



Active Art: 1930s

Instructional Plan

OVERVIEW OF LESSON:

Students will take a webquest to a series of videos, vignettes, photos, and websites to gain an understanding of the Great Depression, the New Deal, the role the arts played in the New Deal, and abstract expressionism, specifically including the work of Jackson Pollock. Through exploration, students will generate connections between historical events and the role of the arts. They will generate a timeline to show the order of events they learned about. Students will also explore and use MMUVA (Movement with Music and Visual Art), an innovative art creation program, to create their own work in response to what they learn about the 1930s. Finally, they will write a reflection about their work that explains its inspiration and demonstrates their understanding of the period.

SUBJECT MATTER:

United States History, 1877 to present
Civics and Economics
English
Dance
Music
Visual Art

GRADE LEVEL(S):

6-8

Active Art: 1930s

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TIME ALLOTMENT:

Time estimated to complete this lesson is five 40-minute class periods, but may require some out-of-class work for students.

LEARNING OBJECTIVES:

- Students will be able to describe common themes of music and art of the 1930s.
 - Students will be able to describe *abstract expressionism* and identify art in the style of Jackson Pollock.
 - Students will be able to identify the causes of the Great Depression, its impact on Americans, and the major features of the New Deal.
 - Students will be able to order major events of the 1930s.
 - Students will be able to write interpretations of music and art.
 - Students will be able to interpret history through music and visual art.
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LEARNING STANDARDS:

Content

Standards listed below are not given in their entirety. Rather, the parts of the standards covered by this instruction are included. For complete text of the Virginia Standards of Learning, go to: http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml

United States History 1877-present

- US II.6: The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
 - examining art and music from the 1930s;
 - identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.

Civics and Economics

- CE.13 The student will demonstrate knowledge of the role of government in the United States economy by
 - examining competition in the marketplace;
 - explaining how government provides certain goods and services

English

- English 6.6: The student will write narratives, descriptions, and explanations.
 - Use a variety of planning strategies to generate and organize ideas.
 - Establish central idea, organization, elaboration, and unity.

- Select vocabulary and information to enhance the central idea, tone, and voice.
- Revise writing for clarity.

Dance

- DM.4: The student will perform short movement sequences that employ specific space, shape, time, rhythm, energy, and effort requirements.
- DM.20: The student will discuss ways in which a dance can evoke sensory, emotional, and intellectual responses.

Music

- MS.5: The student will investigate musical sounds, forms, styles, and genres through listening, discussing, writing, and performing.

Visual Art

- 6.8: The student will produce a kinetic work of art.
- 7.11: The student will create works of art by representing and interpreting ideas from other fields of knowledge.

Technology

See complete Technology standards at <http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx>

Creativity and Innovation

- a. apply existing knowledge to generate new ideas, products or processes.
- b. Create original works as a means of personal or group expression.
- 1. Communication and Collaboration
 - d. contribute to project teams to produce original works or solve problems
- 2. Research and Information Fluency
 - b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- 3. Critical Thinking, Problem Solving, and Decision Making
 - b. plan and manage activities to develop a solution or complete a project
 - c. collect and analyze data to identify solutions and/or make informed decisions.
- 4. Digital Citizenship
 - a. advocate and practice safe, legal and responsible use of information and technology.
 - b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- 5. Technology Operations and Concepts
 - a. understand and use technology systems
 - b. select and use applications effectively and productively

Arts

See complete Arts standards at <http://artsedge.kennedy-center.org/educators/standards.aspx>

Dance (5-8)

- Content Standard #1: Identifying and demonstrating movement elements and skills in performing dance
 - Students demonstrate increasing kinesthetic awareness, concentration, and focus in performing movement skills
- Content Standard #3: Understanding dance as a way to create and communicate meaning
 - Students create a dance that successfully communicates a topic of personal significance

Visual Arts (5-8)

- Content Standard #6: Making connections between visual arts and other disciplines
 - Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context

CRITICAL AND CREATIVE THINKING OBJECTIVES:

A complete listing and explanation of critical and creative thinking objectives can be found at www.ideas.soe.vt.edu.

Conceptualizing	Students will verbalize or represent ideas using 2D and 3D representations, movement, or other forms relevant to the context.
Exploring	Students will explore a challenge using a variety of raw materials, stimuli, and experiences.
Metaphorical Thinking	Students will identify words or phrases that are symbolic or representative of other ideas to which they are not literally applicable.
Examining ideas in new and varied ways	Students will engage in activities that provide others' perspectives on a challenge.
Observing	Students will observe things related to the challenge closely to identify details, procedures, and methods
Elaborating	Students will develop ideas and information that expands on what is explicitly given.
Inferring	Students will draw conclusions not explicitly stated based on evidence and reasoning.
Questioning	Students will identify missing or unclear information and ask questions to seek clarity.
Separating	Students will discard ideas that are not relevant to the context.
Relating	Students will identify associations between objects or ideas.
Organizing	Students will arrange information such that connections and relationships are made clear.

Summarizing	Students will condense multiple ideas into a cohesive and comprehensive summary and restate it using personal connections and interpretations.
Composing	Students will use written, oral, and symbolic language to communicate a summary of thoughts, ideas, and solutions.
Recognizing the existence of a challenge	Students will state the challenge and outline related conditions and scope.
Understanding ability	Students will identify personal abilities that are helpful to meeting goals.
Allocating resources	Students will outline all available resources and develop a timeline for action.
Cognitive restructuring	Students will verbalize positive thoughts about their performance and abilities.
Rejecting stereotypes and prejudice	Students will identify preexisting ideas and opinions regarding a challenge and how they might affect decisions and progress toward goals.
Demonstrating autonomy	Students will initiate activity and exercise self-direction and self-discipline.
Persisting	Students will continue to work until goals are met.
Maintaining intrinsic motivation	Students will identify how the task or problem provides personal satisfaction.
Recognizing relevance	Students will identify personal beliefs and values relating to the context.
Risk-taking	Students will describe how the challenges faced in the process of meeting their goal encouraged them to work beyond their comfort level.

PREREQUISITE KNOWLEDGE:

Prior to this lesson, students should have some knowledge of the events leading up to and concluding WWI as well as general causes of the Great Depression.

Students should be able to analyze digital artifacts for meaning and purpose.

MEDIA/TECHNOLOGY COMPONENTS:

- MMUVA software with all required equipment (webcam, projector, computer); printing capabilities optional.
- Access to Internet and all required websites.
- Ability to play video files with sound.

- Software that allows students to create timelines (MS Word, MS Excel are possibilities)
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MATERIALS:

- Computer with Internet access, video capabilities, sound/speakers and Microsoft Office
 - Projection capabilities
 - MMUVA components (laptop with MMUVA software, projector, speakers, webcam)
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PREPARATION FOR TEACHERS:

- Preview all media materials to check for content appropriateness, thoroughness and understanding.
 - Bookmark all necessary websites and check to make sure computer security allows access.
 - Set up MMUVA workstation and check to make sure all components are functioning properly.
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INSTRUCTIONAL PLAN:

Suggested method of lesson procedures:

1. Begin by showing ten to fifteen images from the following website:
<http://www.nga.gov/kids/zone/brushster/ss/brushsterslideshow.htm>. Lead a short discussion to help students understand how abstract art can evoke emotions and reactions.
2. Show a demonstration of the MMUVA software.
3. Provide a brief review of the ending of World War I and causes of the Great Depression. Display the project resource (PowerPoint file) and lead students through the navigation of the resource. It is recommended the teacher take some class time to walk through each element found in the project resource, essentially providing an overview of the content students will find as they explore. This brief session can serve to outline the time period. This time should not be used to explore these events thoroughly as students will engage in activities to do this on their own. This session is suggested to help students anticipate what they will learn and show how navigation through the program will work.
4. Place students in groups of 2 or 3 with access to at least one computer workstation. Students will work through each of the suggested activities as directed. The teacher will serve as a facilitator to keep students on task and answer questions. During the work period, one group at a time will spend time experimenting with MMUVA to gain an understanding of what it does and what to expect from it.

5. Allow class time for the development of final deliverables. Each group will create a timeline collaboratively. Each student will create his or her own MMUVA art and reflection paper. Although each student will create his or her own art, group time should be provided for MMUVA development so that students can provide technical and moral support for their peers. The reflection paper may be finished as homework. Complete assignment instructions are found on the accompanying worksheets.
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ASSESSMENTS:

Students will be assessed on their

- Questions for Thought worksheet,
- timeline, and
- reflection paper.

See rubrics attached to this document.

COMMUNITY EVENTS AND CONNECTIONS:

- Visit local art galleries to see more abstract art.
 - Invite a person who lived through the 1930s to speak to the class about his or her experiences.
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ADDITIONAL RESOURCES:

- Review the blog posting at <http://www.getty.edu/education/teacherartexchange/archive/Mar01/0557.html> for some background on teaching abstract art.
 - Consider having students do a version of the abstract art activity at <http://www.clarkart.edu/exhibitions/dove-okeeffe/content/kids-activity-guide.pdf>
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CREDITS:

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- School of Education
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- Collaborative for Creative Technologies in the Arts and Design

ABOUT THE INTEGRATED DESIGN + EDUCATION + ARTS STUDIO:

The Integrated Design + Education + Arts Studio (IDEAS) is part of the Institute for Creativity, Arts, and Technology (ICAT) at Virginia Tech.

By merging the forces of art and technology into applicable prekindergarten through secondary school (PK-12) programs that strengthen student achievement, Virginia Tech is on the leading edge of a new paradigm in education. ICAT will reach beyond current educational models to fuse arts and technology with content. Our purpose is to strengthen critical and creative

thinking skills that prepare students for future careers. ICAT will both generate research and produce learning modules and environments that address real needs identified by educators.

For more information, please see our website at www.ideas.soe.vt.edu.

WE VALUE YOUR FEEDBACK:

Please tell us about how you used the curriculum materials and/or arts project in your classroom. We welcome feedback, suggestions for improvement, and success stories. Find out more at www.ideas.soe.vt.edu.

Get the kit. The IDEAS team has available for loan a number of instructional kits for our various projects. Among other things, each kit includes a FlipCam, a small camera you can use to give us feedback. Because we can't be in the classroom with you, we turn to technology to help provide us a glimpse of the experience you and your students have with the program. That's where the FlipCam comes in.

All we ask is that you document your students engaged with the program and related activities. Feel free to make the filming an integrated part of your experience. Give the camera to the students, do the filming yourself, pass it around to multiple students - however you want to document. Once you are finished with the kit, simply return the camera with the other materials. The Institutional Review Board (IRB) of Virginia Tech requires parent, student, and school assent/consent for participation in this data collection. We provide you with all the necessary permission forms and information for your supervisors.

TIMELINE ASSIGNMENT:

Group members: _____

Your group task is to develop a **timeline** of events. After you work through the tasks, create a timeline to show others what you discovered. Think about how to creatively present your timeline – horizontally or vertically, with words and/or pictures, on paper or some other material or using the computer, with colors or not.

- Choose the role or roles that each member of your group will play. Each person can have more than one role, but one person should take the lead for each role.
 - a. *Research*: One or two people should keep careful notes from the readings about when important things happened. Other group members will help.
Name(s) _____
 - b. *Design*: One or two people should be responsible for designing the timeline your group will display in the classroom. The Design role chooses what materials and methods will be used to create the timeline.
Name(s) _____
 - c. *Development*: One or two people should be responsible for creating the timeline using the information and plans from the Research and Design roles.
Name(s) _____
 - d. *Management*: One or two people should be responsible for making sure the project moves forward and is finished before the deadline.
Name(s) _____

- As you work through the tasks, use the *Timeline Worksheet* to keep track of when things happened.

- When you have finished the tasks, use the information on your *Timeline Worksheet* to design and develop your timeline.

TIMELINE WORKSHEET:

Year	Event(s)	Use this column for non-specific dates like "the early 1930s"
1928 & before		
1929		
1930		
1931		
1932		
1933		
1934		
1935		
1936		
1937		
1938		
1939		
1940		
1941		
1942		
1943 & later		

QUESTIONS FOR THOUGHT:

Name: _____

As you work through the tasks with your group, take notes to answer the questions below. You will use these notes when you write your reflection paper. In several of the tasks, you will see reminders about these “Questions for Thought.”

1. Abstract expressionism is...
2. What effect did the 1930s have on abstract expressionism?
3. What does FAP stand for?
4. What does WPA stand for?
5. Artistic nationalism is...
6. How is the “artistic nationalism” different from “abstract expressionism”?
7. Who created the New Deal?
8. What are some things that the New Deal promised to the American people?
9. What are some programs resulting from the New Deal?
10. What were some of the major problems in America resulting from the Great Depression?
11. What did President Herbert Hoover predict for the American people?
12. What caused the Dust Bowl? What were its effects?

QUESTIONS FOR THOUGHT (ANSWERS):

Name: _____

As you work through the tasks with your group, take notes to answer the questions below. You will use these notes when you write your reflection paper. In several of the tasks, you will see reminders about these “Questions for Thought.”

1. Abstract expressionism is... *art that expresses emotions or focuses on process rather than realistic depictions.*
2. What effect did the 1930s have on abstract expressionism? *Many of its young artists got their start in the 1930s, when existing art styles did not allow them to create as they pleased. Some of the artists got started on a career path with the WPA.*
3. What does FAP stand for? *Federal Arts Project*
4. What does WPA stand for? *Works Progress Administration*
5. Artistic nationalism is... *art that depicts scenes or ideas that represent a nation. It is patriotic art.*
6. How is the “artistic nationalism” different from “abstract expressionism”? *Artistic nationalism depicts realistic scenes or ideas. Abstract expressionism does not depict real things; instead, it works with emotions or the process of creating art.*
7. Who created the New Deal? *Franklin Delano Roosevelt*
8. What are some things that the New Deal promised to the American people? *Jobs, social security, stable banks, dignity, and hope*
9. What are some programs resulting from the New Deal? *Social Security, FDIC, Civil Conservation Corps, Works Progress Administration, Tennessee Valley Authority, etc.*
10. What were some of the major problems in America resulting from the Great Depression? *Unemployment, unstable banks, soil erosion, poverty, starvation*
11. What did President Herbert Hoover predict for the American people? *The depression would be over in 60 days, “a passing incident in our national lives.”*
12. What caused the Dust Bowl? What were its effects? *Overplanting of the soil plus windy conditions caused the Dust Bowl. Crops died. People got sick and some died.*

MMUVA COMPOSITION:

Name: _____

Your individual task is to develop a piece of MMUVA art. During class time, you will have time to experiment with the program to see how it works. Later, you will choose music from the 1930s and a theme for your work. Then you will reflect on the work in a paper. Use the questions below to help develop your reflection paper.

1. Look for stories or themes from the Great Depression or New Deal. What do you feel strongly about? Think of your emotions: happiness, hope, anger, sadness, etc. Make a list of stories or themes you might want to use for your MMUVA work that reflect these emotions.

2. As you listen to the 1930s jukebox, think about connections between the songs and the life and times of the 1930s. Some songs might make you feel strong emotions. Some songs might connect to the stories or themes you chose in the previous question. Some might inspire you to move. Connect the songs to what you have learned about the Great Depression and the New Deal. Make a list of songs you might want to use for your MMUVA composition. Write the title and artist and note why you chose each one (for example, the connection you found to the 1930s).

3. Choose a song and theme that go together from your lists above for your MMUVA work. Write the song and theme and make notes here about how you might move for your MMUVA work.

REFLECTION PAPER ASSIGNMENT:

Name: _____

After you have developed your MMUVA art, you will reflect on the work in a paper. Your reflection should be between two and four pages long and address the questions below. Refer to your notes from each of the tasks and your timeline. Your reflection should include an introduction that states the purpose of the paper and a conclusion that wraps up the paper.

Here are some questions to guide you:

1. What song did you choose and why did you choose it? Include the artist's name too.
2. How does your song and theme connect to the life and times of the 1930s? Think about events such as the Great Depression, the Dust Bowl, and the specific programs of the New Deal.
3. What else was going on during the 1930s that is not reflected in your song choice? Why did you choose the connection you chose instead of another part of life in the 1930s? Show your understanding of the time period in your answer.
4. How did you move to the music? Did your MMUVA composition turn out the way you expected?

STUDENT NAME _____

ACTIVE ART ASSESSMENT RUBRIC

Questions for Thought	3	2	1	0
Questions are answered correctly	Student answered all the questions correctly.	Student answered most of the questions correctly.	Student answered some of the questions correctly.	Student answered none of the questions correctly.

Timeline	3	2	1	0
The timeline is thorough and accurate	The timeline contains no errors and presents the important events of the 1930s.	The timeline contains a few errors or omits some important events of the 1930s.	The timeline contains many errors and omits important events of the 1930s.	The timeline is missing or omits many important events of the 1930s.
The timeline is neatly presented	All information is legible and attractive.	Timeline is legible or attractive.	Timeline is messy or sloppy.	Timeline is missing or unreadable.
The timeline is creatively presented	Timeline uses unique or unexpected colors, materials, or layout.	Timeline uses some unexpected elements.	Timeline is developed in black ink on white paper (or similarly predictable).	Timeline is missing.
Group members shared work equitably (points may be awarded individually)	All group members agree that member contributed fairly to the work.	Most group members agree that member contributed fairly to the work.	Most group members agree that member did not contribute fairly to the work.	All group members agree that member did not contribute fairly to the work.

STUDENT NAME _____

Reflection paper	3	2	1	0
MMUVA art is attached	MMUVA art is attached.	MMUVA art is completed, but not attached	MMUVA art is in process, but not attached.	MMUVA art is not attached.
The paper includes an introduction and conclusion	The paper includes an excellent introduction and conclusion.	The paper includes an introduction and conclusion.	Either the introduction or conclusion is missing.	The paper does not include an introduction or conclusion.
The paper gives the title, artist, and rationale for the chosen song.	All three elements are included.	Two elements are included.	One element is included.	None of the elements is included.
The paper links the song to a theme of the 1930s.	Chart contains correct headings and title.	Chart contains headings and title, but one or more are not correct.	Chart is missing either headings or title.	Chart does not include headings or title.
The paper describes other themes of the 1930s that are not covered by the song.	The paper thoroughly describes other themes.	The paper describes some other themes.	The paper describes few other themes.	The paper does not describe themes other than the one(s) in the MMUVA art and song.
The paper includes a reflection on making MMUVA art.	The reflection includes a description of the movement and a discussion of expected results.	The reflection is present, but is missing either the description of movement or the expected results.	The reflection is missing both the description of movement and the expected results.	The reflection is not included in the paper.
The paper is well organized and free of grammar and spelling errors.	The paper is well organized and has no grammar or spelling errors.	The paper is generally organized and contains a few spelling or grammar errors.	The paper is disorganized or contains many spelling and grammar errors.	The paper is disorganized and contains many spelling and grammar errors.

STUDENT NAME _____

Critical and Creative Thinking	3	2	1	0
Organizing	Ideas are organized and related.	Ideas are organized and somewhat related.	Ideas are somewhat organized but not clearly related.	Ideas are not organized or related.
Composing	Student uses written language, movement, and visual art to convey ideas.	Student uses two of written language, movement, and visual art to convey ideas.	Student uses one of written language, movement, and visual art to convey ideas.	Student does not compose to convey ideas.
Allocating resources	Student uses time and skills wisely to complete the project on time.	Student mostly used time and skills wisely.	Student used time and skills wisely some of the time.	Student does not use time or skills wisely.
Persisting	Student kept working until finished and maintained a positive attitude throughout.	Student kept working until finished and mostly maintained a positive attitude.	Student worked until finished, but did not have a positive attitude.	Student did not finish the project.
Autonomy	Student does (three of): initiating activity, exercising self-direction, and exercising self-discipline.	Student does (two of): initiating activity, exercising self-direction, and exercising self-discipline.	Student does (one of): initiating activity, exercising self-direction, and exercising self-discipline.	Student does (none of): initiating activity, exercising self-direction, and exercising self-discipline.
Column Total				
Rubric Total		_____ out of 51		