

MANHATTANVILLE COLLEGE

MUSEUM LESSON PLAN Part 1

<p><b>Wayne Moore</b></p> <p><b>MoMA Field trip lesson (During the trip)</b></p> <p><b>4/9/2020</b></p>
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**Context of Instruction**

<b>Being able to identify the artworks and their style</b>
<b>10-12</b>
<b>20 students</b>
<b>Students range from immature for their age to very mature. Keeping everyone focused during the tour around the museum may be a challenge. But each student seemed excited to be going on the trip. So, getting them engaged should not be an issue. The aesthetic of each student differs. I must show a diverse body of work during the tour to satisfy the interests of all, if not most, of the students.</b>
<b>Students know the elements of art and have a fundamental knowledge of art history. Students will use this knowledge to help them recognize and acknowledge artwork made by the artists we discussed in class.</b>
<b>Not being in an actual classroom makes it difficult to manage the productivity of the students. But I will keep them engaged in conversation to check to see if they are focused</b>

**Lesson Plan**

<b>The goal of this lesson is to introduce the students to artwork by William de Kooning, Jean Dubuffet, Marc Chagell, Max Ernst, Jasper Johns, Henri Matisse, Joan Miro, Paul Klee, and Andy Warhol. Then write about one piece of artwork formally and conceptually in a two-page essay.</b>
<b>VA.Cr2.1.HSII: a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</b>
<b>VA.Pr6.1.HSII: Make, explain, and justify connections between artists or artwork and social, cultural, and political history</b>
<b>Students will be required to identify the artist, era, medium and style of the artwork they choose from the museum. Along with describing the composition of the piece as if the reading has never seen the artwork. Then write about the cultural significance of the piece and when it was made.</b>
<ul style="list-style-type: none"> <li>- <b>During the tour students will be asked to identify the artist and style of each piece we stop to discuss.</b></li> <li>- <b>In their papers, students will be graded on writing skills along with the clarity and accuracy of the information regarding the piece they pick</b></li> </ul>
<b>Students will be given a paper itinerary and a writing utensil. During the tour students can use the itinerary to identify and reference the pieces we saw on the trip while they write their papers. The last page of the itinerary will be a lined sheet of paper for notes or any interesting facts discussed during the tour.</b>

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Teacher will lead students around the permanent collection at the MoMA. Following the itinerary, teacher will stop to introduce the piece to the students. Ask students if they can identify the artist, style and medium of the piece. If they easily identify those, ask them if they can identify the era it was made in. If no one answers, tell them the era and explain how to identify the era through analyzing the artwork. Discuss how the artwork relates to other pieces the era. Also mention the specific characteristics of the artwork that identify the style.

Students will learn how to apply information learned in the classroom in real world situations. They can engage each other in conversation about the characteristics of the artworks to give and take ideas from on another for their essays.

Students will take the information gathered from the tour to write a thorough essay about a piece of their choice

Students will write their papers outside of class. If they need to do research on the pieces, they are free to do so. They will have time to access the computer lab to write their essay if they do not have access to a computer at home.

### Analysis and Reflection

Through conversation using appropriate vocab, students are able to respond if they know the answer to the teacher's questions. Or they can stand ack and listen to gain information they may not know. If no one knows the answer, the teacher can explain the information. No one is required to participate in the discussion if they don't feel comfortable doing so.

Majority of the artwork being shown on this tour will be "iconic" works of art that are regularly referenced in all art classes before this one. The artists themselves vary in demographics and that differentiating is visible in their artwork. So, students may identify with one more than the other.

Students will receive feedback through comment, corrects and suggestions on their paper. They will also be given a chance to rewrite the paper if they please.