

A BALANCED COMPOSITION

GRADES 4-8

CCSS.ELA-
Literacy.W.
6.3

ART
Students can understand, develop and refine a composition based on the elements of art.

TEACHER(S):

DURATION: One 30-45 minute class period

21st CENTURY SKILLS:

- | | | | |
|---|---|---|-------------------------------------|
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Creative Thinking | <input type="checkbox"/> Collaborating | <input type="checkbox"/> Initiative |
| <input checked="" type="checkbox"/> Communicating | <input type="checkbox"/> Media Literacy | <input type="checkbox"/> Informational Literacy | |
| <input type="checkbox"/> Tech Literacy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Social Skills | <input type="checkbox"/> Leadership |
| <input type="checkbox"/> Productivity | | | |

MATERIALS LIST:

- * "Migrant Mother" image by Dorothea Lange.
- * Digital photography tools (cameras, tablets, cell phones, etc).
- * Computers and Internet
- * Journals/Pencils
- * <http://pixlr.com>

LESSON SEQUENCE

Step 1. Students will study the photograph Migrant Mother by Dorothea Lange. Ask students to predict the story behind this image - when was this taken, what is this person thinking, what does the title tell you, what additional information would be helpful in understanding this image?

Step 2. Students will then develop a story about this mother's life and what she is thinking at that moment. They will write their story in their journals or blogs.

Step 3. Students will then review the image again and look for more specific art details in the image, such as the way that they mother is seated, how it was composed with the children, how did the photographer capture this to tell a story?

Step 4. Students will think about what may have happened to the children that mother was holding. Imagine that one of those children grew up to invent something that we use today that they see in the classroom because on his experience in that photograph. What would that item be? Have them document their ideas in their journal or blog.

Step 5. Ask students to sketch out in their journals how they would capture that invented item in a photograph to represent both the item's importance and the boy who invented it. Where would they place that item? Would there be any other items/props in the image? Would it be in color or black & white?

Step 6. Provide students with a way to capture their photograph (cell phone, tablet, camera, etc) digitally and have them compose and photograph their image.

Step 7. Upload the image to pixlr.com and provide a basic tutorial on how to use the program's tools.

Step 8. Allow students to edit their image to best tell their story of how that item came to be because of the experience of the boy in the original photograph.

ASSESSMENT:

Journal/Blog Post:

Students will write a composition that tells the story of the image they captured. This story must enhance, not overpower, the image itself and be composed in such a way that it links the student's photograph with the Lange photograph. The image should be attached to the post.

TEACHER NOTES