“Your Voyage of Life”

7th Grade
Type II
Respond
Considerations

In this evidence collection, I am showing the domain *Respond*. I chose work from one art class that I see 5 days a week for 55 minutes. Pre-assessment was given before the lesson. I asked my class to study 4 prints of different types of art and answer 9 questions regarding the art (questions posted in later slide).

Post assessment was given after the lesson. We studied Thomas Cole’s “Voyage of Life” series. We talked about how the artist used symbols, light and dark, and color to represent the life stages of the boy that is depicted. We discussed how art can tell a story and we as the viewer need to find clues to figure out what that story might be about.

For the Post-Post assessment, Students were then tasked to create their own voyage of life, using symbols, representations, light and dark, as well as color to show the viewer the story of their life. Students responded to their art by writing a short essay on their Voyage of Life projects.
Lesson Overview:
In this lesson the students learned how to study art and look for symbols and clues to figure our the art’s “story” and write about it what they see. Students were tasked to create their own art that communicates to the viewer something from their lives using symbols, colors, light and dark, and representations.

Objective:
The student will be able to study art and figure out the meaning behind it. Students will be able to respond to art and put into their own words what the art might be about using clues, symbols, colors, and what is depicted.

Educator Analysis:
By the end of this lesson 100% of the students grew. Each student understood how to look at and study a piece of art and try to find clues to figure out what the story behind the art may be. Art is no longer something pretty, but a way to communicate.
Pre-Assessment

Students were asked to observe four different pieces of art. They were instructed to answer nine questions (shown below) about each piece. The next two slides will show which art pieces they observed.

Nine Questions:
1. What is the Title?
2. Who is the Artist?
3. What materials do you think the artist used?
4. What was the artist thinking about?
5. What do you think the purpose of this art is?
6. What do you see?
7. What’s happening in the picture?
8. Does this picture mean anything to you?
9. What do you think someone else might think about it?
Emerging Student Pre-Assessment Test Answers


1. Freedom of Speech. 2. Norman Rockwell 3. Paint 4. How people have the right to speak. 5. To show a person with the freedom of speech. 6. people. 7. a guy standing up about to give a speech. 8. Yes, how people have the right to speak. 9. Yes how people have the right to speak.
1. “The Wreck of the Ole’ 97” 2. Thomas Hart Benton 3. Oil pastels, watercolor paint 4. A huge train wreck that happened years ago. 5. To inform about the Ole’ wreck. 6. Flowers, men, wagon, a lady, train, clouds, railroad, horse, smoke. 7. The train is going off the tracks. 8. It tells me a lot more on how the wreck happened. 9. That it is just a regular train wreck.

1. A Sunday on La Grande Jatte. 2. Georges Seurat 3. Oil Pastel 4. A calm day relaxing by the lake. 5. To entertain with a calm relaxing day by the lake. 6. people gathered around sitting and standing, pets, boats, trees. 7 people are fishing and riding boats. 8. People are enjoying their day. 9. people are just spending time with family and friends.

1. The Dove 2. Romare Bearden 3. Newspaper or magazines 4. a sidewalk during the 1900s 5. To show what it looked like during the 1900s. 6. People, cigarettes, a sidewalk, animals. 7. People are talking and looking out a window or sitting down. 8. I think it might have been inspired during the Jazz Craze. 9. I think they might see it as just some people having conversations.

1. Freedom of speech, The Saturday Evening Post 2. Norman Rockwell 3. Paint, pencil 4. How the people back in the day used to gather and share their thoughts. 5. To inform how people shared thoughts. 6. A man getting ready to talk 7. people are listening to this man talk. 8. no 9. this is how people share in the committee.
Advanced Student
Pre-Assessment Test

5. To show a wreck that happened in 1997 maybe 6. I see a horse, a train, three
men, a girl, a wagon, a broken track, and plants. 7. A wagon almost runs into a
train, and a girl flies off the wagon. 8. No it does not 9. That it might bring back
a memory or maybe they were in a train wreck...

a sunny day at a park 5. Maybe just to look pretty, or maybe that artist
wanted to show the scene he was a when he painted it. 6. A bunch of
people, trees, and a cat. 7. Adults and kids are walking in a park. 8. No 9.
Someone might think it’s elegant and pretty.

1. The Dove 2. Romare Breaden 3. Collaging, so magazines or newspapers. 4.
Maybe the 1800s or so. 5 maybe someone expressing themselves through
art. 6. A building, and a bunch of people. 7. black people or people are
walking around town. 8. No 9. Someone might think about MLK day or when
he was alive. Maybe they just think its unique.

or maybe oil pastels. 4. Maybe our freedom of speech or maybe bravery. 5.
Maybe to show fear some people have before speaking. 6. A man in the middle,
and a crowd of men looking up at him. 7. A guy is about to give a speech, and a
crowd is staring at him. 8. no 9. The brave presidents or our nation had to make
freedom of speech a right.
Post Assessment

Students learned how to read art, find clues, symbolism, hidden meanings, and find a story. Students studied Thomas Cole’s “The Voyage of Life” series and took notes on each separate piece.

The following four slides show Thomas Cole’s “The Voyage of Life” series:
Childhood
Youth
Manhood
Old Age
Emerging Student
Post assessment:

Response on “The Voyage of Life” series
by Thomas Cole

The Voyage of life
By Thomas Cole
Childhood
Youth
Entering the world taken coastal angel still
Deck to light within tree’s growing
Exploring small calm
Summer water
Flowers shimmer with hour glass run down
Still water
Dreams

He is passing
New day

Maturity far way from the hour glass
Angel box’s broken off
Rough back
Rough back
No green
Nothing proving
Age taking up
For help
Angels on the angels turned
Book took sort in
Silence

His control
trees
dead
trees
tired and weak
Fall night light

Emerging Student
Post assessment:

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His control
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dead
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Fall night light
Proficient Student
Post assessment:

Response on “The Voyage of Life” series by Thomas Cole
Advanced Student Post assessment:

Response on “The Voyage of Life” series by Thomas Cole
Post Post Assessment

Students were then tasked to create their own voyage of life and write about their voyage. Using symbolism, representations, colors, and light and dark to help show the story of their voyage in life.
“The downhill part represents when I was younger was because my childhood was easy. The tree represents my good, healthy life. The bridge represents me jumping over to the next part of my life. The cloud in front of the sun represents that my future is unclear. The hills are because there will be ups and downs in my future.”
In my picture it goes right to left. So the first part of my life was great, as you can see I have a very healthy tree which means that life was good. The tents stand for me and my family going camping all the time. And during the middle of my life things got hard when my mom and dad broke up and my great grandfather died, which is what the lava and burnt land stands for. And last, the end of my life I am hoping that my family is happy and we all live well and someday go to heaven.
I had a very easy, nice, and playful childhood. It had no uphills which is why it starts out downhill. To the left, there is a fire pit with marshmallows, which represents all the many smores I have made. To the right, there are two cats, a swing set, and a flower. The two cats represent the two cats I had when I was about four or five. (next slide)
Their names were tiger and Cookie. The swing set represents the playground I had when I was really little, but it blew away in a tornado. The flower represents how I was outside a lot when I was little. Three tree to the right represents me growing over time. The two ducks represent my parents. The cabin represents a cabin that I have in Mississippi. The rocks on the ground are there for rough patches that I had in my life. I went to a new school, my brothers went to college, and I currently have a mild intolerance to gluten. Then the water represent the lake that I go to during the summer. The hills represent the future and the mountains partly represent the future, but also represent the time I went to Colorado and skied down mountains. Also, the rocks at the beginning of my life represent the time that I had a bad parasite in my body and was sick for about a year. I ended up going to the hospital and had a lot of cat-scans and some blood drawn.
Growth!

- **Emerging Student:**
  
  **Pre assessment**- This student had no real thoughts about the art work that he studied. It is obvious that he didn’t know how to look for clues and break down what is being communicated through the art. Answers are very surface level.
  
  **Post assessment**- The student is now understanding how to look for clues and how to figure out the story behind the art. Responses are more thoughtful about what he is looking at.
  
  **Post Post Assessment**- The student creates his own voyage and is able to use his own clues and representations to tell a story of his life and share with the viewer his perspective. Response to his own art is thoughtful and represents his life thus far.
Growth!

- **Proficient Student:**
  
  **Pre assessment** - This student’s answers to the questions were mostly surface level. Only talking about what is pictured and not trying to go deeper. Some answers however are a little more thoughtful. He thinks about what others might think about the art and is attempting to look for clues about what the art might represent.

  **Post assessment** - The student’s study on the voyage of life is a big improvement. He is looking for clues, finds similarities between the pieces, and notices different representations and symbols that could mean something about this boy’s life.

  **Post Post Assessment** - The student then creates his own voyage. The response is deeper than surface level. He talks about his passing grandfather and his parents’ divorce which is represented by the burned land and lava. You really get a sense of what that time was like for this child. He looks to the future in heaven and has hope that he will be there with his family.
Growth!

• Advanced Student:

Pre assessment- This student is able to think beyond surface level and tries to find clues and representations to figure out what the art means. For some of the art, she tries to figure out what the story behind the art might be. Attempting to tell her own story using clues from the art itself.

Post assessment- The student’s notes on the Voyage of life are very thoughtful. She is able to pick out things that are symbolic to the boy as he goes through his life.

Post Post Assessment- The student creates her own voyage. She uses many symbols to represent different aspects of her life. Her essay is thorough and descriptive as she talks about her voyage. Each element in her art has a meaning and is a clue about what her life was like. She includes past pets, memories of swing-sets, and hard times she has had.