Title/Description of Lesson
Graphing Favorites—Students will collect information through public opinion about various works of art and will present the findings through the creation of a chart or graph and oral presentation.

Grade Level: K-5

Lesson Links
Objectives/Outcomes
Materials and Resources
Vocabulary
Procedures
Criteria for Assessing Student Learning
California Standards in Visual & Performing Arts
California Standards in Math
Other Resources

Objectives/Outcomes (Return to Links)
Students will practice skills in obtaining statistical information about a specific topic or opinion toward a work of art.

Materials and Resources (Return to Links)
Variety of art prints in various sizes, illustrating works of art in a variety of medium, time periods, cultures, etc.
White drawing paper or graph paper
Rulers, coloring medium such as markers or coloring pencils
**Vocabulary**  ([Return to Links](#))

Aesthetic criteria: Standards applied in making judgments about the artistic merit of a work.

Sculpture: A three-dimensional work of art, either in the round (to be viewed from all sides) or in bas-relief (low relief, in which figures protrude slightly from the background).

Style: A set of characteristics of the art of a culture, period, or school or art; the characteristic expression of an individual artist.

Theme: An idea based on a particular subject.

**Procedures**  ([Return to Links](#))

1. Students will work in pairs. Each pair will select works of art (2 for younger grades, more for upper grades). Art may be of a collection from different time periods, styles, artworks by one artist or various artists.

2. Have students discuss what information they wish to gather. Ideas include: “Which artwork do you like best?”, “Which artwork best depicts the U.S. during the time of the Gold Rush?”, “Which artwork makes you feel happy (or calm)?”, “2D vs. 3D”, “Is it art?”, etc.

3. Students will determine how many they will poll and how to gather information.

4. Students will create a visual presentation of their findings, such as a color chart or graph.

5. Participate in a class discussion for older students “What does your statistics indicate?”,”What are the implications of finding out such information?” “What could taint the study?”

**Criteria for Assessing Student Learning**  ([Return to Links](#))

Students will be assessed on teacher observation of participation & effort, completion of the task to present findings.

**California Standards in Visual & Performing Arts**  ([Return to Links](#))

**Component Strand 3.0  Historical and Cultural Context,**

Grade K: 3.3 Look at and discuss works of art from a variety of times and places.

Grade 3: 3.1 Compare and describe various works of art that have a similar theme and were created at different time periods.

**Component Strand 4.0  Aesthetic Valuing**

Grade 2: 4.2 Compare different responses to the same work of art.

Grade 5: 4.3 Develop and use specific criteria as individuals and in groups to assess works of art.

**Component Strand 5.0  Connections, Relationships, Applications**

Grade 1: 5.4 Describe objects designed by artists (e.g. furniture, appliances, cars) that are used at home and at school.

Grade 4: 5.3 Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.
**California Standards in Math** *(Return to Links)*

**Statistics, Data Analysis, and Probability**

Grade K - Students collect information about objects and events in their environment:
1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.

Grade 1 - Students organize, represent, and compare data by category on simple graphs and charts:
1.1 Sort objects and data by common attributes and describe the categories.
1.2 Represent and compare data (e.g. largest, smallest, most often, least often) by using pictures, bar graphs, tally charts and picture graphs.

Grade 2 - Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:
1.1 Record numerical data in systematic ways, keeping track of what has been counted.
1.2 Represent the same data set in more than one way (e.g. bar graphs, and charts with tallies).
1.3 Ask and answer simple questions related to data representations.

Grade 3 - Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions.
1.3 Summarize and display the results of probability experiments in a clear and organized way (e.g. use a bar graph or a line plot).

Grade 4 - Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings:
1.1 Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables and charts.

Grade 5 - Students display, analyze, compare, and interpret different data sets, including data sets of different sizes.
1.4 Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph.

**Other Resources** *(Return to Links)*

*Bridging the Curriculum Through Art*, by Pamela Stevens and Nancy Walkup, Crystal Productions, 2008