

Facilitation Guide

Visual Art Analysis Springboard 3.2



EXPERIENCE OVERVIEW

This Visual Art Analysis activity is designed to support the unit activity 3.2. While analyzing, comparing, and contrasting two images, students will formulate a claim and counterclaim.

Standards

COMMON CORE STATE STANDARDS

- W.9-10.1.b – Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

MARYLAND STATE ARTS STANDARDS

- 9-12:2: Develop unique ideas working creatively with others to communicate and advance feelings, ideas, or meaning of works of art.
- I:9-12:1: Analyze and evaluate artwork based on select criteria

Getting Ready

WHEN TO TEACH

- Suggested supplemental activity to the unit activity 3.2

RESOURCES AND MATERIALS

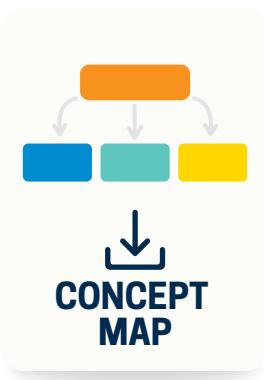
- [Time Magazine Photograph](#) by Baltimore Artist Devin Allen
- [An Argument in the Corridors of the Opera](#) – Jean-Georges Béraud was a French impressionist painter
- [Art Analysis Questions](#) (Student Notes)
- [Art Analysis Graphic Organizer Template](#)

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ARTS INTEGRATION MATERIALS



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TEACH

Overview

- Project or distribute images
- Explain the process of art analysis (what are we looking for when analyzing art)
- Point out the difference between a claim and argument
- Ask students to analyze both items by completing the provided graphic organizer
 - Discuss as a whole group what the students observed while analyzing art/photograph
 - Possible guiding questions can be structured around discussion about an argument; what is the best way and the most appropriate way for stating an argument; do circumstances matter
 - Ask students to create a claim based on the photograph/art analysis
- Group students in small groups; then select two groups that will work together (the number of groups will depend on class size). Ask one group to present their claim and the other group to present their counterclaim. Once the groups complete their assignment have them present it to the class.



HOW TO VIDEO



GOOGLE DRIVE