



## The Future in Images

Teach the Future

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Using the future as another way of stimulating ideas, attitudes and feelings in art class  
Learners will express an idea, attitude or feeling about the future in some artistic way.

### Agenda

- Intro on the purpose of the lesson
- Story
- Generating responses to images presented
- Classifying the responses into different types of futures
- Creating the student's own image of the future

### Key terms – Types of futures

- Probable – a future whose probability is more than a 50%. It is more likely to occur than not.
- Possible – a future whose probability is more than a 0%. It is not impossible as we currently understand it. (NOTE: Getting from the U.S. to Europe in eight hours was impossible in the age of steamships what is possible can change in the future. But in this exercise, we use what is possible or impossible today as the standard.)
- Plausible – a future whose probability is substantially more than 0%, but less than 50%. It could *really* happen. We could tell a believable story about how it does.
- Preferable – a future that we would like to see occur.

### Necessary Materials:

- A set of 10 or so images that are somewhat related to the future. One can search for images on the Internet using search terms like 'future' or 'futuristic'.
- Writing paper, pens/pencils, drawing pens or markers that are dark enough to see across a room and optionally, sketch books.
- White board or electronic board to record student responses.
- Optionally, computer, projector and screen

**Standards, TEKS §117.52. Art, Level I.**

**(c) Knowledge and skills.**

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate ideas for artworks from direct observation, experiences, and imagination; and

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) create visual solutions by elaborating on direct observation, experiences, and imagination;

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) interpret, evaluate, and justify artistic decisions in personal artworks; and

**Hook/Opening:**

Brief introduction on the purpose of the lesson—i.e., to broaden the students' environment, from which they draw inspiration for art, to include the future.

A professor once gave a talk to high school teachers about teaching the future at their school. One teacher came up after the talk and said, "I don't think I can teach the future in my class because I teach art." The professor responded, "On the contrary, art is a marvelous way of representing our ideas and feelings about the future." And he went to that teacher's class and taught this lesson.

**Lesson/Activity Details:**

Instruction:

Get your paper and pen ready.

I am going to show you some images. (10 might be appropriate number. They may be physical or projected.)

For every image, write down a word or a phrase that first comes to your mind. Any word or phrase will do. It does not have to be explicitly about the future.

Show the images one at a time, allowing 10-20 seconds for students to record their responses.

Instruction: Look through your list, select your favorite word or phrase, and share it with the class.

Record the student responses down the left side of the board with room at the top for one row of words.