



VIRTUAL TOURISM:

ONLINE TOUR OF THE MUSÉE D'ORSAY AND STUDY OF IMPRESSIONISM

6 ART CLASSROOM LESSON PLANS TO DO WITH YOUR
STUDENTS BASED ON THE *NEW BLOOM'S TAXONOMY FOR
ART INSTRUCTION*



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CONTACT US

General Information

For group leaders or schools:

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FOREWORD

VIRTUAL TOURISM IN THE ART CLASSROOM

This guide is for Art teachers who wish to make their art instruction and cultural lessons about the fine arts come alive through virtual tourism in the art classroom. These lesson plans could be used in preparation for future travel with students or in lieu of travel for those students or teachers who are unable to do so. Elementary, middle school and high school classrooms could all use these lesson plans in various degrees of complexity.



ABOUT THE AUTHOR

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INTRODUCTION TO ART INSTRUCTION AND THE NEW BLOOM'S TAXONOMY

The following virtual tourism lesson plans for the study of Impressionism and the Musée d'Orsay in Paris are planned for learning and thinking at all 6 levels of Bloom's Taxonomy. In these lesson plans, the students can be engaged in all aspects of art, from learning about art to creating art.

Previously, Blooms Taxonomy was listed as evaluation, synthesis, analysis, application, comprehension, and knowledge. A student of Bloom's, Lorin Anderson, updated the taxonomy in the 1990's. Lorin's team represented cognitive psychologists, researchers, and assessment specialists. They spent six years finalizing their work.

Attributes of the ARTS and higher level thinking:

- Creative problem solving/Thinking outside the box
- Supports interpersonal relations/attitudes/emotions
- Questions/challenges/accepts/values
- Contributes/shares/volunteers/attempts
- Defends/judges/disputes/joins
- Appreciates identity/praises/supports

THE NEW BLOOM'S TAXONOMY FOR WORLD LANGUAGE INSTRUCTION:

REVISED BLOOM'S TAXONOMY FOR ART

[Designing, constructing, developing, producing, manipulating, painting]

Creating

Create a sculpture, painting, collage, drawing, etc.

What ways would you render the subject differently? Create your art in different styles

[Judging, evaluating, appraising, defending]

Evaluating

Does the art use complementary color?

Does the picture direct eye movement to the main subject of the painting?

Is the picture in balance and represent the style well? Why?

[Comparing, contrasting, experimenting, testing, questioning, examining]

Analyzing

In what ways does the picture illustrate various elements and principles of art?

What is the artist's main message of their art?

What is your opinion of the painting?

[Dramatizing, sketching, using, solving, illustrating, writing, demonstrating]

Applying

If you could interview the artist, what questions would you ask?

After your lesson on perspective. make a drawing using two-point perspective

[Classifying, describing, discussing, explaining, paraphrasing, locating, translating]

Understanding

What is the subject or theme of the picture?

Why is this considered an Impressionist painting?

[Memorizing, listing, recalling, repeating, reproducing, copying]

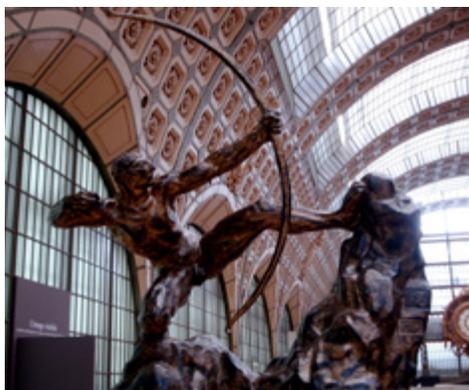
Remembering

Who painted the Mona Lisa?

What style of art did Van Gogh paint in?

THE MUSÉE D'ORSAY

Taking an on-line virtual tour of the Musée d'Orsay provides a lesson in 19th century architecture, and an up-close view of Impressionist art.



LESSON 1: REMEMBERING

(pre-set skills to teach: A list of vocabulary words related to Impressionist art could be taught or given to the students; review principles of Impressionism)

1. Students may work individually or in groups. Students are given comprehension questions to answer, based on their virtual tour of the Musée d'Orsay in Paris. They will use the following websites to take a virtual tour of the Musée d'Orsay on their computers:

<http://1100jefferson.smithsonianassociates.org/2015/03/a-day-at-the-mus%C3%A9e-dorsay.html>

<https://www.youtube.com/watch?v=C07ok740msl>

<https://www.youtube.com/watch?v=nwSMOrwH9IA>

They will then answer the questions, recalling and remembering what they have learned about the museum. The teacher may wish for this to be a guided tour for the students to do together at their computers in a language or computer lab or allow the students to explore on their own. This may be an in-class or out of class assignment.

2. When students are finished, the answers should be discussed in class. This should lead to a discussion about what they have learned about the Musée d'Orsay and Impressionism.

3. As homework for that evening, assign for the articles on Impressionism on the following website to be read for perceiving and knowing, according to the visual arts standards, assigning a sheet of short answer questions regarding the article:

<https://www.khanacademy.org/humanities/becoming-modern/avant-garde-france/impressionism/a/a-beginners-guide-to-impressionism>

4. Discuss and go over the answers to the questions the next day, checking the perception and knowledge of the art movement of Impressionism.



LESSON 2: UNDERSTANDING

(pre-set skills to teach: A list of vocabulary words related to Impressionist art could be taught or given to the students; review principles of Impressionism)

1. Divide students into pairs in a computer lab, with each pair having a computer. Students are to take a virtual tour of the Musée d'Orsay in Paris, using the following websites:

<http://1100jefferson.smithsonianassociates.org/2015/03/a-day-at-the-mus%C3%A9e-dorsay.html>

<https://www.youtube.com/watch?v=CO7ok740msI>

<https://www.youtube.com/watch?v=nwSMOrwH9IA>

2. After having taken the virtual tour, the students are to describe 3 different paintings to be found in the Musée d'Orsay and explain why they are to be considered impressionist paintings. For each painting, they should write a 3-10 sentence paragraph, depending on their ability level. The paragraphs may be presented to the class, with the students pretending to be tour guides of the museum. This will further demonstrate their understanding, involving their paraphrasing and classifying art skills.



LESSON 3: APPLYING

(pre-set skills to teach: A list of vocabulary words related to Impressionist art could be taught or given to the students; review principles of Impressionism)

1. At a computer students will use the following website to take a virtual tour of the Musée d'Orsay during a class period:

<http://1100jefferson.smithsonianassociates.org/2015/03/a-day-at-the-mus%C3%A9e-dorsay.html>

<https://www.youtube.com/watch?v=CO7ok740msI>

<https://www.youtube.com/watch?v=nwSMOrwH9IA>

2. Assign for students that evening to read about Impressionist art at the following website for homework:

<https://www.khanacademy.org/humanities/becoming-modern/avant-garde-france/impressionism/a/a-beginners-guide-to-impressionism>

3. The next day, divide the students into groups of 3 or 4. Using their notes from yesterday's virtual tour and last night's homework, give them the period to write an interview with a famous Impressionist artist. The length can be determined by the ability level of the students. The students will be demonstrating their writing, dramatizing and demonstrating skills. These may be presented to the class for a presentational speaking grade and/or collected for a presentational writing grade.



LESSON 4: ANALYZING

(pre-set skills to teach: A list of vocabulary words related to Impressionist art could be taught or given to the students; review principles of Impressionism; review how to create a VENN diagram)

1. Assign students to computers in a computer lab. Students may work individually or in groups. They will then use the following website to take a virtual tour of the Musée d'Orsay on their computers:

<http://1100jefferson.smithsonianassociates.org/2015/03/a-day-at-the-mus%C3%A9e-dorsay.html>

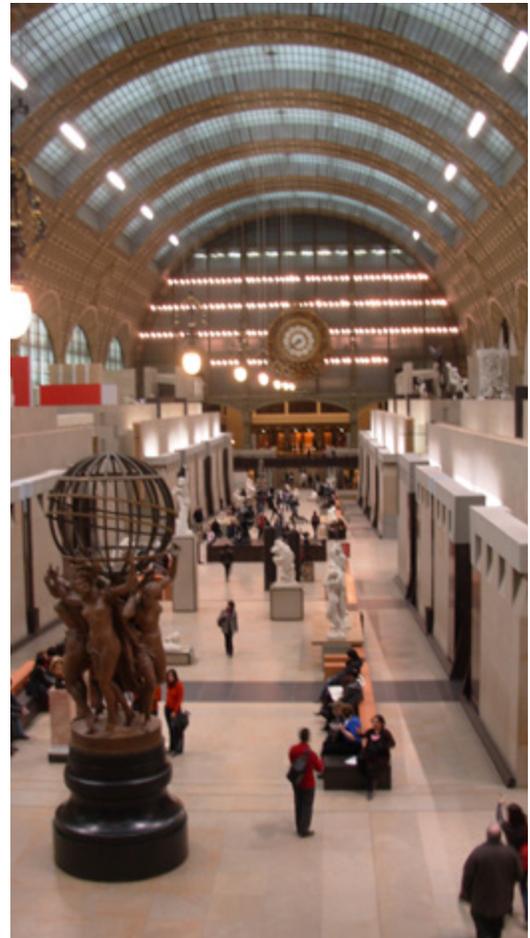
<https://www.youtube.com/watch?v=CO7ok740msI>

<https://www.youtube.com/watch?v=nwSMOrwH9IA>

2. Next, assign for the students to read the following website about Impressionism. These will be read for interpretive reading and for cultural connection.

<https://www.khanacademy.org/humanities/becoming-modern/avant-garde-france/impressionism/a/a-beginners-guide-to-impressionism>

3. The next day, using their notes from their reading, the students, working in pairs, are assigned to create a VENN diagram to compare and contrast the styles of two of the artists whose paintings are exhibited in the Musée d'Orsay. They will be using their interpretive reading and presentational writing skills in order to compare, contrast and analyze different artistic styles. This is good groundwork for the AP Art exam.



LESSON 5: EVALUATING

(pre-set skills to teach: A list of vocabulary words related to Impressionist art could be taught or given to the students; review principles of Impressionism. Recommended format would be that required by the College Board for the AP Art test for judging, evaluating, appraising and defending. This is excellent AP and Pre-AP preparation)

1. Assign students to computers in a computer or language lab. Students may work individually or in groups. They will then use the following websites to take a virtual tour of the Musée d'Orsay on their computers:

<http://1100jefferson.smithsonianassociates.org/2015/03/a-day-at-the-mus%C3%A9e-dorsay.html>

<https://www.youtube.com/watch?v=CO7ok740msI>

<https://www.youtube.com/watch?v=nwSMOrwH9IA>

2. Next, assign for the students to read the following website about Impressionism:

<https://www.khanacademy.org/humanities/becoming-modern/avant-garde-france/impressionism/a/a-beginners-guide-to-impressionism>

3. The next day, using their notes from their reading, the students, working in pairs, are assigned to write a paper of 5 paragraphs in length, judging, evaluating, appraising and defending the artistic style of an Impressionistic artist. This may be done individually or in pairs. As an alternative, the students could write this paper as a defense of their own attempt at Impressionistic art. This is excellent practice for the AP Art test.



LESSON 6: DESIGNING

(pre-set skills to teach: A list of vocabulary words related to Impressionist art could be taught or given to the students; review principles of Impressionism)

1. Assign students to computers in a computer lab. Students may work individually or in groups. They will then use the following website to take a virtual tour of the Musée d'Orsay on their computers:

<http://1100jefferson.smithsonianassociates.org/2015/03/a-day-at-the-mus%C3%A9e-dorsay.html>

<https://www.youtube.com/watch?v=C07ok740msl>

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2. Next, assign for the students to read the following websites about Impressionism:

<https://www.khanacademy.org/humanities/becoming-modern/avant-garde-france/impressionism/a/a-beginners-guide-to-impressionism>

3. The next day, using their notes from their reading, the students are to create their own Impressionist painting, using their skills for designing, constructing, developing, producing, manipulating, and painting. This will involve the use of all their artistic skills at the most advanced level.



CONCLUSION

Tourism, whether live or virtual, is a great way to motivate students in their learning about the world of art and to motivate their acquisition of artistic skills. Culture is absorbed as the students are engrossed in exploring a new world where they have never been. Using any level of thinking in Bloom's Taxonomy and meeting the standards can be easily integrated in live or virtual tourism. Be creative and have fun with it and your students will, too!



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