

Names: Ella, Aarav, Ramina

Time: 45 minutes

Materials: Blank printer paper, markers, "Ish" by Peter H. Reynolds, tape

Goals: Introduce aesthetics and encourage the students to think about what makes something beautiful and how those criteria came to be.

1. Ice breaker (3 mins):

- a. Say your name and something you think is beautiful

2. Review from last time: "What is Philosophy" and ground rules (2 mins):

- a. What is philosophy?
 - i. Philosophy is the study of some of the big important questions in life that help us understand the world and how we should live. Some of the questions philosophy studies are - what is the meaning of life? What is fair? What makes art beautiful? What makes someone a good friend?
- b. Reiterate the importance of listening to each other
- c. Introduce aesthetics
 - i. Today, we will be talking about how we decide something is pretty and something is art. For example, have you ever been to an art museum? What did you see there? Did you think it was pretty?

3. Drawing Activity (15 min)

- Give each student two pieces of paper, and ask them to draw something they think is "art" on one, and draw something they think is "not art" on the other
- Have each student "present" their two drawings to the group
- Use timer on phone or sand timer

4. Read "Ish" by Peter H. Reynolds (15 mins):

- Discussion questions:
 - In the beginning, Ramon draws everything (flowers, trash cans, etc.). Is everything beautiful? Can anything be art?
 - Why did Ramon stop liking his drawings?
 - Does someone *else* have to like your art in order for it to be art?
 - Does art have to be perfect to be beautiful?
 - Who gets to decide what is perfect and beautiful?
 - Are there things other than paintings and drawings that are art? Does art have to be created by someone, or can it just exist?
 - What are things around your classroom that you think are art?

5. Museum Activity (10 min)

- Ask students if they know what an art museum is and if they've ever been to one. If not, explain (an art museum is a place where you can see a lot of art selected by a group of art experts)
- Have the students pick from the drawings they made earlier to put in a "museum"
 - Ask why they chose some drawings and not others.
 - Ask if others agree that something should be left out of the museum and why.
- Show them pictures of famous paintings on a tablet

- Ask if they think all of them should be in a museum and why
- If time permits, offer them to add more drawings to the museum.