives
  4. Identify key information and main ideas about artwork (make sure these connect to your lesson topic/theme and objectives)
- 11:00 Share results with Lab faculty
- 12:00 Lunch
- 12:30 Workshop: *Making a Portrait! Part II* (Barlow)
- 2:45 Learning report and discussion of homework assignment
- 3:00 Adjourn

**Homework:**

1. Explore Picturing America Web sites and resources: <http://picturingamerica.neh.gov/> and <http://edsitement.neh.gov/>. **Note on your month-by-month “connections” chart artworks you want to include in your curriculum.**

2. Learn more about works of art on which you might want to base your 1<sup>st</sup> semester lesson. Review relevant sections of Pohl text and Art Institute American Art teacher’s manual; visit Web sites of institutions that own the work to see if you can learn more about them. Also look at Web sites noted in the “Resources” section of your notebooks. Note any information about the time period, artwork, or artist that connects with your lesson topic and that you’d like to include with your lesson plan.

**Monday, June 29** (Studio B and Classroom 4)

- 8:30–9:00 Registration & Breakfast
- 9:00 Presentation/Discussion: *Revisiting Whitehead and Levels of Thinking—Bloom’s Taxonomy* (Barbara Radner)
- 9:30 Workshop in the Galleries: *Asking Questions and Leading Discussions about Works of Art* (Karin Jacobson)
- 12:30 Lunch
- 1:00 Computer Lab: Work on 1<sup>st</sup>-semester lessons in teams or individually and develop the 1<sup>st</sup> classroom activity (Step 5)  
*Develop questions and discussion prompts for your artwork (the recommended way to begin your lesson)*
- 2:00 Share your questions and discussion prompts
- 2:30 Discussion of homework assignment and preview of final 2 days (review Lab materials and resources)
- 2:45 Learning report
- 3:00 Adjourn

**Homework:**

Review Lab notebook, AIC *American Art* teachers manual, and Picturing America Web sites for classroom activities ideas.

**Tuesday, July 30** (Studio B and Classroom 4)

- 8:30–9:00 Registration & Breakfast
- 9:00 Presentation/Discussion: *Planning Additional Classroom Activities—Reading, Writing, Creating to Learn* (Barbara Radner)  
Helping students read for meaning  
Guiding students to write based on learning  
Assessing student learning
- 9:45 Computer Lab & ERC: Work on 1<sup>st</sup>-semester lessons in teams or individually (Complete steps 6 and 7; complete all parts of plan.)
6. Identify and plan additional classroom activities (reading, writing, and artmaking activities and identify texts and Web sites used in the lesson)
7. Plan assessment strategies
- Work on remaining sections of lesson (continue after lunch)
- 12:00 Lunch
- 12:30 Computer Lab: Work individually and in groups on lesson, completing remaining parts of lesson plan.
- 2:45 Discussion of homework and wrap up
- 3:00 Adjourn

**Homework:**

- Revise and enhance lessons
- Literacy Development Model: Use Poem Builder to write about American Art.

**Wednesday, July 1 (Studio B and Classroom 4)**

8:30–9:00	Registration & Breakfast
9:00	Teacher presentations of draft lessons for 1 <sup>st</sup> semester
10:30	Tour: <i>Behind the Scenes Visit to AIC Prints and Drawings Collection</i>
12:00	Lunch
12:30	Visit Galleries (write about a favorite work of art)
1:30	Reconvene and share writing
1:50	Assessment Activity
2:15	Wrap-Up Celebration
3:00	Adjourn

**School Year Sessions on Saturdays (dates tbd) and other Activities:**

1. Sept—plan field trip to AIC galleries, book-making workshop
2. Late Oct/early Nov—art historians give thematic talks on American art, lesson planning; share student work from 1<sup>st</sup> semester
3. Early Dec—lesson planning; share student work from 1<sup>st</sup> semester
4. Late Jan/Early Feb—lesson planning and work on Power Point presentation for culminating event
5. March—rehearse and work on Power Point presentation
6. Late April/early May—culminating event