

Post-Visit Activity

Title: <i>Timelines</i>
Subjects: <i>Language Arts, Mathematics, Social Studies, Visual and Performing Arts</i>
Grade: <i>7-12</i>
Time: <i>Independent Study, 10 weeks</i>

Introduction:

A timeline is a tangible historical reference guide, which makes an abstract concept such as history, more concrete. Students will create a timeline paralleling two artists' lives and careers—James Wyeth and Rudolph Nureyev. Students will take ownership in their learning by choosing the format and what to include and exclude as they create their own timeline. This valuable learning tool developmentally links art, history, culture, philosophy, geography, literature, music, math and science.

Objectives:

The student will:

- view several examples of timelines
- research the time period and themes relevant to James Wyeth and Rudolph Nureyev
- develop a rubric as a class for evaluating the timeline
- create a timeline in which they select their own images and design their own format
- present their timeline

Materials:

old fine art magazines, inexpensive used art books from which to choose and cut visual images, postcards of art work, (check with local frame shop which may donate full-color catalogs of fine art reproduction posters), construction paper, oak tag, markers, crayons, cray-pas, glue, scissors, stapler or paper fasteners

Teachers motivation:

- Display several examples of timelines. Describe how a timeline can have many

different themes. Explain that a timeline can be from pre-historic times to the present or a limited time frame.

Compare a historical timeline to a scientific timeline. Provide students with the chronology and biography of James Wyeth and Rudolph Nureyev. Create a personal timeline using the “In Your Own Time” discovery sheet.

Procedure:

- present students with the idea of creating a timeline paralleling the lives and careers of James Wyeth and Rudolph Nureyev.
- present students with the option to choose from two viewpoints
 1. create a timeline which is open ended or a finite period of time.
 2. create a thematic timeline. This could be about the artist's lives, and/or art movements, periods etc.
- students should include other major historical events that parallel the artists and theme
- just as students choose their subject and format, students should decide which major events to include and how they are represented
- develop a rubric as a class as to how these will be evaluated, so that the expectations and guidelines are clear
- explain that this is an independent study and will be monitored only a few times over a ten week period
- it is recommended that you provide two in class work days, and two monitoring sessions occurring at three week intervals, to review collected materials,

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format, labeling decisions, and work in progress

- have students present their timelines to the class and/or to another class as a history lesson
- students should explain their image selection, format and justify their selection of historical developments
- have students evaluate each others timelines using the rubric you developed as a class
- exhibit the timeline in a public venue

Evaluation:

Did students:

- view several examples of timelines
- research the lives and art of James Wyeth and Rudolph Nureyev
- make connections between the artists and place them in a historical context
- develop a rubric as a class for evaluating the timeline
- create a timeline in which they select their own images and design their own format
- present their timeline