Summary

Visual art has long been viewed as a process of creating an end product. While most people recognize the freedom of creativity, and exploration of various media, many do not recognize the valuable historical role art has played in our society. Art is often the first method of communication, as witnessed in the drawings of cave people. Children freely express themselves when given a crayon! Art objects serve as functional pieces; such as the vases found in Greek ruins. Paintings have documented the joys and sadness of life during a time when cameras did not exist. Buildings, created without the assistance of power tools, have survived for centuries, and provided us with knowledge of structural needs. Generations from now, our ancestors may view in awe, a Model-T Ford, and appreciate the heritage of their automobiles. Art is our guardian of historical record-keeping.

Students of today live in a technological savvy world. They are much more apt to use a computer for exploration than to go to the library or an art museum. While a trip to the local museum would be ideal, funding in our district is limited. The cost of taking approximately 500 students per year is phenomenal. Fortunately, the Internet provides opportunities to see, and read about artwork from many locations around the world. Therefore, an option now exists that allows students to do valuable research in the classroom. The curriculum that I have developed allows the students to research an art topic of interest, using materials (computer, digital cameras, etc.) that are meaningful to students.

I have chosen to create a movie that will introduce a research project to my students. In addition, I have developed lesson plans for the mini-movie assignment. The topics of the movies are: the elements of art, and amazing
artists. There are two reasons for developing the curriculum that I have chosen. One purpose is to assist students in recognizing the contributions of art throughout history. The second purpose is to help students understand that art is more than a studio experience. The program we will be using is iMovie, which is a program offered exclusively by Apple. While I have not explored other movie-making media, these lessons can be adapted to an editing program that others may be more familiar with.

The curriculum consists of behavioral objectives, in order to grade without bias, in addition to objectives from a humanistic viewpoint, which would provide students with an intrinsic experience. My personal goal is to teach students methods of discovering art, and encourage them to explore the world of art on their own.

Objectives in the mini-movie making projects cover the ever-popular Ohio Department of Education Standards for the area of Visual Art. The standards have changed the studio classroom of the past. The students are now required to: analyze and discuss elements of artwork, explain and defend their personal beliefs regarding what they see, and explain factors that affect artists. These projects address those issues, as well as, numerous National Educational Technology Standards.

The use of computers in the art classroom for creating artwork is well explored and continues to grow. I have found little evidence of such use of computers, for art research with students in middle-schools; therefore, I feel this is a great time to develop lessons that will tap into the interests of students, and lead them to exploration of the dynamic contributions of art through technology.