Name: Naomi Snortum  
Lesson Title: Trevor Paglen – Societies Secrets  
Level/Grade/Age: Middle School

BIG IDEA
(Describe how the big idea is important to this age group in relation to student assets and the content area):

Trevor Paglen’s focus in photography is capturing secrets kept from the public. He photographs government bases at a distance and questions what the public isn’t allowed to see. This relates to the big idea of the unit plan, not knowing, because his investigative photography reveals some of the unknown but still leave the viewer curious.  

OBJECTIVES AND NATIONAL STANDARDS:

Form & Structure (i.e., how does the lesson allow students to analyze and demonstrate art making approaches using art elements and principles of design to convey meaning?)

Interpreting art: Students will practice and articulately employ Feldman’s model of art interpretation by describing, analyzing, interpreting and judging Trevor Paglen’s work. Standard 8: Interpret intent and meaning in artistic work. VA:Re8.1.7a: Interpret art by analyzing art making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

Production (i.e., how does the lesson allow students to analyze and use techniques and materials through methods of experimentation and investigation to develop art and/or design?)

Developing works of art/design:

- Students will take photos in the style of Paglen by investigating landscapes of the unknown through photography. This will be achieved by photographing landscapes of places off of the property of IDEAL from the property of IDEAL.
- To replicate the natural filter Paglen achieves through photographing at such a large distance, students will create hand made filters that they will secure in front of the camera lens while shooting their images. Standard 2: Organize and develop artistic ideas and work. VA:Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

Context (i.e., how does the lesson allow students to relate art to personal, social, cultural and/or historical perspectives?)

- Relating to art context: Students will practice relating art to context through knowledgeably applying the academic language taught in the lesson while:
  - Writing about how Paglen’s photography inspired their photography.
  - Writing about how they used the academic language to achieve their final images.
  - Writing about how curiosity influenced their image. Standard 9: Apply criteria to evaluate artistic work.

Personal Perspective (i.e., how does the lesson provide opportunities to students for personal choices with content, methods, or styles?)

VA:Re9.1.6a: Develop and apply relevant criteria to evaluate a work of art.
### ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

<table>
<thead>
<tr>
<th>Academic language to be used:</th>
<th>Trevor Paglen: A contemporary artist who captures US secrets through photography. Filter: A camera accessory used to change or distort the image being taken. Composition: The way in which visual elements are arranged in an image. Frame: The imaginary border enclosing a composition. Photography: The process of recording images of life through planned framing with a camera. Focus: The clear and sharply defined condition of an image. Investigation: Detailed or careful examination.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where academic language will be practiced (i.e. through writing and art making):</td>
<td>Academic language will be practiced at the beginning of the lesson during the looking and talking segment while interpreting Paglen’s work. It will be practiced again at the end of the lesson through a writing exercise where students explain how they drew inspiration from Paglen in their own images, how they used the academic language to create their images and how not knowing influenced their image.</td>
</tr>
</tbody>
</table>

### LANGUAGE FUNCTION USED THROUGHOUT LESSON:

<table>
<thead>
<tr>
<th>Type of language function:</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis of language function (describe the main purpose of using this language function for your lesson):</td>
<td>Students will practice the language function discourse while writing their interpretations. After describing and analyzing a piece they will be asked to use those ideas in order to formulate an interpretation, this will help the students understand that interpretations are arguments and need to have reason and evidence to support them.</td>
</tr>
<tr>
<td>Where language function will be practiced (i.e., through writing and art making):</td>
<td>While interpreting art, during the looking and talking segment, students will practice describing, analyzing, interpreting and judging while looking at the works of Trevor Paglen.</td>
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</table>

### UNIT or LESSON DETAIL (provide for each lesson session):

<table>
<thead>
<tr>
<th>Motivation/introduction:</th>
<th>Looking and Talking About Art Questions based on Images: Essential: How can curiosity power your art making? Scaffolding: Describe 5 visual elements of the image you chose. Analyze how do you think the image was created? Interpret the meaning or purpose of the image you chose? Judge how does the piece make you feel?</th>
</tr>
</thead>
</table>
| Art Making:              | Supplies: 6 iPads, photo paper, cardboard tubes, Vaseline, saran wrap, rubber bands, colored sand, glitter glue, loose glitter, q-tips, large paper to cover one table where loose glitter will be used. Teacher instruction: Teacher will model developing craft while making a hand made filter with rubber bands, a tube, saran wrap, Vaseline and glitter. She will then model envisioning while applying the Vaseline, and ask the students “what part of the image do I want to be in focus and what part of the image do I want to be out of focus?” After the filter is crafted she will model working with a partner to secure the filter, it’s easier if someone holds the iPad up while the other stretches the
rubber bands around it. Finally she will model observing while choosing a composition based on what elements she wants to be the focus of the photo and which elements are less important. Before shooting the photo she will question the students “What composition looks better? What mood does this angle convey?”

**Students at work:** Students will use tube, saran wrap, Vaseline, glitter and other optional supplies to create their filter.
- Students will work a partner to secure their filter to the iPad.
- As a whole group we will go outside to take landscape photos in the style of Trevor Paglen.

**Teacher instruction:** After students have taken 10 or more photos we will regroup back in the classroom for a demo on editing. The teacher will model questioning while looking through her 10 images. She will choose images based on the three questions on the last page of the instructional packet “where did you draw inspiration from Trevor Paglen in this photo?”, “when did you use the academic language while photographing this image?” and “how did not knowing influence you when taking this photo?”. Using these questions as a guide to choosing their images will help the students answer the questions in their packet later. She will then model how to email the images to the teacher email.

**Students at work:**
- Students will begin by choosing three images based on the questions they have to write about in the packet.
- Students will email their images to the teacher.
- Students will answer the questions in the packet based on their chosen images.

**Closure:** Students will clean up their filters and talk with their table about the photos they’ve chosen. At the end of class students will put away iPads.

| **ADAPTATIONS:** | Many of the students in my class have a hard time voicing their ideas when put on the spot. I have implemented time to write down ideas before answering to the class. I also have a student has an IEP who seems to get lost when asked to work on more than one task, so I will visit him frequently to give him one task to work on at a time. |
| **RELEVANT THEORIES:** | Constructivism (Vygotsky, 1978), Feldman’s model of art interpretation (Feldman, 1994), Studio habits of mind (Hetland, Winner, 2013). |
| **ASSESSMENTS:** | **Initial** (formal/informal): I will begin by assessing student’s knowledge of photography at the beginning of the lesson by asking them about their successes in taking photography in the past. I will use this to gauge the level of depth I need to go into when modeling to them. I will note students who may need additional help and give them one on |
one during the art-making segment.

**Progressive/Formative** (formal/informal):
I will assess students during studio work time and provide them with vocal feedback while they are shooting their images.

**Final/Summative** (formal/informal): see rubric below

<table>
<thead>
<tr>
<th>20pts total</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Minimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpreting Art</td>
<td>Student articulately employs a Feldman’s model of art interpretation while writing about Paglen’s work.</td>
<td>Student effectively employs Feldman’s model of art interpretation while writing about Paglen’s work.</td>
<td>Student vaguely employs Feldman’s model of art interpretation while writing about Paglen’s work.</td>
<td>Student improperly employs Feldman’s model of art interpretation while writing about Paglen’s work.</td>
</tr>
<tr>
<td>3 pts</td>
<td>3 pts</td>
<td>2 pts</td>
<td>1 pt</td>
<td>0 pts</td>
</tr>
<tr>
<td>Content</td>
<td>Student’s photos clearly convey the idea of investigating the unknown.</td>
<td>Student’s photos adequately convey the idea of investigating the unknown.</td>
<td>Student’s photos vaguely convey the idea of investigating the unknown.</td>
<td>Student’s photos do not convey the idea of investigating the unknown.</td>
</tr>
<tr>
<td>5 pts</td>
<td>4-5 pts</td>
<td>2.5-4 pts</td>
<td>1.5-2.5 pts</td>
<td>0-1 pts</td>
</tr>
<tr>
<td>Artist Context</td>
<td>Student articulately describes in detail how Paglen inspired their image.</td>
<td>Student effectively describes in detail how Paglen inspired their image.</td>
<td>Student adequately describes how Paglen inspired their image.</td>
<td>Student vaguely describes how Paglen inspired their image.</td>
</tr>
<tr>
<td>3 pts</td>
<td>3 pts</td>
<td>2 pts</td>
<td>1 pt</td>
<td>0 pts</td>
</tr>
<tr>
<td>Production Context</td>
<td>Student provides rich examples of how they’ve used relevant academic language to create their photos.</td>
<td>Student provides adequate examples of how they’ve used relevant academic language to create their photos.</td>
<td>Student provides vague examples of how they’ve used relevant academic language to create their photos.</td>
<td>Student provides poor examples of how they’ve used relevant academic language to create their photos.</td>
</tr>
<tr>
<td>3 pts</td>
<td>3 pts</td>
<td>2 pts</td>
<td>1 pt</td>
<td>0 pts</td>
</tr>
<tr>
<td>Personal Context</td>
<td>Student clearly relates their image to the idea of not knowing.</td>
<td>Student adequately relates their image to the idea of not knowing.</td>
<td>Student vaguely relates their image to the idea of not knowing.</td>
<td>Student does not relate their image to the idea of not knowing.</td>
</tr>
<tr>
<td>3 pts</td>
<td>3 pts</td>
<td>2 pts</td>
<td>1 pt</td>
<td>0 pts</td>
</tr>
<tr>
<td>Academic Language</td>
<td>Student knowledgably applies 6 or more of the academic language terms while writing about their images.</td>
<td>Student knowledgably applies 4-5 of the academic language terms while writing about their images.</td>
<td>Student knowledgably applies 2-4 of the academic language terms while writing about their images.</td>
<td>Student knowledgably applies 0-2 of the academic language terms while writing about their images.</td>
</tr>
<tr>
<td>3 pts</td>
<td>3 pts</td>
<td>2 pts</td>
<td>1 pt</td>
<td>0 pts</td>
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</tbody>
</table>
Instructional Materials:

*Keyhole Improved Crystal* (2011), from *The Other Night Sky Series.*
**Trevor Paglen:** A contemporary artist who captures America’s secrets through photography.

**Filter:** A camera accessory used to change or distort the image being taken.

**Composition:** The way in which visual elements are arranged in an image.

**Frame:** The imaginary border enclosing a composition.

**Photography:** The process of recording images of life through planned framing with a camera.

**Focus:** The clear and sharply defined condition of an image.

**Investigation:** Detailed or careful examination.
Student Work Samples