Topic: IMAGERY: SYMBOLIC/REALISTIC

Grade: 9-12

An integrated lesson plan covering 10 sessions of approximately 1.5 hours each.

Lesson-Planning Approach

Some learners perceive their "world" as a whole, where all things are interconnected and dependent upon each other. These "integrated" students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means

Lesson Overview

This lesson is designed to teach students about different types of images, specifically the difference between realistic and symbolic images. Both realistic and symbolic images will be gathered using ten different objects to show an understanding of this concept. Each student will individually discuss his/her Worksheet #1 with the teacher to

check for understanding. Students will **support** their image choices in writing, using correct punctuation and sentence structure. A final colored pencil drawing will be done using the final image created by the student on the computer.

Lesson Objectives

Project Objectives: When students complete this session, they will be able to…
- ❖ **Complete** a Prismacolor pencil drawing from the composite image created using literal and symbolic images centered on a common theme.
- ❖ **Differentiate** between realistic and symbolic images
- ❖ **Select** images that will be viewed literally and then depicted metaphorically/ symbolically
- ❖ **Create** and use individual folders on the computer
- ❖ **Successfully navigate** the web
- ❖ **Cut and paste** images from web sites and software programs

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.) Students will be able to:

Writing:
- ❖ **support** in writing, using correct grammar and sentence structure, the relationship between the realistic and symbolic imagery
- ❖ correctly **use** all new terminology in a written self-evaluation
- ❖ able to **identify** "the prompt" (what is the question asking?) of each question in the self-evaluation portion of the lesson

Technology:
- ❖ **search** for sites on the Internet
- ❖ **cut and paste** images
- ❖ **create** individual folders
- ❖ **successfully use** a copyright free image program

COLORADO MODEL CONTENT VISUAL ARTS STATE STANDARDS

1) **Students recognize and use the visual arts as a form of communication.**
   🔴 Students must take a representational image and select a visual symbol or metaphor of that image. They must formulate in their minds either a personal or universal meaning of the literal image and communicate that idea through the visual symbol or metaphor they choose.

3) **Students know and apply visual arts materials, tools, techniques and processes.**
   🔴 Students will use the computer as a visual arts tool to gather images needed for the lesson using images from copyright free sources.

Websites

Required:
http://encarta.msn.com - reference
http://pic4learning.com -reference
http://gimp-sawy.com - reference

Support:
http://dictionary.msn.com - definitions
http://www.symbols.com - reference

http://www.symbols.net - reference
http://iconbazaar.com - reference
http://photodisc.com - reference
http://gifart.com - reference
http://clipart.com - reference
http://cre8ng.com - reference

Pre-requisites:

- **Read at sixth grade level or above**
- **Possess basic computer skills such as those taught in "Web Navigation/Cut and Paste"**
- **Possess knowledge of how to run Adobe PhotoDraw 2000 or comparable program taught in "Multiple Image Page Lesson"**
- **Ability to assign meaning to an image**

Required Materials

- **Prismacolor pencils**
- **Canson mi Tientes colored drawing paper**
- **High quality laser jet printing paper**

Handouts

- **SMARTEE sheet outlining project steps, terminology, time frame, requirements and student written self-evaluation**
- **Worksheet #1 – Imagery: Realistic/Symbolic (handout #1)**
- **Lesson Rubric**

Required Equipment/Technology

- **Network accessible computers, one per every group of two to three students**
- **Data/video projector**
- **Floppy disks**

THE LESSON

Note: Students do not learn from what <u>you</u> do but from what you have <u>them</u> do.

Preparation

Activity	Instructor Notes
DISCUSS - the topic "**Images-Realistic/Symbolic**".	Tell a story about a black cat running in front of the car on the way to school. Ask the students if that happened to one of them, would it mean something in particular to them. After that discussion, ask for related stories that differ. Use this as the introduction to topic. Talk about what the term "realistic image" means.
PRE-ASSESS – **prior knowledge that students may have** about images of various forms using the pre-assessment questions on Worksheet #1.	Hand out Worksheet #1. Have students answer questions 1-5 individually in written form. Emphasize complete sentences, correct spelling and legibility. Students must also recognize "the prompt" (what is the question actually asking) and answer the question.
CREATE - a list of **student generated realistic images**	Write a list of up to twenty realistic images on the board that students come up with. Once the list is complete, discuss the critical questions from the **IMAGERY WORKSHEET #1**. Break into small groups of 3-4 students for ten minutes to help students formulate ideas. Join together as a class again after ten minutes. Have a spokesperson for each group verbalize some of the important ideas the group generated. Let other members add in if desired. Set a time limit of approximately ten minutes for group sharing. Now discuss "meanings, symbols or metaphors" the realistic images written on the board inspire. Students should be able to support their ideas verbally.
READ and DISCUSS – the	Read through the SMARTEE sheet. Stop and ask

SMARTEE sheet – which includes **step by step instructions, materials, art and technology terminology, requirements, time frame, student self-evaluation, teacher evaluation and the lesson rubric**	questions when relevant. Also clarify if necessary. Ask about the new terminology and if anyone already knows some of the terms. Relate the terms to every day life. Discuss other meanings. Show "best practices" or "anchor set" of student examples of this lesson. If student examples are not available, show teacher example.
EXAMINE and DISCUSS HANDOUTS	Go through each handout and ask for questions and/or clarifications.

Performance and Practice

Instructions for students	Teacher notes
Create a list of 12 words that can be portrayed both as a realistic as well as a symbolic image.	Walk through the class and give individual help and/or suggestions when needed.
Create a new folder. Title or name it your first initial and last name in all capitol letters. Keep all your work in this folder. Save your folder in the class folder on the desktop entitled "CULTURES-PAINTING-TECHNOLOGY".	Watch to make sure students remember how to create a folder and save correctly.
Using either the internet and the URL addresses you have been given and/or Printmaster, search for images that you need based on your list. You will need both a realistic image of each choice as well as a symbol or metaphor. Use Worksheet #1 Template you have been given in your personal folder to cut and paste your images on to. When you cut and paste, make sure to list the source of each image.	Help students who are having great difficulty and/or are experiencing high levels of frustration.
In the area provided on the template, support your choices of symbolic/metaphoric images. Write in complete sentences, using correct spelling, grammar and punctuation. Read back through your writing when you are finished and make sure it	Work with students individually who need help with writing assignment. Have the student verbally discuss the answer first and once it is clearly verbalized, encourage the writing to begin. Check back periodically. Sometimes you may need to work one on one with a student at another prearranged time.

makes sense and is legible.	
Working with your newly gathered images, create a photo collage. Use Adobe Photo Draw or a similar program so you can combine the images in an interesting way. Apply features and effects to create an intriguing "single" picture. Save a copy in JPEG format on a disk and then make a high quality color hardcopy to use as visual reference.	**Help students individually when necessary.**
Complete a Prismacolor pencil drawing of your final realistic/symbolic image. Choose a color of Canson mi Tientes drawing paper that will work as a compliment to your overall color scheme. Do not work any larger than approx. 10" x 14". Limit your palette to three basic colors and the variations of those colors. Apply your colors in a layered fashion making sure to only "wax" colors when appropriate.	**Provide individual instruction and suggestions when needed.**
Fill out the self-evaluation portion of the SMARTEE sheet using all the new terminology correctly. Write in complete sentences using correct spelling and grammar. Make sure to answer the question. Read through the questions and determine exactly what each one is asking. Your writing should directly relate to your project. Turn in completed self-evaluation.	**Ask questions and clarify if necessary. Read through the self-evaluations. Make sure all the terms have been used correctly. Check for correct use of grammar, punctuation, legibility, content and complete sentences. If there are errors, make notes for the student and return so it can be corrected. Credit will be given when corrections are made. Complete teacher evaluation. Give written feedback on the positives first then make suggestions for improvement.**

Complete the project rubric. Look at your completed project while filling out the rubric. Add up the total points and assign yourself a grade based on the grading scale at the bottom of the page. Turn in your rubric.	Clarify and answer questions if necessary. Go over the student processed rubric. Make changes if necessary. Add up points and assign final grade.

Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)
1) Are the instructions and expectations of the project clear from the beginning?
2) Do the students have an understandable rubric, so they were aware of how they would be assessed, from the beginning?
3) Have I constructed my lesson in such a way to make it appealing to most learning preferences?
4) Are students able to make "life connections" during this lesson?
5) How many learning intelligences am I addressing?

Performance and Practice (Student)
1) Do all students have the skills to follow instructions? If not, how have I modified the curriculum for them?
2) Are all students participating in the activities either by active observation or by voicing their thoughts?
3) Have I recognized the strengths of each student? How have I used that information to the benefit of that student or to help others in the class?
4) Have I successfully used group work in this lesson?
5) How are the students performing? If some have performed below my expectations, what can I do to raise their performances?

Technology
1) **Did I experience success with the technology introduced in this lesson?**
2) **What was the students reaction to the technology portion of this lesson?**
3) **Do I need to do something different next time?**
4) **Do I see students wanting to take these new skills and apply it to other content areas or areas of personal interest?**

Handout

- **Worksheet #1 – Imagery: Realistic/Symbolic**

Technology Checklist

- One computer per every two students
- Printmaster program available for each computer
- Internet access available for every computer
- Printing capability accessible for every computer

Lesson Rubric

- **Student Self-Evaluation (included in SMARTEE sheet)**
- **Lesson Rubric (included in SMARTEE sheet)**

ACCESS TO ALL PARTS OF THE LESSON
IMAGERY-REALISTIC/SYMBOLIC

All documents are attached to this lesson but may be quickly accessed by using the links below. LINKS DO NOT FUNCTION IN ACROBAT. SCROLL DOWN FOR DOCUMENTS.

- **LP4SMARTEE**
- **LP4WORKSHEET**
- **LP4WORKSHEET2**
- **LP4RUBRIC**

COLORADO VISUAL ARTS STATE STANDARDS

1) STUDENTS RECOGNIZE AND USE THE VISUAL ARTS AS A FORM OF COMMUNICATION.

2) STUDENTS KNOW & APPLY ELEMENTS OF ART, PRINCIPLES OF DESIGN & SENSORY & EXPRESSIVE FEATURES OF VISUAL ARTS.

3) STUDENTS KNOW & APPLY VISUAL ARTS MATERIALS, TOOLS, TECHNIQUES & PROCESSES.

4) STUDENTS RELATE THE VISUAL ARTS TO VARIOUS HISTORICAL AND CULTURAL TRADITIONS.

5) STUDENTS ANALYZE & EVALUATE THE CHARACTERISTICS, MERITS & MEANINGS OF WORKS OF ART.

SMARTEE SHEET – ASSIGNMENT: **REALISTIC/SYMBOLIC IMAGE PROJECT**

NAME:_____

ART SHELF NUMBER:_____BLOCK:_____

TEACHER: KIMBERLEY SHEEK

BASIC PROJECT DESCRIPTION

This lesson is designed to teach students about different types of images, specifically the difference between realistic and symbolic images. Both realistic and symbolic images will be gathered using ten different objects to show an understanding of this concept. Students will learn how to create their own individual folders. The lesson is also designed to teach students how to find URLs and navigate to relevant sites. Students will learn how to cut and paste images. Students will learn how to use the Printmaster Program. All images used must be copyright free. A completed colored pencil drawing will be end product of this lesson.

S STEPS – This instructs you step by step on the procedures to follow so you may successfully complete this project.

1) Complete the pre-assessment questions on page one of the IMAGERY: REALISTIC/SYMBOLIC WORKSHEET. Really think about what you are being asked and answer to the best of your ability. Read back through your answers. Make sure they would make sense to someone else and convey the message you were trying to get across clearly. Use complete sentences. There are no single "right" answers. Answers will vary from person to person.

2) Participate fully in the "Critical Questions" part of the worksheet. Help the class brainstorm ideas and also write down ideas you have that you want to remember so you can use them later on.

3) After the classroom discussion, answer all the questions on the back of the IMAGERY:REALISTIC/SYMBOLIC WORKSHEET. This list is very important because you will be using it as reference for your final project.

4) Using your answers on the second part of the Imagery Worksheet, you need to begin collecting the images you are going to use for the final portion of this project. You will be divided in groups of two to three students. Each group will have a computer station assigned to them. You will be using the Internet as well as various image programs. These will be the sources for your images. You may also use original images that are applicable that you have taken using a digital camera or have scanned and saved.

5) Follow along as your teacher demonstrates and discusses how to search the net. Easy search engines include: www.google.com www.yahoo.com www.snap.com www.altavista.com www.go.com You may not use any images that are not copyright free. You will be given some URLs we have permission to use. You can also search for some. However, do not use up all your time searching for sites. Make use of the ones you have been given.

6) Follow along as your teacher demonstrates and discusses how to use Printmaster. Most of these types of programs are similar. If you remember and try to apply what you learn here to other programs, it is likely you will be able to have success using them as well.

7) Use both the net and the image programs we have in class to gather your images you need for this project. You must select ten different objects that you can represent visually both in a realistic portrayal as well as a symbolic one. All images must be saved in the JPEG format. You will cut and paste these onto your worksheet for Referencing Visual Images. You must also write a brief description of each image as well as note where the image was obtained. Save on your floppy disk and name it the initial of your first name, your last name, RsymIm. Make a hardcopy to turn in.

8) Working with your newly gathered images, create a photo collage. Use Adobe Photo Draw or a similar program so you can combine the images in an interesting way. Apply features and effects to create an intriguing "single" picture. Save a copy in JPEG format on a disk and then make a high quality color hardcopy to use as visual reference.

9) Complete a Prismacolor pencil drawing of your final realistic/symbolic image. Choose a color of Canson mi Tientes drawing paper that will work as a compliment to your overall color scheme. Do not work any larger than approx. 10" x 14". Limit your palette to three basic colors and the variations of those colors. Apply your colors in a layered fashion making sure to only "wax" colors when appropriate.

10) Complete the written self-evaluation portion of your SMARTEE sheet.

11) Complete your rubric for this lesson.

M MEDIA – materials used: computers, image programs, Internet, computer paper, Canson mi Tientes drawing paper, Prismacolor pencils

A ART TERMS – cut, paste, floppy disk, realistic, symbolic, hardcopy

R REQUIREMENTS - Check this often to make sure your project includes **ALL** of the requirements.

1) You must select ten objects that you can depict visually. A realistic/literal translation is required as well as a symbolic one.
2) You must cut and paste the images onto the worksheet provided. The images must be saved in a JPEG format.
3) All images must be copyright free.
4) You must complete both of the required worksheets.
5) You must complete a single image using the images gathered during this lesson. You will combine the images using Adobe Photo Draw 2000 or a comparable program.
6) You will create as your final project a finished colored pencil drawing on Canson paper of the image you created from your original images.
7) You must complete the written self-evaluation portion of your SMARTEE sheet.

T TIME FRAME – Approximately 10 class blocks (15 hours)

E EVALUATION – Student evaluation and assessment of the project: the student must complete this section. It is expected that the self-evaluations will be done honestly. In this section you are to write directly about your work. You should talk about your strengths and weaknesses; things you could do better; things that are done exceptionally well, etc. You must also use all of the new art terminology correctly in your self-evaluation. It must be legible, both in terms of readability as well as the intended meaning. Spelling is also important. All writing must be done using complete sentences.

This writing tells me about your work. You should use such techniques as compare and contrast, analyze and evaluate. What you think about the work you have done? *Defend your statements*. For example, just writing phrases such as, "I like it." is **not** good enough. Why do you like it? You must also give yourself a written grade. You should use the rubric provided to help you determine what grade applies.

1) What is the difference between a realistic depiction of an object and a symbolic depiction of an image?

2) You picked ten different images to work from and show in both a realistic as well as symbolic way. Which image was the most difficult for you? Why?

3) This project took a lot of thought. Which of your objects do you feel you came up with just the right images? Why?

4) Do you prefer working gathering your images from the net or from an image program? Why?

5) Briefly discuss how each of your symbolic images relates to the realistic depiction.

6) What is the most successful part of your final drawing? Why?

7) What area of the drawing are you least happy with? Why?

E EVALUATION/COMMENTS (teacher) – Most comments will be noted on the rubric specifically designed for and attached to each project's individual SMARTEE sheet.

_____
_____
_____
_____
_____.

REALISTICSYMBOLICDRAWING – © KimberleySheek2001

IMAGERY: REALISTIC/SYMBOLIC WORKSHEET

Critical Questions:

1) What is the difference between a realistic visual representation of an image and an image that is a symbol or metaphor of the same idea?
2) What are strategies that could be used in coming up with visual symbols or metaphors?
3) How can you successfully use these strategies in creating personal visual metaphors that depict who you are?

PRE-ASSESSMENT - Before the discussion begins, complete the following questions:

1. How would you describe what a realistic image of a person looks like?

2. Draw a symbol of a person that could be recognized universally?

3. A person who is likable, outgoing and wants to be liked by others could be described metaphorically as what type of animal? Support your answer.

4. A cat could be a metaphor for what type of person? Support your answer.

5. What could a piece of decaying fruit be a symbol of? Support your answer.

CLASSROOM DISCUSSION

Site examples...art historical, contemporary, student derived...

Have each student create at least one simple visual METAPHOR.

Discuss the difference between realistic and symbolic.
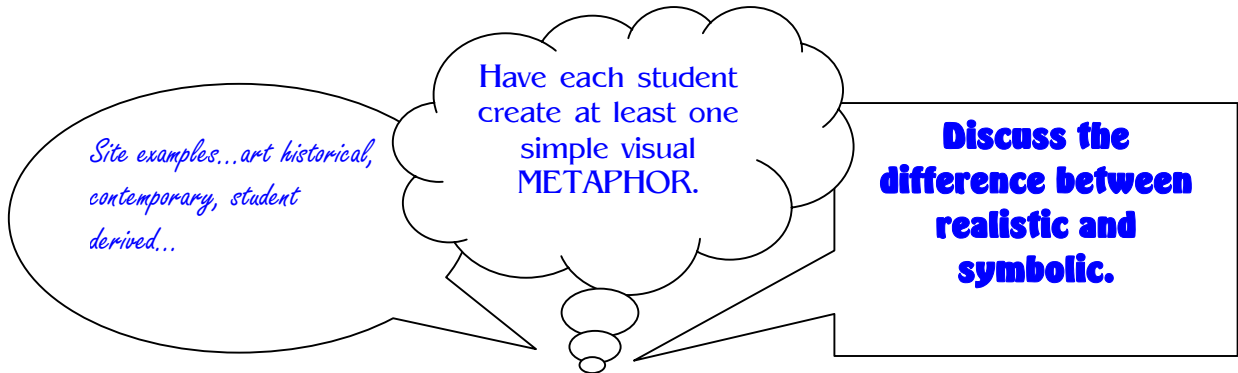
After the classroom discussion, answer these questions.

1. What is the difference between a metaphor/symbol and realism?

2. Write down a list of all the images you want to portray in your "IMAGES OF A CULTURE" project.

3. Create a list of the images you feel will be stronger portrayed realistically and the images which should be portrayed as symbols or metaphors.

4. Work to develop strong ideas for the visual metaphors/symbols you will need. Write down all your ideas. Remember ideas that were brainstormed during the class discussion.

REALISTIC – SYMBOLIC WORKSHEET

Name: _____Block:_____ Shelf:___

REALISTIC/LITERAL   SYMBOLIC/METAPHOR

Description– My realistic image is of an hourglass which shows the passage of time through the falling of the sand. It is an actual time keeping piece.
My symbolic image is of a spider web. This also shows the passage of time by the web that the spider has spun. Both of the pictures are images that depict "TIME".
_____

Using the example above as a guideline, cut and paste each image, label it and write a brief description of the image itself. You must also list your source. A minimum of 10 images is required. Staple this sheet to your finished copy.

REALISTIC/LITERAL   SYMBOLIC/METAPHOR

IMAGE #1

Description –

This image was obtained from
_____

REALISTIC/LITERAL   SYMBOLIC/METAPHOR

IMAGE #2

Description –

This image was obtained from
_____

REALISTIC/LITERAL   SYMBOLIC/METAPHOR

IMAGE #3

Description –

This image was obtained from

_____

   REALISTIC/LITERAL   SYMBOLIC/METAPHOR

IMAGE #4

Description –

This image was obtained from

_____

   REALISTIC/LITERAL   SYMBOLIC/METAPHOR

IMAGE #5

Description –

This image was obtained from

_____

    REALISTIC/LITERAL   SYMBOLIC/METAPHOR

IMAGE #6

Description –

This image was obtained from

_____

    REALISTIC/LITERAL   SYMBOLIC/METAPHOR

IMAGE #7

Description –

This image was obtained from

_____

    REALISTIC/LITERAL   SYMBOLIC/METAPHOR

IMAGE #8

Description –

This image was obtained from

_____

    REALISTIC/LITERAL   SYMBOLIC/METAPHOR

IMAGE #9

Description –

This image was obtained from

_____

    REALISTIC/LITERAL   SYMBOLIC/METAPHOR

IMAGE #10

Description –

This image was obtained from

_____

    REALISTIC/LITERAL   SYMBOLIC/METAPHOR

IMAGE #11

Description –

This image was obtained from

_____

  REALISTIC/LITERAL   SYMBOLIC/METAPHOR

IMAGE #12

Description –

This image was obtained from

_____

  REALISTIC/LITERAL   SYMBOLIC/METAPHOR

IMAGE #13

Description –

This image was obtained from

_____

    REALISTIC/LITERAL   SYMBOLIC/METAPHOR

IMAGE #14

Description –

This image was obtained from

_____

    REALISTIC/LITERAL   SYMBOLIC/METAPHOR

IMAGE #15

Description –

This image was obtained from

_____

REALISTIC/LITERAL   SYMBOLIC/METAPHOR

IMAGE #16

Description –

This image was obtained from

_____

REALISTIC/LITERAL   SYMBOLIC/METAPHOR

SCORING RUBRIC FOR REALISTIC/SYMBOLIC IMAGES

Name_____Shelf #_____Block_____

SMARTEE SHEET SELF-EVALUATION:

1) Is your SMARTEE sheet completed (all the questions have been answered)?
2) Is it legible/can I read it/does it make sense/the questions are answered that were asked?
3) Are <u>all</u> the terms used correctly?
4) Is the spelling, grammar and punctuation correct?
5) Are complete sentences used throughout the writing?

Total Points = full credit - 10 no credit - 0

REQUIRED ELEMENTS:

1) I worked using at least ten images that I collected myself and saved them on a floppy disk. Yes (5) - No (0)

2) All my images are visually depicted as;
    I) A realistic/literal image.

    II) A symbolic/metaphorical image. Yes (10) No (0)

3) I was able to write in a clear way how the symbolic image related to the realistic one in each of the ten objects. 1   2   3   4   5   6   7   8   9   10

4) I gathered more than the required ten images. Yes (5 per each extra set) No (0)
    5x___=____

5) I am able to successfully navigate the web to find appropriate sites.   1   2   3   4
    5   6   7   8   9   10

6) I am able to successfully use an image program.   1   2   3   4   5   6   7   8
    9   10

7) I saved my final successfully on a floppy disk and labeled it correctly. Yes (5) No (0)

8) I am able to use Photo Draw 2000 by myself without help.   1   2   3   4   5   6
    7   8   9   10

9) I was able to cut, paste and save my images in the manner that was required. I made a hard copy of it and turned it in with my floppy disk. Yes (10) No (0)

10) I worked using a limited color palette of basically three different colors and many different values of those colors. Yes (10) No (0)

11) I applied my colors in a layered technique to create a sophisticated "painterly" quality in my finished project.. 1 2 3 4 5 6 7 8 9 10

12) I chose a light source before I started applying my colors and it is consistent throughout the final drawing. 1 2 3 4 5 6 7 8 9 10

13) I applied my pencils paying attention to what the quality of the edges should be like and because of this my edges are correct throughout the finished drawing.
1 2 3 4 5 6 7 8 9 10

14) I feel proud of my piece and it shows in the way I took care if it. There are no tears, wrinkles, spills, etc. 1 2 3 4 5 6 7 8 9 10

Total points = 120 (not counting extra credit #4), I received _____ out of the total.

A = 120-108   B= 107-96   C= 95-84   D= 83-72   **GRADE = _____**