

Appendix with lesson plans for an article in the Journal of Moral Education

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Cultivating virtue literacy in visual arts classes: Reflection on a fine-arts intervention aimed at moral education in a lower-secondary school in Iceland

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	Lesson plans for a project aiming for developing virtue literacy in visual arts classes
Subject	Visual arts: 8. grade, 2x55 minutes once a week. 8-week program.
Materials and methods	Any appropriate materials and methods allowed.
Week 1: Lessons: 1–2	Pupils participate in discussions about artworks presented in PowerPoint slides. The artworks were chosen according to Aristotle's three components of friendship: 1) Reciprocal friendship where the friends love each other for the sake of each other, 2) Friendship that is rooted in common interest or happiness, 3) Friendship that is based on mutual interests. Pupils discuss these artworks and make arguments for their observations and thoughts. Since artworks allow for many interpretations, it can be a source of discussion. Pupils are invited to reflect on their own experiences of friendship and start sketching their ideas. Any expressive form allowed.
Week 2: Lessons: 3–4	Pupils continue to develop their ideas from the preceding week and eventually start working on their artworks. Teachers have the opportunity to discuss with pupils individually. In this lesson, pupils have ample time to work on their projects.
Week 3: Lessons: 5–6	Pupils continue to work on their artworks aiming for finishing them. At the end of the lesson, an open discussion about the artworks takes place, where concepts and ideas are articulated by the teacher.
Week 4: Lessons: 7–8	Selected parts from Pixar's Up screened, focusing on the unconditional love of the main characters and how that gave meaning to their lives. Pupils are invited to choose one scene, make a drawing of it and describe in text why they have chosen the scene and articulate appropriate virtues and emotions.
Week 5: Lessons: 9–10	The virtue of courage introduced by looking at selected paintings and artworks. Pupils discuss these artworks and make arguments for their observations and thoughts. Since artwork allow for many interpretations, that can be a source of discussion. Pupils investigate Briton's Riviere "Daniel in the lions'den and write short texts about their thoughts about the courage Daniel displayed in this Biblical story. Pupils are invited to reflect on courage, especially if they feel that they have displayed courage in their life. If pupils are reluctant to be too personal, they are allowed to reflect on what courage constitutes in general. Pupils are invited to start sketching their ideas on courage, preferably based on personal experiences.
Week 6: Lessons: 11–12	Pupils continue to develop their ideas from the preceding week and eventually start working on their artworks. Teachers have the opportunity to discuss with pupils individually. In this lesson, pupils have ample time to work on their projects.
Week 7: Lessons: 13–14	Pupils continue to work on their artworks aiming for finishing them. At the end of the lesson, an open discussion about the artworks takes place, where concepts and ideas are articulated clearly by the teacher.
Week 8: Lessons: 15–16	A final lesson for finishing unfinished artworks and give written arguments about their artworks and the virtues and emotions that the artworks were intended to express. At the end of the lesson, an open discussion about the artworks takes place, where concepts and ideas are articulated by the teacher. Also, a general discussion about the project takes place.