

GLENN KAINO: SEEING IS BELIEVING

CRITICALLY CREATE AND ANALYZE VISUAL AND WRITTEN CLUES TO IDENTIFY ARTWORKS, PLANTS, MINERALS, ETC. IN A SCAVENGER HUNT.

GRADE LEVEL: K - 8th GRADE

THIS LESSON CAN BE ADAPTED FOR VARIOUS GRADE LEVELS



VOCABULARY

Descriptive/Formal/Journalistic Writing
Creative Writing
Realism
Abstraction
Objective
Subjective

MATERIALS

Paper
Graphite pencils
Color pencils

BEFOREHAND

- Decide on the direction of the lesson. Students can create visual or written clues. Depending on the students' ability, you can choose to have them draw realistically (like a scientific sketch) or abstractly (like a gesture drawing based off movement); or write objective descriptions or subjective reflections.
- Decide on location: this activity can be completed in an art gallery, in nature, a classroom, etc.
- Discuss terminology, and differences between direct and non-direct language.

DISCUSSION

- What is the difference between objective and subjective?
- How do realistic and abstract artworks differ?
- How do descriptive or journalistic and creative writing differ?
- How can you use abstract drawing and/or creative writing to relate information?
- How can realistic drawing and/or objective writing be creative?

PROCEDURE

- Have the students spend time looking and studying the space in which you are working (gallery, classroom, nature), approximately 5-10 minutes.
- Instruct students to find one object (artwork, plant, mineral, etc.) away from the rest of their peers. Students will then create a drawing of and/or short writing about the object. Instruct the students to either be objective or subjective, according to your goal for the lesson. (This lesson can always be performed twice to compare the two). Give students a time frame to work within, approximately 10-15 mins.
- Have students turn in their drawings/writings and redistribute making sure no one has their own work. Students will then have to use the drawing/writing they were given to find the original object.
- Have the students explain how they figured out the originally intended object. What were the key clues that solved the puzzle for them?

RESOURCES

<https://globaldigitalcitizen.org/the-importance-of-teaching-critical-thinking>

<http://thevirtualinstructor.com/types-of-art.html>

<https://courses.lumenlearning.com/sac-artappreciation/chapter/oer-1-4/>

<https://thoughtcatalog.com/angelo-lorenzo/2014/08/truth-and-creativity-journalism-vs-creative-writing/>

<https://study.com/academy/lesson/what-is-creative-writing-definition-types-examples.html>