

Goals/Objectives/Student Outcomes:

Students will:

- Understand the role played by the visual, performing, and literary arts in the lives of the American people.
- Learn about the creative process in the arts.
- Understand people have a variety of artistic tastes.
- Understand the need for freedom of expression so that the arts are not to be used as tools of propaganda.
- Learn about the many expressive media used by artists in their creative processes.

Materials:

1. Time to visit museums, concert and music halls, libraries, and other places to see the works of art and culture
2. Proper paper and writing instruments to compose music, paint, engrave, and do other creative work in a variety of mediums
3. Books containing a wide variety of works of literature from various periods of time
4. Examples of a variety of kinds of needlework, and the instruments to make each
5. Tapes and CD's of various kinds of music
6. Audio and video tapes or radio and television show, and movies
7. Artists who are willing to demonstrate their craft, talk about it, and be interviewed by students about it
8. Newspapers and magazines that advertise fine arts and cultural shows

Background:

When people have leisure time, they sometimes create art, music, and literature or enjoy that created by others. But the arts are not only for leisure time. People express their beliefs and opinions through paintings, sculpture, music, and literature. Even people who do not consider themselves artists often have ways of expressing these creative ideas. Quilts, for instance, often attest to the artistic expressiveness of the women who make them. Farmers who paint designs on tools, choirs who

sing in church, and coal miners who sing as they work in the tunnels were expressing themselves through art.

The fine arts are an effective means for creating and transmitting the ideas and values of individuals and groups. Art brings to our lives a sense of beauty and causes us to think more imaginatively about routine of our daily lives. All material culture has artistic characteristics, and all visual and aural expression might be considered a form of art. Whenever a person looks at something in a new way and lets another person know about this new view or idea, then art has been created and shared.

Procedures:

This thematic lesson plan is intended to introduce this particular topic to students. The activities are intended to introduce students to the process of inquiry that can be applied to the study Iowa history. In many cases the same activities can be used to explore the topic in a variety of Iowa history time periods. This lesson plan can also be used in conjunction with other topical areas in this curriculum.

These thematic lesson plans underscore basic skills such as reading, writing, communicating orally, and collecting reference sources. Many of the activities will give students practice in using higher skills as in reading, writing, communicating orally, collecting reference sources and using a library; distinguishing between primary and secondary sources; using charts and timelines; and developing vocabulary. The teacher can introduce higher level skills through these activities such as collecting information from a variety of sources through observation and questioning; compiling, organizing, and evaluating information; comparing and contrasting; drawing conclusions or inferences from evidence; considering alternative conclusions; making generalizations; recognizing points of view; understanding how things happen and how things change; recognizing how values and traditions influence history and the present; grasping the complexities of cause and effect; developing a chronological sense; and understanding events in context.

Activities:

1. Visit an art museum to see the variety of art forms exhibited.
2. Visit a historical museum and compare its exhibits to those in an art museum.

3. Walk around your community and see the expressions of art that are visible to the public at large.
4. Collect examples of current displays of paintings, sculptures, prints, engravings, and photography.
5. Express yourself in oils, water colors, tempera, sculpture, engraving, photography, calligraphy, or design.
6. Attend a concert and note the type of music performed and the origin of that style of music.
7. Attend a movie and note the way the editing works to make the story flow effectively.
8. Watch a television show and see how the organization of the script is constrained by the time allotted to the show.
9. Read a poem from the 19th century, read a poem from the 20th century, and compare the styles in which they were written.
10. Read or attend a play and write a report about the differences in scripting and production of movies and television shows.
11. Read a book of fiction or nonfiction, and write a report on how the author successfully or unsuccessfully captured and held the reader's attention.
12. Gather as many examples as possible of the use of fiber, either for artistic expression or for practical use. Make a list of the types of fibers used, the method of fixing together the parts, and the use of color to ornament the product.
13. Practice writing the beginning of a play, a novel, a biography, or a script for a movie or a television show.
14. Practice writing a piece of music for a particular instrument, or for the human voice.
15. Read a famous speech from history, and practice delivering it as it might have been done at the time it was written.
16. Role play a scene from a famous movie, television show, novel, or short story.
17. Prepare a script for a radio show drama in which the voices must help the listeners visualize what is going on and who is doing the action.
18. Listen to tape recordings of old radio dramas to see how the techniques differ from today's television shows.
19. Take a series of photos with the intent of showing them in an artistic exhibit, rather than just for personal pleasure.
20. Perform some artistic production of your choice, from the visual, dramatic, music, literary, or other forms.
21. Interview local people who are skilled in quilting, knitting, crocheting, tatting, lace-making, appliqué, embroidery, or needlepoint. Write a description of what they do.
22. Show examples of works of art and literature that have been censored or objected to and discuss why this may have happened.

Assessments of Outcomes:

Play a tape of music and identify the style and time period of the music.

Read a play or selection from a novel and identify the style and time period of the literature.

Read a poem and identify the style and time period of the writing.

Show a piece of needlework and identify the materials used and the process of work.

Show a painting or sculpture and identify the style and time period of the art work.

Show two movies or television programs from different time periods, and discuss similarities and differences in script and production.

Extensions and Adaptations:

Most of the activities listed under procedures can be easily adapted to meet the learning needs of most students at various ages. Many of the listed activities can be used as art, music, writing, math, or science projects. Be sure to draw on teachers within your school and resource people in your community. The folklife section of this curriculum provides a list of community resource ideas.

Resources:

Contact the Iowa History Resource Center at the State Historical Society of Iowa for a list of books, videos, organizations and ideas for studying Iowa history. Write to: Education Coordinator, State Historical Society of Iowa, 600 East Locust, Des Moines, Iowa 50319.