

Lesson Plan and Links for Digital Art Museum Classroom Lesson:

Teacher: _____

Subject: _____

Grade: _____

Common Core State Standards:

These are examples of standards I have used. You may want to change these standards in your lesson to reflect state standards, school requirements, or a different grade level. If you choose to carry this activity into an art analysis lesson, you can add other standards that include craft and structure or integration of knowledge and ideas.

Key Ideas and Details:

[CCSS.ELA-Literacy.RH.9-10.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[CCSS.ELA-Literacy.RH.11-12.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Agenda and Time Allotted:

This agenda was built for a 50 minute 10th grade European History class. The art I chose to show was intentional based on the artist we had previously discussed in class. The tiny URL will drop you in the middle of the National Gallery in London on Google Maps Satellite.

Bellringer or Hook:

1. Virtual Class Field Trip to the National Gallery in London - 10-13 Minutes

<https://tinyurl.com/y684gmho>

The students will either be seated in pairs when they enter the classroom by looking at the board for their seat number or I will allow them to choose their partners after the bellringer. I will show the students, projected on my board, 3 famous art pieces from the Renaissance in a "tour" of the National Gallery and we will briefly discuss (3 minutes per work of art)

Works of art I chose:

- *The Arnolfini Portrait* by Jan Van Eyck
- *Virgin of the Rocks* by Leonardo Da Vinci
- *Mond Crucifixion* by Raphael

Activity or Lesson:

2. Digital Art Museum - 30 Minutes

<http://www.qr-code-generator.com/>

Above is the link I used to create the QR codes. Students will receive a paper with 15 numbered question boxes for the artist, date created, and significant information about the painting.

Exp.

1.
Artist _____
Date Created _____
Significant information about work of art or artist

The student pairs will each start at a different QR station and I will set the timer on the board. They will be allotted two minutes at each station. To scan the QR Code with their device and fill out the box with the corresponding number to the QR code after discussing the information with their partner.

Closure

3. Online Journal Submission – 7-10 minutes:

You can use your learning management system (LMS) for submissions or other note taking platform and have the students email or share this document with you. Students will examine their sheet and in an online journal they will write 5-7 well constructed sentences about their favorite work of art they studied during the activity. They will include the artist name, the date, and the significant information they learned about the art or artist. The online journal entry must be submitted by end of class.

Materials and Resources (for students):

- One to one device with scanner (classroom set of iPads, personal smart phones, etc.)
- Computer, laptop, or tablet for online journal entry
- Pen or pencil for activity sheet

Accommodations and Modifications:

- 504 and IEP accommodations will be made as needed