

Lesson Plan: Art Around Us 3

Introduction to Art on Guam (part 3 of 3)

Subjects: Art, History, Social Studies, Music

Time required: 65 minutes*

Related links: Guampedia [Art](#) and [Music](#) entries

*(Depending on the size of the class, the time required will vary. The time may be spread over two days.)

Grade-level: Elementary [3-5], Middle [6-8], High [9-12]

Materials required: Flipchart or chalk board, markers or chalk

Description

With this lesson students will share their artist profiles with the class. The subsequent discussion will emphasize the diversity of art forms present on Guam.

Objectives/Skills

- Students will share their artist profiles with the class.
- Students will learn about local artwork from each other.
- Students will discuss the different types of artwork presented, and determine whether non-professionals can make artwork.

Questions or Assessment

- How diverse is the art world on Guam?
- What do we consider to be “art”?
- Are all artists famous? Or, can artwork come from non-professionals (such as friends or family members)?

Procedure

Sharing Artist Profiles (40 minutes)

Students will present to the class their artist profiles.

1. Depending on the format assigned in the previous lesson, these presentations may be casual “show-and-tell”-like overviews of artists, or in-depth discussions of an artist and his/her life. Allot (and adjust) time accordingly.
2. Encourage students to ask questions of one another.
3. Be sure each student covers the basics:
 - Name
 - Art form (and why the student believes this is an art form)
 - How the student researched this individual (e.g. I asked them questions, I looked them up in an Guampedia, I researched this person online, etc.)
 - How and why this artist’s work moves the student

Concluding Discussion (20 minutes)

Ask students to share their thoughts on the presentations. Some topics of discussion may include:

1. What were their most surprising findings?
2. Who are the artists on Guam? Are they all professionals? Are there non-professional artists?
3. Can non-professional artists, like our friends and family members, create works of art that are equally moving as pieces made by professionals?
4. How diverse is the art world on Guam? Is it more or less diverse than we originally thought?
5. What makes an artwork moving?
6. What were some of your favorite pieces?

There are no right or wrong answers to these questions. Simply welcome students to express their opinions, and encourage differing ideas. The purpose of this discussion is to have students challenge their notions of art, and to share and develop these ideas with their peers.

Recap (5 minutes)

Recap what we’ve done and learned in the lesson:

“We’ve shared our artist profiles with each other, and in the process, learned a great deal about the art world on Guam. We’ve also discussed how our ideas have changed about art on Guam, and we shared our ideas on some important topics (e.g. professional vs. non-professional works, forms of artwork, and how art can shape our emotions). Having learned this, we may now view the our island with a greater appreciation for the diversity and depth of art forms present in our community.”

Ask students for their favorite parts of the lesson.