

A GALLERY TOUR

Performance Standard 29B.F

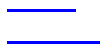
Students will act as museum docents, giving their classmates a “tour” of a classroom gallery of art works accordingly:

- *Knowledge*: know key aspects of artwork and artists;
- *Comprehension*: respond with understanding to written cues; and
- *Communication*: use appropriate skills to present information.

Procedures

1. ***In order to understand music, dance, folk art, visual art, drama and architecture related to the target language societies (29B)***, students should experience sufficient learning opportunities to develop the following:
 - Identify the theme of a selected work of art using terms from the target language; and
 - Apply essential target language vocabulary to refer to tools of one or more art forms.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Read about and discuss art works of the target language culture, using appropriate vocabulary to describe the themes, styles and characteristics of the works, as well as the tools used. Students will have learned the basic vocabulary and structures needed to give a brief biography and describe what is portrayed in a painting.
4. Have each student choose one or two works of art to describe to classmates on a classroom “gallery tour.”
5. Set parameters for the works, such as time period, country of origin, or general topic (e.g., still life, portrait, landscape) and the number of works to be viewed.
6. Prepare students to tell some background on the artist, give the theme of the work, describe the work, identify the style of the work and comment on the medium and tools the artist used using the target language. The students should also be prepared to answer questions classmates may ask about the work.
7. Have students “hang” the works to be viewed and described prior to beginning the tour.
8. Students may refer to an index card on which they outline information. They should not use a script or read directly from the card.
9. Evaluate the student’s performance using the Foreign Language Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: presentations were correct and culturally appropriate.
 - *Comprehension*: presentations showed understanding and fluency.
 - *Communication*: communication strategies were complete and correct.

Examples of Student Work not available



Time Requirements

- One week to choose the works, obtain a reproduction for the tour, and prepare presentations (most of this work will be done outside of class)

Resources

- Dictionaries and other reference works
- Teacher-prepared graphic organizer (if needed)
- Reproductions of art works to hang in the classroom the day of the tour
- Foreign Language Rubric