

Student Exhibition

How do artists and writers mark the completion of an important work?

LESSON OVERVIEW

This final lesson is a celebration of the students' creativity and achievements. It is a time for students to enjoy looking at each other's artists' books and for the class to reflect on what it has accomplished and learned.

LENGTH OF LESSON: One 45-minute session

KEY IDEAS THAT CONNECT VISUAL ARTS AND WRITING

Visual Arts

- Artists often celebrate the completion of a body of work with an exhibition.
- An exhibition provides a time and place for artists and others to look at and appreciate their artwork.
- Artists sometimes write a statement about their work for others to read during the exhibition.

Writing

- Writers often mark the completion of their work by publishing it and celebrating the publication of their work with a reception or book party.
- A reception is a time for writers and others to appreciate their written work.
- Writers sometimes speak about their work during a reception.

INSTRUCTIONAL OBJECTIVES

Students will:

- Celebrate their accomplishments
- Reflect on their achievements and what they have learned during the year
- Recognize each other's work and creativity
- Write comments about each other's work

FOR THE TEACHER

This culminating activity is a key part of the curriculum and fulfills several purposes. The exhibition:

- Provides an opportunity for students to share their work publicly and to make an oral and/or written presentation about their work
- Provides an opportunity for peer feedback
- Highlights new learning that took place during the project
- Extends learning by allowing students to observe and discuss the work of their peers and to respond to questions about their own work



At its most basic, the exhibition is a classroom display of the final artists' books. Additional components may enhance the experience.

- Consider asking students to exhibit some of their earlier works and student journals along with their final artists' books. This will give you, your students, and your guests an opportunity to recognize the students' growth.
- Consider having students write artists' statements about their work to read aloud during the exhibition or to leave for viewers to read. The statements can include the students' own reflections and comments about their work, particular elements they want viewers to notice, and even biographical information.
- Plan to invite important people to help you and your students celebrate. Parents and family, other teachers and students, the principal, and the superintendent all may be delighted to see what your students have accomplished. Also, they can provide meaningful feedback to students about their work.
- Discuss plans for the exhibition with your students. Decide whether you will create a classroom exhibition or will show the students' work in another venue—school or local library, gallery, or community center. Will you create labels for the works and invitations for the guests? If students give presentations, how will you make time for them during the exhibition?

SUPPLIES

- Student journals
- Artists' books created by students
- Paper for student comments (several sheets for each book) or use journals made in the first lesson
- Party supplies (optional)

VOCABULARY

An **art exhibition** is a space where works of art meet an audience. An exhibition is usually temporary and might feature the work of one artist or a group of artists. Sometimes the works of art are for sale. Exhibitions allow many people to view the work and sometimes to make comments about it.

INSTRUCTIONAL PLAN: OBSERVE AND REFLECT

Quick Write

Before beginning the exhibition, give students a few minutes to respond to one of the following prompts.

- Something I want people to notice about my artist's book is _____.
- This exhibition will surprise others because _____.
- This exhibition is meaningful to me because _____.

Introduction

Congratulate students on their accomplishments and help them recognize what a major accomplishment their artists' books represent. Tell students that the exhibition is a time for them to share their work with others, give and receive feedback, enjoy themselves, and congratulate one another.



Give students clear instructions about their roles as artists and as guests during the exhibition. These roles include:

- Spend time looking at all of the artists' books on display.
- Write a comment about each student's artist's book on the comment forms. Remember to use sentence stems that begin with, "I notice _____" or "I wonder _____."
- Congratulate your peers and ask questions about their work.
- Enjoy yourself!

Some additional roles may be:

- Greet guests
- Introduce the exhibition and give guests a tour
- Make an oral presentation about your artist's book

Observe: Look and Discuss

Give students time to browse freely through the exhibition and look at each other's work. Be sure to give them time to write comments about each other's work. You may or may not decide to have formal discussions during the exhibition, but if you plan to have presentations or group discussions, let students and guests know about the schedule of events.

Reflect

Use the following prompts to generate a class discussion about the students' experiences during the project and their thoughts about what they've learned and how they might use their new knowledge in the future. Students can also respond to one or more of the prompts in their journals.

Reflection about the project:

- What did you learn during this project?
- What did you like about the project?
- What helped you most?
- What caused you problems?
- What did you do to overcome the problems?
- How will you use what you learned in the future?
- What are you still curious about?
- What advice would you give to next year's students?

Reflection about the artists' books:

- What does your artist's book show that you know about the elements of art and the traits of writing?
- I will remember my artist's book in the future because _____.
- This artist's book is my best example of _____.
- This artist's book shows I am able to _____.
- If I could do this artist's book again, I would _____.
- This artist's book makes me want to try _____.
- Comments from others about my artist's book include _____.