

# Token Response 2.0 Lesson Plan

## Seeking the Artist's Voice

### OBJECTIVES

1. Students will be able to formulate questions about what artists do both technically and conceptually.
2. Students will be able to formulate specific questions relevant to a particular artist's work.
3. Students will be able to formulate open-ended questions to guide their inquiry about artists and their work.

### AUDIENCES

Seeking the Artist's Voice is appropriate for adolescents and adults.

### VENUES

In high school art classes Seeking the Artist's Voice can guide individual participants or small groups in exploring an artist and sharing their findings in a bulletin board or poster display, PowerPoint presentation, or written paper. Seeking the Artist's Voice is especially useful in AP art history classes and as an introductory activity in an undergraduate or adult continuing-education art class.

### TOKENS

In addition to the five Artist's Voice tokens, you may wish to draw and title a "Make Your Own Token" to represent a factor relevant to your program or invite participants to draw and title their own "Make Your Own Tokens".

### ARTISTS AND ARTWORKS

Seeking the Artist's Voice was designed to involve participants in inquiry about the work of artists who are not available to respond to their questions, for example, nationally-acclaimed contemporary artists or artists who live/lived at other times or in other cultures. Participants should be able to experience several works by one artist. Experiencing original artworks in a museum is ideal, though high-quality reproductions may be appropriate in other situations.

### ACTIVITY

Begin by introducing the artist providing background information such as, an artist's statement, key life experiences of the artist, or the cultural context when and where the artist lived. If participants propose artists to explore, confirm that additional information will be available, for example, YouTube interviews or demonstrations, access to experts willing to respond to questions, and online or print reviews and articles. The quality of questions will improve if time is available for participants to carefully view the artwork/s before and/or while formulating their questions.

Distribute Seeking the Artist's Voice worksheets to all participants and read the instructions aloud. With a small group, individuals can develop questions independently. With a larger group, you may wish to divide participants into small groups assigning each group one token as the focus for their question formulation .

## SHARING FINDINGS

Encourage small groups to meet periodically to share discoveries, raise new questions, and provide feedback as they progress. Individual participants will benefit from meeting with you for feedback before finalizing their presentations. Presentations might take the form of a bulletin board or poster display with a text panel and reproductions, a research paper illustrated with reproductions, or a PowerPoint presentation.

## IDEAS FOR GENERATING GROUP DISCUSSION



Participants may appreciate that inspiration can come from situations they have never before considered, that inspirations may continue through a series of works, or that other artists or patrons, or the artist's personal life, or current events can also inspire artists.



Participants may come to understand the depth of knowledge and commitment of an artist to their materials, or, the role of chance in the selection of materials.



Even though the hand token suggests physical manipulation processes, participants may also discover conceptual aspects of art making, such as critical decision making, revisions, and refinement.



Participants may learn how an artist's work draws on many aspects of their experience in art and beyond.



Participants have an opportunity to better appreciate the range of challenges faced by an artist, not only technical, but also conceptual, or, perhaps, how "failure" can ultimately play an important role in an artist's work over time.

## ARIZONA AND NATIONAL ANCHOR STANDARDS BASED ON FOUR ART PROCESSES

### Creating, Presenting, Responding, & Connecting



*Creating #1 Generate and conceptualize artistic ideas and work*  
*Connecting #10: Synthesize and relate knowledge and personal experiences to make art*

Participants may be inspired not only by the artist's work but may also consider tapping a broader range of their own interests as inspirations for art making.



*Creating #2: Organize and develop artistic ideas and work*

Participants may reflect more deeply on the potential of particular traditional, unfamiliar, or unusual materials.



Presenting #4: Analyze and interpret work for presentation

Presenting #6: Convey meaning through the presentation of artistic work

Bulletin board, poster presentations and PowerPoint presentations offer participants opportunities to curate an exhibition with reproductions of an artist's work and to convey meaning by making sense of their findings in accompanying text or oral commentary.

### **EXTENSION OPPORTUNITES TO ADDRESS OTHER ANCHOR STANDARDS**

**Responding #7 Perceive and analyze artistic work**

**Responding #8: Interpret intent and meaning in artistic work**

Careful perception and analysis of artists' work are needed to formulate effective inquiry questions. Presenting findings requires participants to form conclusions about artists' intentions in relation to their own interpretations of the artist's artwork.

**Connecting #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

Connecting contextual information to artists' lives and work is especially important when participants explore artists who live/lived in times and places with which participants are not familiar.