

Lesson 1: The Journey Transcends Time and Culture

Discovering Walter Anderson and His Work

Mississippi Visual and Performing Arts Framework Content Strands

Key:

Creating and Performing (CP)

Critical Analysis (CA)

History/Culture (HC)

Aesthetics (A)

Connections (C)

Time Frame: Three 50-minute sessions

Lesson Overview:

Walter Anderson was a 20th Century artist who lived and worked primarily in the Mississippi Gulf Coast area. This lesson is a study and celebration of the life and work of this unique and gifted artist. Through art criticism activities, students will develop an understanding of Anderson's work as well as his purpose for creating both his public and private art.

National Standards:

Standard 2: Using knowledge of structures and functions.

Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas.

Standard 4: Understanding visual arts in relation to history and cultures.

Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Standard 6: Making connections between visual arts and other disciplines.

Mississippi Visual Arts Framework, Visual Arts High School Level I, Competencies and Objectives:

- 1. Apply proficient skills and craftsmanship in selecting and using various media, techniques, and processes to create original expressive works of art. (CP, CA)**
 - b. Know how the selection of media, technique, or process communicates the overall idea in original works and works of others.
- 2. Understand how to select and use the elements of art and principles of design applied through various media, techniques, and processes related to the communication of meaning. (CP, A)**
 - c. Use appropriate visual art vocabulary related to technique and media as works of art are created.
- 4. Utilize perceptual skills and apply visual arts vocabulary to make informed judgments while creating and studying works of art. (CA, CP)**
 - a. Effectively use visual arts vocabulary when critiquing their own works or those of

others through the processes of speaking or writing.

5. Understand that a wide range of critical analysis theories exist and provide valid methods for studying works of art. (CA, CP)

- a. Examine their own work or that of others to determine the intentions of the artist.
- c. Identify different ways the visual arts provide unique modes for expressing ideas, actions, and emotions.

Intelligences Addressed: Interpersonal, bodily/kinesthetic, visual/spatial, verbal/linguistic

Essential Question: How does the intent or purpose of the artist and public perception of the art limit it or contribute to its impact on society?

Strategies: Group interaction/cooperative learning
Hands on activity
Brainstorming, discussion
Writing component and journal keeping

Art Concepts: The body of an artist's work can communicate a formal style through design, composition, and media.

Previous Art Concepts: Composition, analyzing works of art, media

Instructional Objectives:

1. To become aware that the choice of a particular visual style contributes to the meaning of the body of work of one artist, such as Walter Anderson.
The learner will...
 - Critique one of Walter Anderson's artworks through description and analysis.
 - Compare and contrast a variety of Walter Anderson's works to determine common characteristics that would help determine his style.
2. To understand the major influences on the life and work of Walter Anderson.
The learner will...
 - Construct a historical time line that explains the temporal transition of the life and artwork of Walter Anderson.
 - Through various media and technology, track major events and influences of Walter Anderson's life and work.
 - Through written expression, journal entries, respond in verbal and visual form.
3. To discover and realize the content and meaning of various works by Walter Anderson.
The learner will...
 - Examine a work of art and respond in written form.
 - Determine how visual form can elicit particular emotions through the use of line and color.

Interpret a work by Walter Anderson and support conclusions by reference to subject matter, sensory elements, formal qualities, and technical features in the work.

Vocabulary:

Analyze - An examination of the relationship between the elements of art through the principles of design in a work of art.

Elements - Those essential parts that make up a work of art (line, color, texture, value, space, shape).

Composition (design) - The arrangement of the elements of design to form a complete or whole structure known as a work of art.

Medium - A particular material, along with its particular technique, used to create a work of art. The plural is media.

Subject matter - The object, person, or thing from real life depicted in a work of art.

Style - The essence of a work of art that can be identified with a particular person or group because of similar characteristics in technique or form.

Materials/Resources:

Prepare transparencies/handouts from Appendix B

Prepare 6 packets of small reproductions of Walter Anderson's work from Appendix A
6 - 18x24 poster boards

Anderson, A.G. (1989). *Approaching the Magic Hour: Memories of Walter Anderson*. Jackson: University Press of Mississippi.

Ingebretsen, K. (2003). *Inside the Mind of the Artist. Mississippi*, Vol. 21, No. 3, Page 67.

Mississippi Educational Television (1977). *The Islander*. VHS video from the Walter Anderson Museum of Art, Ocean Springs, MS.

Sugg, R. S. (1992). *A Painter's Psalm: the Mural from Walter Anderson's Cottage*. Jackson: University Press of Mississippi.

Preparation:

Assemble the 6 packets of small art reproductions of Anderson's work (Appendix A).

Suggestion: Purchase white mailing envelopes to enclose reproductions. Also, include other examples of Anderson's work. Samples in the form of postcards, calendars, etc. are available from the Walter Anderson Museum of Art museum store.

Session One

Instructional Plan:

Motivation:

The teacher will . . .

1. Introduce the students to a single artwork by Walter Anderson, (transparency #1 in appendix). Direct a *Seven Second Criticism*, (activity #1). Discuss.
2. Show transparency #1 again. Lead students in a discussion of subject matter and elements of art.
3. Analyze the composition using principles of design concepts (variety, contrast, rhythm, movement, balance, harmony, unit).
4. Introduce the *Print sort Game*, (activity #2). Divide into groups and give each group an envelop of the small reproductions. Follow the directions for activity # 2. Each group reports back at the end of the activity.

*Adapted from FIAE Notebook (1990). Florida Institute for Art Education. Tallahassee, FL.

Activity:

The student will . . .

1. Participate in the *Seven Second Criticism* activity and class discussion (Activity #1).
2. Participate in the *Print Sort Game* to learn to recognize Anderson's style (Activity #2).
3. Compare and contrast the different artworks by listing five or more ways they are alike and five or more ways they are different. Create as many categories as possible. Report findings to class.

*Adapted from FIAE Notebook (1990). Florida Institute for Art Education. Tallahassee, FL.

Assessment:

Class discussion

Activity sheet handouts

Session Two

Instructional Plan:

Motivation:

The teacher will . . .

1. Divide Students into groups. Give each group an envelope from the *Print Sort Game* with the same Anderson prints in each.
2. Order the works from earliest to most recent and place on a poster board.
3. Compare these works and list ways Anderson's work changed over time.
4. Students share their discoveries through group reporting and class discussion.

Activity:

The student will . . .

1. Participate in the Historical Sequence Sort.
2. Watch one or both films on Walter Anderson's life and work.
3. Create a timeline of the four major periods of art in Walter Anderson's life. Correlate the art periods with major events in his life based on the films. Refer to the poster created in the first activity and determine which of the artworks fits into the major periods of his life. Label the periods on the poster and write a description of the period (early works as a student, Ocean Springs, Oldfields, Horn Island).
4. Use journals to respond to one of the following aesthetic questions:
 - a. Which has more value: Walter Anderson's public art or his private art?
 - b. Does the media (watercolor on typing paper) lessen the quality of Anderson's work from Horn Island?
 - c. Can Anderson still be considered a great master artist, even if his name is not in the most prominent art history books?
 - d. Does the fact that Anderson was hospitalized for mental illness lessen the value of his artwork?
5. Participate in class discussion of one or more of the above aesthetic questions.
6. List any other aesthetic questions that arise for further class discussion.

Assessment:

Activity sheets

Journals

Class discussion

Session Three

Instructional Plan:**Motivation:**

The teacher will . . .

1. Allow students to select a postcard size reproduction of Walter Anderson's work and complete the first part of Activity #3. Identify adjectives that describe the essence of the selected artwork.
2. Activity #4 - Read a cinquain poem to the class and create one of your own while the students listen and watch. Direct them to write their own cinquain in response to the artwork they selected.
3. Show transparency #2 and let students select a descriptive adjective card, (cut from Activity #5) which best describes the feelings or meaning of this artwork. Place the adjective card next to the artwork. Lead a class discussion on discovery of what elements or principles or subject matter helps to convey these feelings in this particular artwork.

*Adapted from FIAE Notebook (1990). Florida Institute for Art Education. Tallahassee, FL.

Activity:

The student will . . .

1. Complete Activity #3.
2. Write a cinquain poem inspired by selected Anderson works, (Activity #4).
Read cinquain aloud to class.
3. Identify descriptive words and label artwork, (Activity #5).
4. Participate in a class discussion on interpretation of meaning.

Assessment:

Class discussion

Activity sheets

Teacher observation

Extensions:

1. Compare and contrast the life of Walter Anderson with Vincent van Gogh or Paul Gauguin.
2. Create, for individual reflection, a large class list of aesthetic questions that arise during the course of study.

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