Teacher Page

Here is the lesson plan for the Is It Art? WebQuest. This page provides teachers with an overview of the purpose, objectives, and learner characteristics associated with this WebQuest.

Purpose

The Is It Art? WebQuest was designed to have students examine and evaluate Modern art, specifically abstract art. Students will consider issues of authenticity, notions of truth in art, monetary and aesthetic value, art/artist's obligation to the viewer, and judgment of art. Additionally, students will use their knowledge of artist style to make their own assessment about artwork.

Rationale

Upon first glance, many students may dismiss certain artworks as not being "art." This WebQuest will give students the opportunity to look further into something they might not initially consider to be art and see all the factors that play into "making" something art. Who gets to call it art? Who gets to take away the label? Additionally, students sometimes divorce the artwork from the creator. This WebQuest will also help students see the value of the story behind an artwork.

Learner Description

This WebQuest was designed for adult students in a 100-level art history course. The WebQuest should be presented towards the end of the semester, after students have had exposure to basics, such as the elements of art, the principles of design, and the major periods in the history of art. Specifically, this should come after full presentation of the modern art period. The WebQuest can be an introduction to contemporary art.

Prerequisites

- Internet access
- Knowledge of how to conduct internet searches
- Word processing software
- Moodle course management system
- Knowledge of the elements of art and principles of design
- Knowledge of the major periods of art, from ancient to Modern art (at the least)

Instructional Objectives

As a result of completing this WebQuest the learner will be able to do the following:
1. Use the specialized language of art to discuss works of art.
2. Pose and defend a definition of "art" and discuss at least three paradigms for interpretation.
3. Discuss major movements in art history.
4. Understand better the links between art, history, and culture.
5. Analyze and evaluate contemporary artworks and speculate on their significance.

**Standards Addressed**

The set of standards selected for this WebQuest are the ISTE standards for students:

3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.
   - a. Plan strategies to guide inquiry
   - b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
   - c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
   - d. Process data and report results

4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
   - a. Identify and define authentic problems and significant questions for investigation
   - b. Plan and manage activities to develop a solution or complete a project
   - c. Collect and analyze data to identify solutions and/or make informed decisions
   - d. Use multiple processes and diverse perspectives to explore alternative solutions

**Subject Matter Description**

This WebQuest contains the following sections:

- Introduction: Background for the WebQuest
- Task: The task to complete (persuasive essay and peer presentation)
- Process: Step to follow to complete the task (Students will view a documentary film and conduct additional research in order to take a position on the event.)
- Evaluation: How your work will be assessed
- Conclusion: Final thoughts and considerations

**Assessment**
Students will write a persuasive essay and present a summary to their peers. They will then add their reflections on the presentation and their discussion with their peers to the essay. The essay will be assessed using a rubric.