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Awe
High School 9-12

Awe

Rationale:

Awe is important for students to learn about because it affects every student often in very different ways. Awe affects people of all cultures throughout time, and comes from very many sources.

Key Concepts:

Religion/Spirituality

Awe as inspiration, curiosity

Awe as human emotion

Essential Questions:

What is awe?

What creates awe?

How is awe related to religion or spirituality?

Can awe be life altering?

Does awe always create inspiration?

Is awe always positive?

What is the result of being in awe of something?

Unit Objective:

Students will learn about and observe awe from many different sources, they will create projects to help them understand how awe affects them personally and everyone else in the world.

Lesson 1

Objectives: Students will recognize awe in their own lives. They will compare different types of awe and describe whether an image is an example of positive or negative awe.

Instructional Strategies/Procedures:

Students will respond to the discussion questions out loud as a group:

“What is awe?”

Teacher will create a list of what students are in awe of, and what they think awe is on the board.

Consider current events you have seen on the news/in papers, nature, memorable events of your past, and your observations of others. (These will be shared and recoded on the board for later reference.)

The teacher will have a pile of images that she will then put on the students tables. And split students into groups if the way their desks are arranged does not do it.

The teacher will assign certain groups to be searching for positive awe, the others for negative awe. Each group will sort through images and will place images in a Positive Awe piles, the other in a Negative Awe piles.

They will be given a large piece of paper to record the next part of the lesson.

As groups they will generate characteristics of the images that make them positive or negative through short descriptive phrases or words each student in the group must contribute at least one description recording their initials next to their description for later assessment.

They will share these characteristics with the class through a presentation with the poster as a visual aid.

Students will write an individual ½ page minimum *reflection about whether the depiction of awe through art is worth more if it is a positive or negative event.*

Does the beauty of the positive awe make the art better, or more interesting or the shock value of the negative awe, why?

Materials/Supplies:

Images of awe (poster reproductions or printed online sources), 2 large Posterboards, markers

Evaluation:

Participation-Did the student participate in some (10) most (20), or all (30) activities and class discussions.

Comprehension- Did the student demonstrate the ability to distinguish between positive and negative awe in their reflection? _/15

Comprehension- Did the poster include appropriate descriptions of awe? _/15

Completion- Did the reflection meet the length requirement? _/10

Completion- Did the poster look complete and contain initials of each student in the group? _/10

Lesson 2

Objectives:

Students will discover that awe is inspiring.

Students will recognize the connections between awe and metaphors.

Instructional Strategies/Procedures:

The students will read a poems that describes awe of nature. (Poets: Robert Frost, Emily Dickinson, or Thoreau)

They will participate in small group discussions each group answering one of the following questions:

“What elements are described?”

“Why did they create the poem?”

“What feeling does the poem convey?”

“What metaphors/similes does the poet use?”

“Do you get a sense of awe from the poem, how so?”

Each group will share their main ideas to the class.

The teacher will present a slide presentation of awe in nature.

While watching the slide show, they will write down their personal thoughts on questions that the teacher has written on the board for reflection:

“What makes the images awe-inspiring?”

“What characteristics do the images share?”

“Can you think of any metaphors for these images?”

As a class they will discuss the fact that images of nature usually inspire positive awe.

Each student will be given an image of nature. They will select words from magazines to place within or on the image to create meaning.

They will be asked to change the positive awe of the to negative awe with their choice of words.

The student will include a paragraph reflection describing how the word affected the image.

Artists/Works: Poetry by Robert Frost, Emily Dickinson, and/or Thoreau).

Materials: Images of nature, magazines, scissors, glue, paper.

Evaluation:

Participation-

Did the student participate in their group by giving at least one answer? _/10

Did the student meet the one paragraph length requirement? _/15

Did the student answer all three questions about the slide show? _/30

Comprehension-

Did the student give valid answers to all three questions about the slide show? _/15

Did the student give a substantial interpretation of how their word affected the image? _/10

Did the artwork appear intentional? _/20

Total _/100

Lesson 3: Everyday Awe (part one)

Objectives:

Students will learn the importance of everyday awe and give specific examples of how this importance is exhibited in the way we see/view our world.

They will learn how something small and seemingly insignificant can be awe-inspiring.

They will learn how something taken out of context can also take on a new meaning and inspire awe.

They will learn the importance of seeing a thing through new and different eyes, to see the object's worth.

Materials:

Digital cameras, enough so there can be group of four to six students to one camera. Ordinary rocks, leaves, bottle caps, etc. anything you might find on a sidewalk that you encounter everyday but don't really notice. Images of Andy Goldsworthy's artwork.

Instructional Strategy:

Display ordinary objects on classroom table before students arrive.

Class Discussion on what these objects are will introduce the lesson.

Ask Questions:

What is on the table?

Would you notice these items if they weren't on the table?

How does being on the table give these items different context?

What if they were displayed in a gallery setting?

Would you notice them if you passed them on the street?

Do you think they are objects that inspire awe?

Exercise:

Have students close their eyes and imagine their trips to school this morning. From the moment they open their eyes to when they walk in the front school doors, what do they see?

What things are they able to picture?

Is it easier to picture details they encounter everyday, or something that is out of the ordinary?

Brief presentation on Andy Goldsworthy and his reasons for making art the way he does, the objects he uses and the awe he creates with normal objects.

Assuming you have enough cameras for students-- break into groups of four (or more) and have one camera between them, take groups onto the playground or some yard or natural area near the school (a park, the front lawn, etc.).

Instruct groups to work together to take images of things they consider awe-inspiring.

Groups will make presentations of their images and present them with reasons behind each image to the class.

Things for groups to consider while searching for images:

Why are these images considered awe-inspiring?

Why do you consider them art?

Would they be art if a picture had not been taken?

These questions will be in a handout for students to fill out after they have completed the assignment this will be used as individual assessment.

Groups will come up with 4 images that are unaltered, a natural setting and 4 images that are altered in some way to emphasize the awe found in the image. Groups may want to take many pictures and decide next period which pictures they want to use for their presentations.

Aesthetics discussion to follow group presentations: Does lighting, context, directional line, etc. affect the way the image inspires awe?

Artists: Andy Goldsworthy

Evaluation:

To be held off until end of part two.

Students will be assessed on the presentations that their groups does. They will be assessed on their answers to the question that they were asked to think about while taking their pictures.

Interdisciplinary: Environmental Science

Lesson 4: Everyday Awe (part two)

Objectives:

Students will learn the importance of everyday awe and give specific examples of how this importance is exhibited in the way we see/view our world.

They will learn how something small and seemingly insignificant can be awe-inspiring.

They will learn how something taken out of context can also take on a new meaning and inspire awe.

They will learn the importance of seeing a thing through new and different eyes, to see the object's worth.

Materials:

Digital images from part one, either a projector through the computer or hard copy prints of the said images.

Instructional Strategies:

Groups will be given the beginning of class to make presentations of their images and the latter half to present them with reasons behind each image to the class.

Groups will come up with 4 images that are unaltered, a natural setting and 4 images that are altered in some way to emphasize the awe found in the image.

Groups will present their images in either the digital format projected or by printing a hard copy and pinning them on the critique wall.

Aesthetics discussion to follow group presentations: Does lighting, context, directional line, etc. affect the way the image inspires awe?

Handout to be given to each student as an individual assessment of understanding.

Artists: Andy Goldsworthy

Evaluation: *see handout also*

Comprehension: Student groups presented work from all categories (5 pts) and had strong supporting evidence why each image inspired awe in the context of that category (10 points)	Completion: Did the student show a level of completion in their presentation? (10pts for art, 5pts for mount)	Final reflections: First question answered 2 points, at least one reference to the class discussion used 3 points. Answer for question three 5 points Answer for question four 5 points.	Participation: Did the student participate in some (3pts) most (5pts) or all (10pts) of the class discussions?	Total
___/10 points	___/15 points	___/15 points	___/10pts	___/50 points

(Cut and paste onto new paper) *Handout:*

Individual Final Reflections

Name: _____

Please answer in complete sentences using examples from the class discussions.

Why are these images considered awe-inspiring?

Why do you consider them art?

Would they be art if a picture had not been taken?

Lesson 5: Foreign Awe

Objective: Students will learn about how things foreign to them almost all of the time inspires awe. They will look at foreign objects and places, and fusions and discuss why it is that we stare and are in awe of things that are different. They will be asked to think about how thing that are different inspire us.

Instructional Strategy:

Teacher will bring in objects from foreign countries to place on the tables for the children to observe when they enter the classroom such as coins, paper money and pop bottles.

As a class, students will redefine a definition of awe. Teacher will write definition on board. (5 min)

What is awe?

Where does awe come from?

Have you ever felt awe? from what?

What would you be doing or seeing when you experience awe?

Is awe a synonym of inspiration?

Students will be shown a brief slide show of foreign fashion, architecture, design, and locations. (10 min, 10 slides)

As a class after the slide show the teacher will present the question; Why when we encounter something foreign or different does it create a sense of awe? Students as a class will answer out loud. (5 min)

Handout Individual Questionare: (10 min)

Which image or object or image created the most awe for you?

Why, was it color, size, material, shape, age, location, function?

If you encountered the image of object in your everyday life would it still create the same sense of awe?

Does the function of the object or the image change when the form of the object changes? (think about architecture, clothing, and money)

Teacher will then collect handout.

Students will be given the outline of a person.

They will be asked to create an outfit that will create awe?

Hand out reference statements with the image of the person.

Refer to working definition of awe written on the board

Think about what would turn your head if you saw it walk by.

Think about color, size, and design elements that would help create awe.

Think about the slides and what caught your attention.

Students will be provided with magazines, glue sticks, scissors, colored construction paper and markers.

Student will be asked to mount their work on a full piece of construction paper with their name on the back before handing in their final project.

Students will then hang projects on board and take time to observe other students work (if time) while cleaning up their space.

Students will be asked to write a short reflection answering the questions;

1. What aspects of your design do you believe create awe for other viewer?
List specific examples, refer to at least one slides or objects we looked at.
2. Do you think you were successful in creating awe?
3. What would you do different next time, list at least one thing?

Artists:

No specific artist. Fashion design, product design and architecture.

Materials:

Magazines, markers, paper, glue, scissors, and foreign objects for display.

Assessment: 30 points possible

Students will be assessed their answers to the individual questions. Full credit will be given if all the questions are answered. (10 points)

Students be assessed on the completion of the studio assignment. They will receive 15 points for the completion of the outfit design and 5 points for the mount.

Students will be assessed on their final reflection

First question answered 3 points, at least one reference used 2points.

Answer for question three 3 points

Answer for question four 2 points.

Interdisciplinary:

World Culture

Advertising

Design

Lesson 6: Advertising Awe

Objective: Students will define shock value by discussing examples they have found in the real world. They will create their own videos that persuade the viewer with shock value.

The teacher will play video clips containing shock value. (Suffering nations help ads “Save the puppies” ads, movie trailers for action films Infomercials, Car Commercials)

Rushkoff’s “Merchants of Cool” clips

Questions for Discussion: After viewing examples the teacher will ask.

In what ways does shock value affect the viewer?

How does shock value relate to awe?

Do we recognize how shock value affects us as it as it is happening?

Homework: Students will bring in examples of shock value found in advertisements for discussion the next day. Students will describe three instances of shock value found in the media in their sketchbook/journals.

Questions to answer in journal entry for each example:

1) Why does this example from the media demonstrate shock value?

2) Do you think this is an effective way to persuade the viewer? Why or why not?

Discussion Questions for next class regarding journal entries:

How have your thoughts on these commercials changed since the first discussion? Does this affect the way you will now view television, advertising and visual culture on the whole?

Assign groups a product to advertise through shock value/awe through video presentation. Take a few class periods to let groups brainstorm, script write, and finally video record their presentations.

Guidelines for Presentation:

Everyone must have a part in the presentation

The presentation must use at least one school appropriate form of shock value.

The presentation must persuade the viewer to purchase the assigned product.

Final class will be presentation of videos/skits to class. Grading will be based on sketchbook/journal entries, script writing proficiency and overall effect of video presentation.

Assessment:

Sketchbook/Journal entry: Described three instances of shock value used in the media.

Five points per entry (_/15)

Presentation: Evaluated by classmates during presentation.

How did the group demonstrate shock/awe? (used shock/awe) _/5

How did it make you feel toward the product? (was it persuasive or not) _/5

Did everyone in the group have a part? (participation) _/5

Total __/30

Lesson Seven:

Objective: Students will utilize information about the use of shock value in Art in order to create their own artwork. They will create an idea for a sculpture to place in their school that is shocking but also includes meaning. Students will write a proposal that explains the meaning behind the piece and why it should be placed in the school;.

Artists: Picasso (Cubism)

Duchamp (Dada)

Dali (Surrealism)

Warhol (Pop)

Jeff Koons, Matthew Barney, Damian Hirst, Claus Oldenburg (Contemporary)

Materials:

Computers with Adobe Illustrator, and Photoshop, magazines, glue, paper, scissors, markers.

Instruction Strategies:

Students will be shown slides of art by Picasso (Cubism) Duchamp (Dada) Dali (Surrealism) Warhol (Pop)

They will be asked: Do you think that artist knew they were being shocking at the time? Do you think they did it on purpose? Do you think they had a positive or negative affect on the art world?

Then students will be shown slides of artwork by Koons, Barney, Oldenburg, and Hirst. They will answer discussion questions: What makes these pieces shocking? Is it the color? The size? The placement? The content? Is the art more or less affective because of its shock value? The Do you think artist today use the same shock tactics as artists from the past?

The students will then be asked to brainstorm ideas for a shocking sculpture or installation to place at their school. They will then be given a piece of paper with an image of the school on it. They will have access to Photoshop, illustrator, magazines, and markers. With these tools they will each create a sculpture to install in the space.

The students will write a letter to the principle explaining 1) what the sculpture means, 2) how the sculpture will affect viewers, and 3) reference at least one artist wwe discussed in class 4) Letters must be professionally structured (a hand out of what a letter should look like will be handed out)

Assessment:

Participation in group discussion:

Teacher will write down initials of student on board when they respond to a question

Responding at least once. 5 points __/5

Letter:

Explains what the sculpture means. 5 point

Explain how the sculpture will affect viewers 5 point

References at least one artist discussed in class 5 point

Letter is professionally structured 5 point

Total __/20