

Lesson Plan

for a Visual Arts Class

World Wide Vocabulary

(Note: See *Literacy and Learning, World Wide Vocabulary* video lesson for an illustration of this lesson in action.)

Topic: *Artlex*-Online vocabulary

Objectives: The student will... (to be completed by the classroom teacher)

Set Induction: Introduce the lesson by holding up a traditional dictionary for the students to identify. Ask where they might find other sources to learn the meanings of new words.

Activities:

1. Discuss what is expected of the students during the activity, presenting the vocabulary activity sheet and requirements for the final art projects.
2. The students will explore the site, *Artlex: A Visual Dictionary of Art*. Each student will have a specific part of *Artlex* to investigate, i.e., A-Ah.
3. The student will write the definitions for one familiar term and two new or unfamiliar terms on the vocabulary activity sheet.
4. The students will select a piece of artwork from the web site to include on the vocabulary activity sheet. The entry should include its artist, title, medium, year produced, physical location of artwork (gallery or museum and city), and the exact site location on the World Wide Web. Some entries may not have all of this information; however, the student should include information provided at the site. A simple line sketch will also be required for each student's personal reference.
5. (Extra work for those who finish early: Investigate the "Short Cuts" links in *Artlex*.)
6. Students will write the familiar word as well as one of the unfamiliar words from the vocabulary activity sheet onto two separate cards with the definitions on the reverse side of the cards.
7. Student groups will share and discuss their words with their small groups. The groups will choose two reporters: one to read familiar terms to the class, and one to read unfamiliar terms to the class.
8. The reporters will read the terms. After a large group discussion, the word cards will be posted around the room in two groups: Familiar Words and Unfamiliar Words.
9. As the students begin to work on a final art product (a 6"x6" drawing inspired by the sketch chosen from the web site), they will be asked to consider the vocabulary words presented. Do any of these words pertain to their artworks?



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Closure:

Students will display their drawings with reflection time and discussion to follow. (The artwork may be incomplete at this time; it's still great for discussion!) During discussion, try to incorporate as many of the words from the word lists as possible.

Evaluation Suggestions:

Depending upon the student's expertise, the process and/or product can be evaluated with a teacher-designed or teacher/student-designed rubric.

Resources and Materials:

Computer with Internet capabilities, sketchbook, pencils, markers, vocabulary activity sheets (See page 17)

Artlex: A Visual Dictionary of Art
www.artlex.com
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Other Applications

The Art Education Department can be a wonderful resource for content teachers. Art concepts can be incorporated into a variety of lessons to enhance learning opportunities.

While the preceding lesson plan comes from an art education class, the ideas and activities can easily be modified to meet student vocabulary learning needs in other subject areas such as mathematics, social studies, science, and English/language arts.

Reaction Guide

Reaction Guide		
	Agree	Disagree
1. Vocabulary is best learned within the context of the lesson.		
2. Specialized words are not often found in content reading materials at the middle school level.		
3. Introducing new vocabulary words before they are encountered in text reinforces comprehension of new concepts.		

Name: _____

1.

2.

3.

Art work:

Artist:

Title:

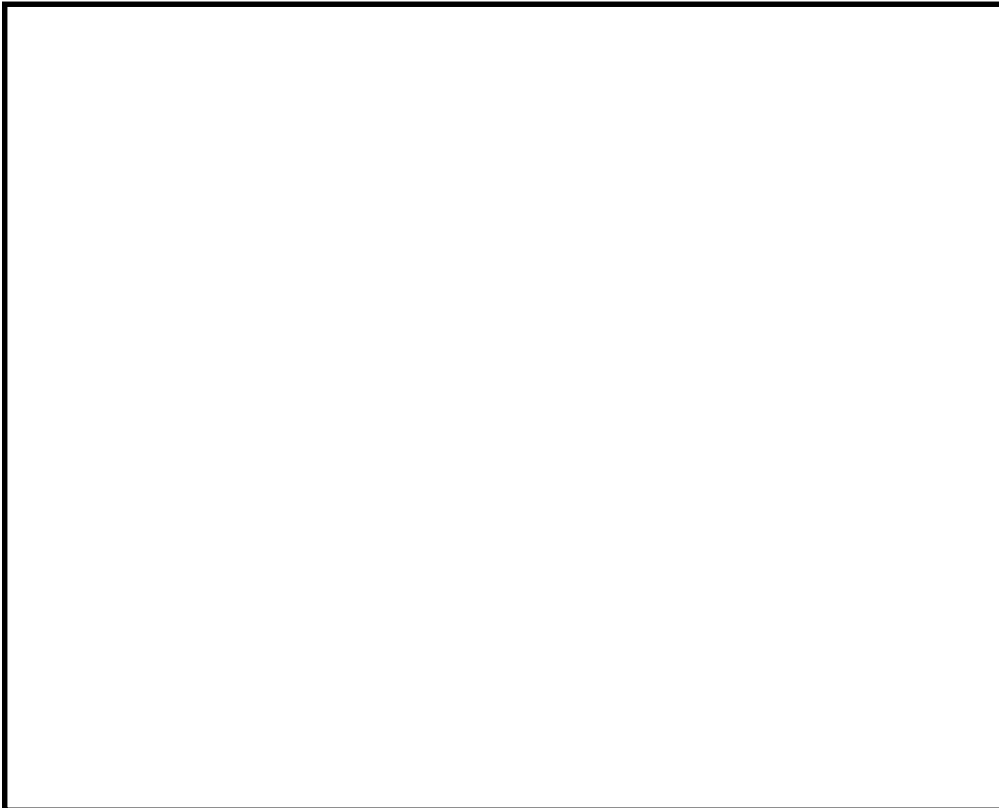
Medium:

Year, if available:

Location:

Web site:

Draw a simple line sketch in the box:



WWW Vocabulary Activity