

Visual Art and the Hall of Fame Experience

Field Trip/Virtual Field Trip Program



General Description / Overview

- ✓ Students will examine the fine arts, including an examination of the categories of art that are exhibited at the Pro Football Hall of Fame (architecture, sculpture, photography, paintings, prints, commercial and graphic art).

Desired Outcome Alignment

Subject / Content Area

- Technology
- Visual Arts

Common Core Academic Standards

Language Arts:

- Enduring Understandings:

- **Creating:** Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
- **Performing:** Artists employ personal processes and skills to solve problems creatively and present work in various contexts.
- **Responding:** Artists engage in analysis and interpretation to understand and evaluate artistic works.
- **Connecting:** Artists understand and communicate the value of creative expressions in internal and external contexts.

National Academic Standards:

- **Visual Art:** Performing/Presenting/Producing: 4 – Analyze, interpret, and select artistic work for presentation; 5 – Develop and refine artistic techniques and work for presentation; 6 – Convey meaning through presentation of artistic work. Connecting: 11 – Relate artistic ideas and works with societal, cultural and historic context to deepen understanding.
- **Technology:** 1-Empowered Learner; 2-Digital Citizen; 3-Knowledge Constructor

What will students be able to do (Objectives)

- After researching and learning about how visual art impacts visitors' experiences at the Pro Football Hall of Fame, students will be able to work together in small groups to produce a model museum exhibit from provided art supplies with at least 80% accuracy based on the rubric criteria.

Personalized Learning**Universal Design for Learning**

- Students can use text to speech programs on Google Chrome when researching on the Hall of Fame website.
- Students can choose to have an online or physical copy of the rubric for the museum display project.
- Posted lesson goals.
- Access to resources to deepen learning and understanding.
- Students will have different options to complete learning checks after visiting the Hall of Fame (paper form, online documents, virtual discussion boards such as Google Jamboard, Kahoot).

Accommodations / Modifications

- Allow students to choose which groups work best for them or choosing groups for them based on their individual needs.
- Allowing students to verbally provide the facts they learned from the presentation and what they learned overall.
- When asking questions to the artist, allow students to use a text to speech program or preferred notetaking tool to record the artist's responses.
- Give students multiple means for creating their displays such as using accessible online software instead of hands-on crafting materials.

This is the lesson component the instructor will complete before bringing students to the HOF for the field trip program.

Prior to the Program (5-12 School)

Time Allotted: 30 minutes

Activating Prior Knowledge

- The teacher should begin the lesson by providing students with a background of the definition of visual art, and have students complete a think-aloud about the impacts that visual art can have. The teacher may want to write these brainstormed ideas on the board, or have students write their ideas on the board.

Activities

- Teachers should instruct students to use their devices to go to the Pro Football Hall of Fame website at: <http://www.profootballhof.com/> and find information about exhibits and various forms of art in the museum. Have students synthesize this information by taking notes on the ways they see visual art in the Hall of Fame as they use the website.
- Students also use the following two resources to take a video tour and look at the stories behind the Superbowl Rings (briefly explain how this relates to visual art as it may not be clear to some students).
 - o <https://www.youtube.com/watch?v=019e1TPQdSQ>
 - o <https://www.youtube.com/watch?v=cISdJLQUS1Y&list=PLJAIG2JaZ6p4gA4gK2ErRikZjIUngo99>
- Once students have found the correct information, have students pair up and share what they learned, then return to a whole class discussion on similar types of art that they have seen in their home, school and community that has helped them learn something about history, social studies or other academics.
 - o You may want to have students share what the other person said to encourage more ideas being shared.
- The class should make a list on the whiteboard that includes names or descriptions of buildings, paintings, sculptures, prints, photographs, videography and commercial/graphic art that has enhanced their learning and understanding. This means stating and describing what art stood out the most to them and helped them learn more about the impacts of visual art at the Hall of Fame.
- Next, students should compile a list of questions to be asked during the program.
 - o These questions should relate to the standards and goals of this lesson, such as analyzing and interpreting art, along with questions that students might be genuinely interested about regarding art and how it is integrated into the Hall of Fame.

Assessment

- No assessment is necessary at this point in time, as students have yet to attend the Hall of Fame field trip. Students were already able to show their knowledge of the presented content from class by generating a questions list for the program.

Enrichment

- Students may research different styles of art, to recognize examples of types of fine art when visiting the Hall of Fame.
- Students may research techniques of art creation, learning from online videos and articles about what inspires art and the various means of producing art. This might include the mediums that art pieces consist of, such as comparing the materials for painting and sculptures.

During the Program (HOF)

Time Allotted: 50 minutes

Materials/ Resources

- Both attached worksheets for each student, writing utensils.

Activities

- (10 minutes) Welcome/Mission/Values
- (30 minutes) Discussion/Presentation and Videos on Visual Art and the HOF
- (10 minutes) Question and Answer

Assessment

- Students should complete the Visual Arts and the Hall of Fame Experience worksheets provided (pages 6).
 - o Instructors may want students to complete these worksheets directly after the tour and encourage students to make mental notes of what they learn during the tour.
 - o Students can apply this information during their art display activity. For example, if information is provided about the impact of art on communities, students might want to consider who their display is for and what influences the included artwork.
 - Based on this, instructors may want to make the worksheets a completion grade since it can be helpful for students during their project creation.

Enrichment

- Students may take a virtual tour of other art installations to compare them to those present at the Hall of Fame, such as the Cleveland Museum of Art.
- Students may research more about the history and missions of the Hall of Fame, to further their understanding of the purpose of the art pieces for the audience in the Hall of Fame.

This is the lesson component the instructor will complete with students back at their classroom after the field trip program.

After the Program (5-12 School)

Time Allotted: Three 30-45 Minute Class Periods

Materials/ Resources

- Notebook paper and pencils (for creating questions lists and recording the answers of the local artist)
- Community Resources (to contact local artists): Yellow Pages, Internet, Directories
- Materials for creating a model museum display.
- Examples: shoeboxes, cardboard panels, paper, modeling clay, glue, scissors, paint.

Activities

- **First 30-45 Minute Class Period:**
 - o Explain to students that they will use the information gained by the pre-visit activity and the program to design their own museum display.
 - o Instruct students to break off into small groups. They will have an opportunity to design a museum display featuring a topic of their choice.
 - For example, a class studying environmental pollution in science class could create a museum display showcasing reasons and ways to recycle.
 - o Once in their groups, have students discuss which forms of art that could be best utilized to help visitors understand their topic. Then, have students share what they learned with the whole class.
 - o Introduce students to the project they will be completing, provide them the rubric, and

have them create interview questions for the visiting artists that match the rubric requirements.

- As the instructor, you will want to begin setting up the meeting with local artists and preface their visitation with the class.
 - In this same class period, students should facilitate ways to find these local community artists who specialize in these forms of art using various resources, such as the internet and directories. As a teacher, you might need to complete the contacting, but encourage students to find these artists themselves.
- **Before the Next Class:** You will also want to make sure that you have all the necessary art materials for students prepared, either by asking students to donate/bring items or coordinating with the art teacher.
- **Second 30-45 Minute Class Period:**
 - Students will discuss with one or more of these artists about ways the display for their project could be designed along with approximate costs. Students will want to refer back to the interview questions they created the prior class day.
 - Encourage students to record notes as they converse with their artist in a professional manner.
 - At this point, students in their groups should begin to create the timeline for their project's completion. As the instructor, you may want to propose an appropriate timeline or provide examples of what a completed project might look like, so that students can visually recognize the expectations they are trying to achieve.
- **Third 30-45 Minute Class Period:**
 - Students should complete their model of their museum display. Students should determine and present approximate sizes, costs and a timeline for completion. Each of the additional elements should be included somewhere on the display, such as listing the dimensions on small pieces of paper.
 - Universal Design for Learning - Encourage students to follow the linked rubric, which lists the above criteria, along with requirements for collaboration and effort:

Assessment

- Once students have completed their projects, you may want to have a gallery walk (which can be less intimidating than a formal presentation) of their displays. Students could provide positive feedback to one another through comment cards, which could lead back to a whole class wrap-up discussion about what students learned about visual art from the tour and by making their own art display.
- Students should be assessed based on the rubric they were provided to complete their project.

Enrichment

- Students may research a specific artist or theme to base their art gallery on. By replicating these styles in their pieces, students can learn more about the purposes of visual art.
- The teacher might invite the local artists back to the school to evaluate the museum displays. The perspective of someone knowledgeable in their field judging their work can encourage students to strive to create better projects.

Assessment Student's Name: _____

Visual Art and the Hall of Fame Summary Sheet

1. Give five facts reported in the presentation.

2. What did you learn from the presentation?