

Art Teaches



Lesson Title: Hung Liu's "Imperial Column"

Anticipated Grade Level: 4-6

Lesson # in Sequence: 3

Total Lesson Time: 60-80 minutes

Lesson Agenda

Standards Addressed:

Common Core

- 5 L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 5.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 5.W.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 5.SL.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- 5.SL.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Oregon State Visual Arts Standards

- VA.3.CR3.5: Creating-Refine and complete artistic work.
- VA.7.RE1.5: Responding-Perceive and analyze artistic work.

Learning Objective:

- Students will be able to identify, explain, and represent a symbol (such as a symbol of time or freedom).
- Students will be able to produce short written descriptions of a piece of art.
- Students will be able to verbally articulate their thoughts about the artwork.

Language Objective:

Students will be able to understand and employ symbolism.

Beginning the lesson

1. The teacher will begin by introducing the topic of the "Imperial Column."
2. The teacher will review classroom discussion norms and any expectations for note-taking.
3. The teacher will prepare students to look for vocabulary words that may be difficult in the video
4. Specifically, the teacher will prepare the students by discussing or explaining the concept of "symbolism." What does the symbolism mean? How and why is it used? (See the supplementary materials for resources on symbolism)

Academic language supports:

- Students who need it can be provided with the video script
- The video will include subtitles

Assessing for understanding:

- The teacher can use checks for understanding while discussing the norms and expectations
- The teacher can have a student leader conduct the reminders

Adaptations for student support:

See above.

Students can be sent a link to the video allowing them to watch it on their own.

Middle of the lesson (Small Group/Individual Work/Whole Class Discussion)

1. The teacher will begin the video
2. The teacher will **pause the video at 1:18**. “What do you think is going on in this contemporary painting by Hung Liu? If you’re in class and you can share your ideas with your classmates, we’ll pause and you can do that now. If you are learning remotely, I would like you to take a pen and paper and write down 3 or 4 sentences of what you see in this painting. We’ll pause now to give you time to respond.”
Discussion question: What do you think is going on in this picture?
3. The teacher has students share their answers. This conversation can take as much or as little time as the teacher thinks is valuable. Students are encouraged to refer to each other’s comments.
4. The teacher resumes the video.
5. The teacher will **pause the video at 3:35**. “Why do you think a circle represents time? What other shape might you use to represent time? Draw your shape and explain why you chose it in 2 or 3 sentences. We’ll pause now and give you time to respond.”
Discussion question: What other shape might you use to represent time? Draw your shape and explain why you chose it in 2-3 sentences.
6. The students take 5-10 minutes to draw the shapes or symbols and write their descriptions. Once done students can share their ideas with a partner or small group.
7. The teacher resumes the video.
8. The teacher will **pause at 4:15**. “When looking at the painting with its references to the past, its symbols, and its drips, what do you see that references her memory of the past?”
Discussion question: What do you see that would represent Hung Liu’s memory of the past? Share aloud or write your answers down to share with your teacher.
9. The students take 3 minutes to look at the painting and note down their answers. The teacher can reiterate the question and provide an example if students need additional support. Students share their answers with the class.
10. The teacher resumes the video.
11. The video concludes.

Academic language supports:

- Students who need it can be provided with the video script
- The video will include subtitles

Assessing for understanding:

- The teacher will use two write-pair-shares and can collect answers
- The teacher will conduct one “reason-off”
- The teacher can check in on group discussions

Adaptations for student support:

See above.

Students can be sent a link to the video allowing them to watch it on their own.

End of the lesson:

The video concludes with the final activity.

“For our closing activity, I want you to take your paints or crayons or markers, and draw or paint symbols of freedom. To make it a multimedia project, you might layer on things from nature or cut out items and add them to your piece. ”

Mixed media work: add items you have collected in nature or cut out images or shapes with glue or paint.

1. The teacher will have students complete the activity on their own or in small groups.
2. **OPTIONAL EXTENSION/MODIFICATION** for older students: Students can write a long (1-2 paragraph) description of the symbol of their past or their freedom with no drawing. This will force them to be more explicit with their descriptions.

Academic language supports:

- Students will have notes explaining key terms (e.g symbolism)
- Students will have access to the script of the video for reference

Assessing for understanding:

- The teacher will check for understanding before beginning the activity.

Adaptations for student support:

- Students will be able to dictate the description of their symbol.
- Students will be able to type their paragraphs