

# Warm up: Priming Activity!

- With a partner, please take a “gallery walk” through the packet: ***Looking to Write, Writing to Look*** from the Philadelphia Museum of Art.
- As you skim/scan the contents, complete the organizer on the back page of your handout with your thoughts about a useful idea...
  - that you **see**
  - what you **think** about that
  - what it makes you **wonder**





# Looking to Write, Writing to Look

**Art is not what you see, but  
what you make others see.**

Edgar

Degas

PD Thursday December 15, 2011



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# Art & Writing??

Great writers are great observers. They consider the world around them, notice overlooked details, and make connections. Looking carefully at art helps us to develop these **observation skills**. Art encourages us to slow down, look closely, and reflect on what we see. When we accept this invitation, we are rewarded with new thoughts and perspectives. **These ideas and insights provide rich material for writing.**





***Staircase Group (Portrait of Raphaele Peale and Titian Ramsay Peale)***

1795

Charles Wilson Peale, American, 1741 - 1827

**Learning Goal:** *We will be able to identify and demonstrate art inspired writing strategies that will help students develop observation and writing skills.*

### **Today's Journey**

- Warm up: I see, I think , I wonder (text preview) (A, T)
- Using art to develop observational skills
  - Strategy 1: *List Poems*: inferring theme and/or content connections (A, S)
- Using Art as an inspiration for writing
  - Strategy 2: Collaborative Writing : Point of View (P)
  - Strategy 3: Narrative Writing: Expanding on Tableau (S, P)
- **End of Lesson Question:** Which strategy will you adapt/use to teach a standard in the immediate future? How? Why? (A)

**T: Total Group A: Alone P: Partner S: Small Group**





# Connected Objectives



## WRITING

### **W2 CCR Anchor Standard**

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### **W3 CCR Anchor Standard**

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequence.

## VISUAL ARTS

- 2.1.a.** Analyze the roles and functions of the visual arts in expressing ideas, events, and universal themes within and among cultural groups.

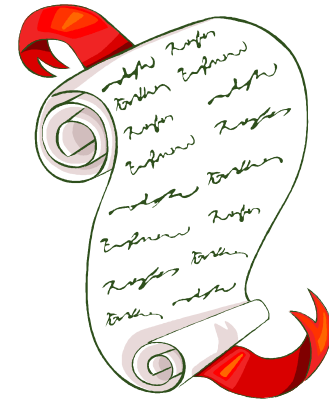


# From **Artful Thinking** to *Artful Writing!*

- **Works of art are complex visual objects that invite multiple interpretations.** Thinking about and writing from art is an excellent way to engage students in high-level thinking practices, such as reasoning, perspective-taking, problem-finding, and making metaphors. These thinking skills cross disciplines.
- **For many students, visual images are more immediately accessible than text and may provide a valuable link to engaging them more thoughtfully, critically, and creatively during the process of writing.**
- With Artful Writing students are challenged to build their own reasoned interpretations of visual artworks. Students often connect with images on an emotional level. When they are given an opportunity to express their unique views and ideas, there exists a powerful motivation for capturing and expressing ideas through meaningful and articulate writing.



# Strategy 1: List Poems




A list poem is an itemization of things or events, can be any length, and can rhyme or not. To create a list poem inspired by art:

1. Select a theme **from the index cards provided**. (Themes could include colors, shapes, feelings (loneliness, happiness, excitement), ideas (flying, beauty, family, adventure), seasons, memories, or anything else. )
2. Working **individually** , in pairs or as a group, select a work or **several works of art (6)** that relate to the theme.
3. **Looking at the work(s), brainstorm words (nouns, verbs, adjectives, adverbs) or short phrases that are inspired by what you see and relate to your theme.** Remember to emphasize details.
4. **Using this list, arrange the words and phrases into a list poem.**

**Option:** students participate in a gallery walk. They choose a theme that became apparent to them, then go back a second time to look for details that illustrate the theme.



- 
- Describe the strategy to your partner
  - Brainstorm adaptations for your content teaching

One minute pause

# THINK-PAIR-SHARE



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# Strategy 2: Collaborative Writing

- Point of view (p. 48)

Biography

Write an imagined biography for a person or animal, or a work of art.

What events in their life that has led

Compare and contrast

- Select two works of art or something (they both have a common theme) for example, two different paintings. Compare and contrast the differences.

- Brainstorm how to compare and contrast the subject matter, materials, shapes, point of view, and materials.

- Use these notes to write a paragraph about these two works were chosen, what they share, and what makes each one unique.

Step 1: (Individual) What do you hear, see, touch, smell as the painter or the sitter?

Step 2: Trade papers with your partner. Write a descriptive paragraph based on your partners ideas/painting.

What is your life now? What are the events in your life so far? What is your future?

Write yourself in the shoes of the artist. Writing in the first person, describe what was happening in the painting. What did you see, what you wanted to create, what you wanted to describe, what you wanted to do, what you wanted to say, why you made the choices you did (subject matter, composition, materials, or color), and what it means to you.



Tanner




Whistler



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# Strategy 3: Narrative Writing

## Extending tableaux to writing (p. 38 )



**INTERIOR MONOLOGUE:** Imagine you can hear the thoughts of a person, animal, or object in a work of art. Using a stream-of-consciousness writing style, write a monologue of these thoughts. Read them aloud and see if your fellow students can guess whose thoughts you have recorded.

**LETTERS:** Write a letter from a person or animal in an artwork to you, the viewer. What do they want you to know? What is their daily life like? How do they feel about their surroundings? What are they thinking about?  
Alternative: Write a letter to someone in a work of art. What would you like to tell them? What would you like to ask them?

**DIALOGUE:**  
Jump into a work of art. Imagine you can “jump” into a work of art and write a story about your adventure. How did you get there? What happened to you as you explored the work of art from the inside? How will you get back out? Illustrate your story with a picture of yourself inside the work of art.






*Breaking Home Ties*  
Thomas Hoveden, 1890



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# Closure

- **Learning Goal:** *We will be able to identify and demonstrate art inspired writing strategies that will help students develop observation and writing skills.*
- **End of Lesson Question:** Which strategy will you adapt/use to teach a standard in the immediate future? How? Why?
- **Resources:** On the Shared Drive: Arts Integration Toolkit





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*Portrait of the Artist's Mother*, Henry Ossawa Tanner, American (active France), 1859–1937. 1897, Oil on canvas.. Philadelphia Museum of Art:



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James McNeill Whistler, *Arrangement in Grey and Black, No. 1: ( aka Portrait of the Artist's Mother)*, 1871, oil on canvas. Musée d'Orsay, Paris.



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