



My Voice, My Style, My Influences

The fifth grade students are exploring leadership this year in art. Artists as leaders. We began this lesson by thinking about how our society views kids. I posted the statement, "Kids have nothing important to say." I then gave the students time to respond, only with questions to this statement. The statement was designed to spark emotion and passion. It sure did! The students, then looked at artwork by artists who express their voice on personal passions and interests. We also looked at the styles they create their artwork in, to help communicate their ideas. Lastly, we looked at the influences that impact their ideas and designs. The three areas of influences we focused on were; political (issues dealing with rules, power, etc.), environmental (issues dealing with the artifacts that surround us) and social (issues dealing with friends, family, and other social interactions). Once we discussed these influences, the students brainstormed ideas that they wanted their artwork to be about. We also talked about symbolizing thoughts and emotions as well, to help make the piece stronger and more thought provoking. The students selected a wide range of ideas and incorporated many skills, tools and materials in the creating of their artworks. Around the midway point, we stopped and had students share their ideas, as works in progress. This was a great way for students to learn from others and gain a fresh perspective on their idea. Students generated ideas to help solve construction problems, symbolism issues and overall metaphors to help extend their thinking. At the end of this lesson, the students wrote an artist statement. The purpose for the artist statement was for the students to express their ideas and make their thinking and creativity visible.

State Standards

Perceiving/Knowing

4PE Compare and contrast how form and style are influenced by social, environmental and political views in artworks.

Producing/Performing

5PR During collaborative art making experiences, demonstrate respect and support for peer ideas and creativity.

Responding/Reflecting

4RE Communicate how personal artistic decisions are influenced by social, environmental and political views.