Discover Leisure!

Experiencing art at the Art Institute of Chicago

Name ___________________ Date _____ Grade/Hour _____
Welcome to the Art Institute of Chicago! A place where
you may explore different cultures and people as well as
your own imagination. So let us not dilly-daddle. Let us
continue with our journey and Discover Leisure!

Image watching
Find a work of art that you like and answer the following questions.
-Who is the Artist?
-What is the title?
-When was it done?
-What is the subject matter?
-How does the work make you feel?
-Why do you like it?

Leisure watching
Find a work that has to do with leisure activities of either the past or the
present and answer the following questions.
-Who is the Artist?
-What is the title?
-When was it done?
-What is the subject matter?
-How does the work make you feel?
-How is leisure represented?

Artist Find...
Can your find any art by the artist you researched? If so, ...
-Who is the artist?
-What is the title/date?
Describe what you see
Do you like it? Why or why not?

Critique / Aesthetic Game
Find a work of art that matches the symbol below. List the Title and Artist of the work
of art and briefly describe why you choose the picture that you did.
Drawing

Now try your hand at drawing one of your favorite works of art!

Once you have completed your drawing you may spend the rest of your time with your group critiquing, experiencing, and looking at art!
Lesson 5 topic/subject__Artist Reports __________

PREINSTRUCTIONAL PLANNING

Open class with a brief discussion of in the News worksheet. Collect for grading.

Objectives: Students will report on an artist of their choice whom they feel represent the concept of leisure in his or her work as we have discussed.

Material/special arrangements/individual modifications:
- Make arrangements to have special library and computer lab time if the facilities are available.

Schedule:
2-4 sessions

DURING INSTRUCTION

Introduction/establishing set:
- As you know, there are many other artists who have dealt with the concept of leisure in their art in one way or another. Now is the time to find out more about those artists.

Presenting new information/material:
- Handout Artist Report guidelines
- Go over handout with the class
- Suggest that students may work in groups of 2 or 3 for their
research as long as they work in the same group for their production pieces.

- Ask for questions

Definitions:

Guided practice:

- The rest of the period and the next period will be used for research.

All other work on the reports will be accomplished outside of class.

POSTINSTRUCTIOINAL

Evaluation of student learning:

Formal:

See handout

Informal: None

Evaluation of the lesson
Your artist report is to be divided into the six content areas listed below. Please answer each of the questions to the best of your ability. Remember that this is not a biographical paper, but one where you are able to express much of your own thought about the artist and art works which he or she has done.

Begin by looking at pictures in books and trying to find examples of leisure activities or objects depicted in the art. Once you have found an appropriate artist then try to answer the questions below in note form. After you have found all the necessary information then you may write your paper.

PHOTOCOPY: Attach an example of your artist’s work that you feel best depicts the concept of leisure.

INTRODUCTION- Who is your artist and why did you choose him/her? How does this artist show leisure? List any background information under the introduction.

DESCRIPTION: Determine when, where, and by whom the work was done. What is the subject matter, how are the elements and principles of design used. Please use art terms in your description.

ANALYSIS: Discover the unique features of the artist or art work. What style or techniques does the artist use? What is his or her favorite subject matter and how is it presented?

INTERPRETATION: Discover how artists are influenced by the world around them. What are the moods, feeling, and ideas communicated by the work. Who were the artist’s friends and how did they influence him. Was there an emotional experience, such as war or a loss of a friend or family, that influenced the artist? Answer these types of questions in this section.
JUDGEMENT: Make a decision about a work's importance in the history of art. How do you feel about this artist or art movement? Give reasons in art terms. Did this artist change the art world or importance of art in society?

FORMAT OF PAPER:
Title page
1 page typed (double spaced)
2 pages neatly written
Bibliography
This handout (for grading purposes)

*Be prepared to briefly discuss what you have learned about the artist you have chosen. Also, it is important to note that your project will be done in the style or manner of the artist you have chosen. Good luck!

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Grade: 59
Lesson 6 topic/subject_Games in Art /Catch-up_____

PREINSTRUCTIONAL PLANNING
This day presents an opportunity, for those students who are on schedule, to play art related games whereas those who are behind are given an opportunity to catch up with the rest of the class.

Objectives:
- Students will play art related games to positively reinforce their diligent behavior.
- Students will continue to work on their assignments.

Material/special arrangements/individual modifications:
Pictionary, Art Rummy, Clay Mania, Kid Pix and Super Paint on computers, etc.

Schedule:
1 session

DURING INSTRUCTION

Introduction/establishing set:
- Get students set up to work on their assignments.
- Take other students to ...
  a. another place in the room where they can play games without interrupting the other students.
b. a computer lab where art games may be played.

c. reserve the library for quite play

Presenting new information/material:
- Introduce the games and how to play them.

Definitions:

Guided practice:
- Let the children play
- Encourage, facilitate, and mediate the play

POSTINSTRUCTIONAL

Evaluation of student learning:

Formal:
None

Informal:
- Make sure students are working on their assignments. Offer help when needed.
- Facilitate games.

Evaluation of the lesson
Lesson 7 topic/subject: Puttin' it all together

PREINSTRUCTIONAL PLANNING

Focus:

-Now is the time to bring all of what you have learned together.

Objectives:

-Students will create a collage relating directly to the concept of leisure in the style of the artist they have chosen.

Material/special arrangements/individual modifications:

- Tempera Paint, Drawing Pencil, Colored Pencil, Crayons, Water Color, Brushes, Palettes, Drawing Paper, Water Color Paper, Canvas, (whatever is available relative to the students desire).

Schedule:

8 sessions

DURING INSTRUCTION

Introduction/establishing set:

-Review all that has been shared up to this point (in a motivational way)

Presenting new information/material:

-Students may work in groups (if they worked on a group research paper)
-Students may choose to render an individual’s work to the best of their ability or attempt a work of their own in the style of the artist they studied (See handout).

Definitions:

**collage**

Guided practice:

-Have consultations with individuals or groups about projects. Offer suggestions and make sure the necessary supplies are available.

Use this time to challenge and encourage the students.

- Produce!

**POSTINSTRUCTIONAL**

Evaluation of student learning:

**Formal:**

Craftsmanship = 30 POINTS

Attitude and Effort = 30 POINTS

Following directions = 20 POINTS

Creativity = 20 POINTS

100 points = A, 90 points = A-, 80 points = B, 70 points = C, 60 points = D, 50 and under = NC
Informal: None

Evaluation of the lesson
Discover Leisure with Collage!

Name(s) ____________________________ Date ______ Class ______

What You Will Learn

In this lesson you will create a collage, an art work made up of bits and pieces of two-dimensional materials pasted to a surface. Your collage will focus on a scene or scenes related to the topic of leisure and should be inspired by the artist on which you did your report. Meaning, you should try to mimic the color, subject matter, or style the artist used. You will use images from magazines, newspapers, tissue paper, construction paper, found objects, your own drawings, paintings, and/or poems concerning leisure. You must use at least 3 different types of materials when creating your collage.

What You Will Need

- Pencil, pens, markers, crayons
- Ruler, scissors, compass
- Sheet of poster board 22 X 14
- A variety of patterned fabrics, papers, and images
- White glue or paste

Grading Scale

Craftsmanship = 30 ______  What grade would you give yourself or your group? ______
Attitude and Effort = 20 ______  Why?
Following Directions = 20 ______
Creativity = 20 ______
Level of Difficulty = 10 ______
Total = 100 ______  Title of piece ______

Teachers Comments:

The two grades will be averaged together for your total project grade.
Lesson 8 topic/subject___Craftsmanship________

PREINSTRUCTIONAL PLANNING

Focus:

-Craftsmanship and artistic integrity are of utter importance when working on any piece. The final stages of craftsmanship (i.e., name tags, matting, framing, etc.) must be dealt with prior to displaying a work of art.

Objectives:

-Students will create an appropriate display for their work of art.

Material/special arrangements/individual modifications:

-matte board, framing materials and brochures (examples of own work), construction paper, markers, pencils, ruler.

Schedule:

1-2 sessions

DURING INSTRUCTION

Introduction/establishing set:

-Introduce the idea of craftsmanship. Give examples of how different works of art may be exposed or displayed.

Presenting new information/material:

-Show students how to matte a drawing and/or frame a painting.

Definitions:
-Craftsmanship

-Artistic Integrity

Guided practice:

-Have students finish up their pieces with what they have learned about craftsmanship. Assist students with measuring and cutting when necessary.

POSTINSTRUCTIONAL

Evaluation of student learning:

Formal:

Evaluation is included on Grading Scale on Discover Leisure with Collage handout

Informal:

Evaluation of the lesson
Lesson 9 topic/subject ___ Sharing Time/ Coffee Talk ________

PREINSTRUCTIONAL PLANNING

Focus:
- This gives the students an arena in which they may share with the rest of the class what they have learned about a particular artist, why they choose to do a particular project, and receive feedback from the rest of the class (a critique) on their efforts.

Objectives:
- Students will report orally on who their artist was, why they choose to research that particular artist, and why they did the project they did. In essence they are sharing with the class their research and their project.
- Students will critique each others work

Material/special arrangements/individual modifications:
- Have cocoa instead of coffee available. Have students bring in snacks from home. This is an informal sharing time. If possible arrange room in a circle so everybody can see each other and each other’s work.

Schedule:
2-3 sessions

DURING INSTRUCTION

Introduction/establishing set:
-Offer students cocoa.

-Reintroduce the idea of a critique. How it is to be run. Revisit the concept of respect.

-Then have students walk around the room to look at each others work.

Presenting new information/material:

Definitions:

-critique

Guided practice:

-Begin the critique. Ask for volunteers. Have students report on who their artists was, why they choose him or her, how this particular artist depicts leisure, how the collage was created, etc. Then let the person who last went choose the next student or group of students to report.

POSTINSTRUCTIONAL

Evaluation of student learning:

Formal:

none

Informal:

-Are students paying attention?

-Are they participating?
-Are they being respectful of others?

Evaluation of the lesson
Lesson 10 topic/subject_So What Have You Learned?

PREINSTRUCTIONAL PLANNING

Focus:
-This gives students an opportunity to reveal what they have learned in a quiz type of format.

Objectives:
-Students will illustrate their understanding of what has been studied over that past 5 weeks on a brief 10 point test.

Material/special arrangements/individual modifications:

Schedule:
1 session

DURING INSTRUCTION:

Introduction/establishing set:
-Review for the quiz- Ask for any questions.

Ask certain questions off the test to see how students respond.

Guided practice:
-Give the quiz

POSTINSTRUCTIONAL

Evaluation of student learning:

Formal:
10 points = A, 9 points = A-, 8 points = B, 7 points = C, 6 points = D, 5 and under = NC

Informal:

Evaluation of the lesson
So What Have You Learned?

1. Define Leisure

2. William Sidney Mount was a genre painter.
   TRUE  FALSE

3. Name one work by William Sidney Mount:

4. William Michael Harnett was a genre painter.
   TRUE  FALSE

5. Name one work by William Michael Harnett:

6. What I learned from the In The News assignment was...

7. Concerning your artist report. (2 points)

   Who was the artist on which you did your report?

   How did they show leisure in their work?

8. Why should we study leisure? (2 points)

*Extra Credit Essay to be done on back: Compare and contrasts William Sidney Mount and William Michael Harnett.
Lesson 11 topic/subject_Celebration Thursday!

PREINSTRUCTIONAL PLANNING

Focus:
- This gives students an opportunity to receive recognition by their peers and possibly the community for their efforts and artistic endeavors.

Objectives:
- Students will produce a exhibition of their work.

Material/special arrangements/individual modifications:
For students to decide

Schedule:
5 sessions

DURING INSTRUCTION

Introduction/establishing set:
- Introduce the idea of an exhibition

Presenting new information/material:
- Elect officers and/or sign-up for positions (see 7th Grade Art Exhibition on following pages as well as an example flyer, and an example of a student survey to be utilized on the Friday after the exhibition.)

Definitions:
Exhibition

Guided practice:
As Chairman of the Exhibition Board, simply designate, delegate, and facilitate the process and progress of the exhibition. The students should do most of the work.

POSTINSTRUCTIONAL

Evaluation of student learning:

Formal:
At some point during the 4 days of planning assign up to 10 points for participation and attitude and effort.

Informal:
None

Evaluation of the lesson
7th Grade Art Exhibition

Chairman of the Exhibition Board

Classroom teacher

President and Vice President of Exhibition

Assist Chairman, act as spokes persons for exhibition, and provide leadership for other groups

Names:

Advertising and Promotion

Invitations, school newspaper, local paper, flyers, banners, etc.

Names:

Video

Video record event (one individual to run a camera and another to act as a reporter)

Names:
Set Up

Individuals to assist in the set up of the exhibition. Date, Time, and Location to be designated by the Presidents.

Names:

Take Down

Everyone stays to help take down the exhibition

Awards committee

In charge of creating positive, encouraging, and even humorous awards to be voted by the those who visit the exhibition as well as the students. Also, contact local businesses (i.e., restaurants, bowling allies, arcades, movie theaters, etc.) to ask for donations as prizes.

Names:

Food Committee

In charge of plates, napkins, cookies, punch, punch bowl, etc.

Names:
MASTER PIECE
THEATER

KESLING 7TH GRADE
ART EXHIBITION AND RECEPTION

WHERE: MAPLE LANE MALL
ACTIVITIES ROOM
WHEN: THURSDAY MARCH 1, 7-8
P.M.

COME SEE IMAGES BY YOUR FAVORITE
ARTISTS...KESLING 7TH GRADERS!

SNACKS N’ STUFF WILL BE PROVIDED FOR YOUR ENJOYMENT
Discover Leisure Teaching Survey

Please fill in the blank.
-How many artists did you learn about? ________________________________
-Name the two artists we studied at the beginning of our class _____________
-Art History is _______________________________________________________
-Art Criticism is _____________________________________________________
-Art Aesthetics is _____________________________________________________
-Art Production is ____________________________________________________
-We should study leisure because ______________________________________

Please circle one number (1=strongly agree and 5=strongly disagree)

Agree Disagree

-I have always liked Art. 1 2 3 4 5
-I liked art this period. 1 2 3 4 5
-I have learned about Art History. 1 2 3 4 5
-I have learned about Art Criticism. 1 2 3 4 5
-I have learned about Art Aesthetics. 1 2 3 4 5
-I have learned about Art Production. 1 2 3 4 5
-I felt successful in this class. 1 2 3 4 5
-The teacher was fair with grading. 1 2 3 4 5
-The teacher noticed when I worked hard. 1 2 3 4 5
-The teacher had lessons that I could understand. 1 2 3 4 5
-The project encouraged me to be creative. 1 2 3 4 5
-I know more about art now than before. 1 2 3 4 5
-I look forward to having Art next year. 1 2 3 4 5
-I had fun in this class. 1 2 3 4 5

Please write a short answer in the space provided

-My favorite part about this class was _________________________________

Why? __________________________________________________________________

-If I could change something about this class it would be ___________________

________________________________________________________________________

-The one thing I will remember about this class will be ______________________

________________________________________________________________________

Comments:

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Reflections and Conclusions

Having been given the opportunity to implement my Unit, Discover Leisure, I feel quite fortunate. The support and freedom granted to me by both principal and classroom supervisor made my student teaching experience one which I will not soon forget. The words of wisdom and encouragement from my University Supervisor only added to my practice and time at Kesling Middle School.

Time, as it is, played ever so integral a role in my student teaching. Although much of my time in the classroom was second to none, it would seem that I may have had too many irons in the fire so to speak. Meaning, that a major Departmental Honors Thesis in the making, an independent study in painting, and a part-time job, as well as working in time for job interviews, graduate school application procedures, and various professional conferences makes for a more challenging time in terms of prioritizing. Though my main priority remained, of course, in the classroom, I became well aware of the burden I carried due to these many commitments. I felt, in a most intimate fashion, the tug between a desire to be a good teacher and a good artist. It became difficult, if not impossible, to achieve both to the extent which I deemed successful.
Teaching received nearly all of my energy. I often found myself in the classroom preparing lessons, grading papers, reviewing literature and video for use in the classroom early in the morning before school and staying late into the evening after all others had left to be with their families. Time which was both worthy and significant not only to my success but to the success of my students.

Speaking of students, I must comment on the diversity of their energy levels, behavior patterns, and attitudes. I not only was constantly amazed but often envious of the amount of energy my students expended. Of course, the challenge always lay in focusing their attention on the lesson of the day. In present day society where pop culture strongly influences the level and longevity of our attention, it is important not only to make learning fun, and dare I say entertaining, but even more importantly teachers must reveal meaning, purpose, and significance in learning.

On the other hand, one thing that tends to separate students attention from the learning process is discipline. Having the right balance of time and education in terms of classroom management and counseling is key to being an effective disciplinarian and teacher. However, in many cases it is difficult for a teacher to take on so many roles at once. Experience and education, albeit via books or mentors, seem to be the way
to go for growth in matters of discipline.

Still, there were those students who made teaching a true pleasure. The student who would come in after school because he or she liked the project you assigned. The student that always raised their hand to answer a question. The student who when she sees you at the grocery store carries a gleam in her eye and a smile so bright when she brings her mom over to meet her teacher, and introduces you as the "coolest teacher in the whole 6th grade"!

One last reflection concerning my time in the classroom has to do with inclusion. I was astonished to find out how many students carried with them a label or in a number of cases labels. I found there to be a fine line between teaching the label and teaching the student. Meaning, that each teacher must be able to, at least in some small way, evaluate a students ability to learn in any given content area. The way one child learns math may not necessarily be the way that same child learns about the arts. Two nevers I learned while doing my student teaching were to never teach the label and to never underestimate the student.

Now I would like to take some time to reflect on each individual lesson by exploring some of the reasons behind the lessons themselves, the significance of some in particular as they relate to the unit, and some
possible suggestions concerning Discover Leisure for current Art Educators or future Student Teachers.

Lesson 1

The first lesson, Why Study Leisure, was designed to lay the foundation for the Unit Discover Leisure. The foundation is thus created by focusing in on two key elements consisting primarily of the Focus of the lesson as well as the Unit and a Community Building Exercise.

Leisure and art are intragel parts of our society. Examining how each relates to the other reveals much about the ways in which we spend our time. This is the focus of the lesson. It is imperative that the student body becomes intimately aware of this concept. How this is accomplished is entirely up to the classroom teacher. During my time in the classroom I simply wrote the focus on the chalkboard and had the students refer to it time and time again to remind them of their purpose for understanding. One could even have the focus put on a tiny piece of paper and placed in fortune cookies for the class. This could create a segway for communication on how we as Americans are fortunate to have so much leisure time. There are many ways in which to get an idea across to students. The important factor is that the students retain the idea's importance and understand its significance.
The other element which plays a major role in laying the foundation for a strong unit and creating a powerful learning experience for both student and teacher is the Community Building Exercise (C.B.E.). A C.B.E. is an attempt to build an environment of trust, respect, and communication within a group. Not only does a C.B.E., like the M&M game, utilized in Lesson 1 provide an opportunity for the teacher to get to know their students better it also affords the instructor a chance to make the focus of the Unit relevant to the lives of the students by inquiring about what they like to do in their free time. In other words, by asking students to elaborate and discuss what their favorite artists, hobbies, and sports are they discover not only that leisure and art are integral parts of our society, but leisure and art are in fact integral parts of their personal lives. Leisure and art become more than words on a chalkboard or in a fortune cookie. They become real.

**Lesson 2**

*Leisure in Art* affords students an opportunity to discover leisure activities from the past, relate them to the present, and even attempt to predict the future. Artists William Sidney Mount and William Michael Harnett, with such various displays of leisure as dancing, smoking, drinking, hunting, reading, playing music, etc., provide excellent depictions
of leisure in the nineteenth-century.

During this lesson the teacher should be prepared for active participation and increased noise level. Middle school students have the energy and creativity to critique quite well; and in this lesson the students have an opportunity to do so. Offer as much encouragement as possible during a critique. Getting students to talk about the art of others will assist them when talking about their own. As far as the noise is concerned, be able to distinguish between productive and unproductive noise. Meaning, do not let student learning disrupt the learning of other students. Use caution when calling on students to participate in such a discussion. Do not discriminate student learning by calling on one gender more than the other, one side of the room more than another, or students who raise their hands more that others. Try to get everyone to participate and by all means call students' by their names.

Remembering the names of students can be a challenge, but it makes such a difference to the student and in the classroom when a teacher knows his or her students. I have noticed that different teachers do different things in order to remember their students. Some memorize seating charts, some take attendance, and some have students wear name tags of some type. I often carried around my seating chart to make calling
on students easier. Because most of the students already knew each other well I would have a student who just answered a question call on another student in the class. This helped tremendously in the beginning to keep things running quickly and smoothly; plus many of the students were tickled to have the power to call on their peers.

Lesson 3

In the News lets students discover leisure via a newspaper. The vehicles for this lesson are a newspaper and a worksheet. The worksheet is quite subjective in nature. This tends to baffle most students so the teacher must be prepared to explain, facilitate, and assist when necessary. Encourage student exploration of ideas and let the product of their participation provide evidence of learning.

Lesson 4

I've never counted heads so much as the day I took 7th graders to the Art Institute of Chicago! The lesson In Search of... turned out to be a student teachers dream, but had the potential to become a nightmare. However, in reality, a lesson like this would not likely be a part of each six week unit for various reasons (i.e., lack of finances, lack of chaperons, conflicting bus schedules, as well as the conflict inherent in continually removing students from their “academic” classes.
Ideally, a major trip like this would work best if done by way of an art club once or twice a year. Still, I must comment that in the semi-fantasy realm of student teaching it was certainly interesting to behold the awe and amazement that seemed to radiate from many students and chaperons alike who would have never had an opportunity to make it to the Art Institute of Chicago if it were not for this field trip. In the end, this is reason enough for any student teacher to consider putting the time and energy into planning and creating a memorable and life changing experience.

Yet, there will be those student teachers who will experience a certain degree of difficulty actually getting such a field trip off the ground. Perhaps a principal or classroom supervisor is unwilling to give you the support and direction needed to accomplish such a task. Do not be discouraged if this is the case. Create a variation of In Search of... to use in a classroom, lecture room, cafeteria, or even outside. Simply use prints or cut-outs from magazines for artworks. Encourage students to use their imagination and be prepared to be amazed with their response.

Lesson 5

Here is a suggestion when having an art class do research. Many students will be used to the idea of a biographical type of report. The
artist report created for Discover Leisure deals more with the subjective nature of art and artists. In other words have students think for themselves. Encourage them to come up with their own ideas based on their research.

**Lesson 6**

*Games in Art* offers students an opportunity to experience different leisure related activities that art has to offer. The students I worked with enjoyed this day quite thoroughly. Those students who had been discipline problems were pacified for the moment. Many even became leaders when playing some games. At this point one must realize that it is okay to have fun while learning. Let this be a time of reward and restoration for both teacher and student.

**Lesson 7**

This is the production portion of Discover Leisure, and this is what many of the students have been waiting for. Many students who are unfamiliar with DBAE are not use to studying art history, criticism and aesthetics. Instead, they have been trained to turn out project after project with little or no purpose attached and no language to articulate creativity, or explain the historical significance of their work. Art work created by students and teachers who have only one destination in
mind...the refrigerator. So by now students are ready to create. They have been given a historical background and purpose for their work, and the vocabulary to articulate their creativity. The teacher must remain available to encourage and facilitate this creative process.

**Lesson 8**

Basically, all I can say is use extreme caution and supervision when having students use knives. Middle schoolers love to play with sharp objects and considering the recent rise in gang activity I felt I had to be even more aware of the classroom environment. Emphasize craftsmanship and safety during the lesson.

**Lesson 9**

*Sharing Time* is time for explanation, interpretation, and evaluation. It is a chance for students to look at what their peers have created, find out why and how they created such a piece, as well as explain their own work of art. As I have mentioned previously, students have had an opportunity to describe, interpret, analyze, and judge the art works of others. Now they are better prepared and have the confidence to discuss their own art work. It is important to revisit the idea of respect and the classroom rules of a critique. This can be a lot of fun for both student and teacher. Each will learn something new about the art which had been
created over the last couple of weeks.

**Lesson 10**

Quite simply, many should do well. One thing to remember is that art class does not seem like other classes. When administering a test be sure to remind students about proper test behavior. In other words, no talking, eyes on own paper, and such. Be encouraged.

**Lesson 11**

The exhibition was probably the most memorable portion of the unit. The students arranged for snacks, music, a video crew, and so much more. There were nearly 50-75 people at the exhibition at any given time. It was a lot of work for all involved, but in the end the students had fun and developed good leadership as well as organizational skills.

I also wanted to mention that it is a good idea to have the exhibition on Thursday so that Friday may be used to bring closure to Discover Leisure. This gives the teacher an opportunity to return works, discuss the previous night’s event, and administer a teaching survey which in turn gives the teacher an opportunity to discover how he or she has done and where improvements have been made.

By using such a survey I learned a number of things. First of all, I learned to emphasize the elements of DBAE early on. Secondly, I learned
how to better write my lessons so that they could be understood by middle schoolers. Thirdly, I learned that I must be aware of my own favoritism. I also learned that generally speaking the students thought of me as a good teacher. Finally, I learned that students really liked M&Ms!

I learned a number of things from using Discover Leisure in the classroom. First of all, I learned how difficult it was to plan in advance a six week unit for students I knew nothing about. For instance, prior to my placement, I knew nothing of my students' background in the fine arts. I had no clue as to whether or not they had any background with the elements and principles of art. Plus, I had no idea if the students, or the classroom teacher for that matter, would have any knowledge concerning Discipline Based Art Education (DBAE). With this thought in mind, I had to remain very flexible while creating the unit. I later learned that it is a good idea to remain flexible when using such a unit.

A teacher must be prepared for life's little earthquakes. Some of the earthquakes I had to contend with were as follows: snow days, coordinating a museum visit on a day that would benefit the students and not throw off the rest of the unit, having large numbers of students removed from my classroom for band and choir because the arts are not considered an academic subject and therefore somehow deemed less worthy of student
attendance. Yes, natural, manmade, and political disasters are things all teachers have to deal with from time to time. In light of this topic of flexibility, it is worthy to mention that there truly is no substitute for daily preparation.

Another thing I quickly became aware of, and indeed planned on, was the conflict of going into a production based classroom with DBAE. The students would sometimes complain because they wanted to be "making more stuff". This is where that idea of meaningfulness comes into play. It is and will continue to be a challenge to incorporate Art History, Art Criticism, and Art Aesthetics into a previously production based classroom. Students may feel as if they are just spinning their wheels until they get to the "good stuff", but it is our job to teach our students that all of art is good and all of art is meaningful.

As I struggled to create the perfect unit, I soon came to the realization that there is no such thing. I found in working on Discover Leisure a constant state of flux. Although, I achieved my goals of focusing on Art History as a valuable foundation of a unit, practicing the development and implementation of a unit which is consistent with the Indians State Proficiency guidelines, utilizing mentoring relationships between students, teachers, and professors alike, learning from my
reflections, and offering a valuable tool for both current and future art educators it seemed new and better ideas were always popping up by which to achieve the above goals. I know too that it will continue to become a better unit and give birth to other unit topics such as Discover Celebrations, Discover Relationships, Discover Spirituality, and the list could go on. In any event, Discover Leisure is a product to be proud of and has truly been an experience to remember.

As a Christian, I became more aware of my own use and misuse of leisure time. While working on this project, I realized that my own leisure time had not only become unbalanced but abused. I was reminded and inspired by the teachings of a local pastor on the topic of frugality.

Frugality is living under proper controls defined by the real purpose and place of things in life. The purpose of leisure in life is to recreate and rebuild. When frugality is lost recreation gets out of balance.

Pastor Gregg Paris of United Methodist Church

Not only did I lack what may be defined as appropriate leisure time in terms of recreating and rebuilding, but what time I did spend in leisure related activities may not have been worthy of righteousness in the eyes of the Lord. I began to recognize patterns of indulgence and self-
gratification related to napping, eating, watching movies, and spending time with friends. It became a challenge to spend more quality time with the Lord as well as consider good nutrition and exercise.

Fortunately, I had the opportunity to explore some of the thoughts, feelings, and ideas which seemed to co-exist with this concept of frugality related to leisure by way of an independent study painting course. In terms of the act itself, painting took on a dichotomous role. In one way, painting was something I had to do in order to receive credit for a course, yet in another, it afforded me an opportunity to discover my own leisure activities in a highly recreative atmosphere. Ultimately, I have been faced with the challenge of organizing and prioritizing righteous leisure time. This struggle, much like the creation of a unit and the act of teaching, is based on continual growth not on the attainment of a particular goal. With this very thought in mind, I look forward to many years of improving my use of leisure time, creating successful tools for education, and teaching.

In closing, I would like to leave the reader with an image of remembrance. This particular image was created by Zak Williamson, a student who, like many others, discovered leisure. I am quite fond of his piece for a number of reasons. First of all, Zak's thought processes linking
a leisurely dinner to Leonardo da Vinci’s *The Last Supper* were quite
creative in and of themselves. Second, his craftsmanship was incredible.
He seemed to master the art of tissue collage rather quickly. Also, Zak’s
use of perspective reached far beyond that of his peers while the
geometric simplification of the individuals seated at the table related so
well to da Vinci’s use of mathematics in his work. Finally, it is because of
these things that, Zak’s work encourages me. Zak is an example of the
potential of those who have yet to **Discover Leisure.**
Part III

Bibliography
Bibliography

A. Articles

Adams, Henry. "Will the Real William Harnett Please Stand Up."


B. Books


