



Enduring Idea: Spirituality

Grade/s: 10-12

Integrated Discipline: Social Studies

Unit Title: My Shrine

Unit Designer: Stephanie Kaminer

Unit Description:

Spirituality often denotes something having to do with religion. However the words spirituality and sacred go hand and hand. Something that is sacred does not necessarily have to mean something that is religious, it can be more personal. In this unit the learners are going to be taken on a journey through different cultures. They will view shrines and other sacred art. In the end they will create an original shrine that is personal and meaningful to them.

Images:

"Shabti," Anonymous (CMA)

"Virgin and Child with Four Cherub Heads," Gregorio di Lorenzo (CMA)

"The Virgin and Four Saints," Venetian Workshop(CMA)

Erawan Shrine (Google)

Catholic Shrines (Google)

Boxes by Joseph Cornell

Shrines and Assemblages by Lisa Vollrath

Key Concept:

Expression of the materialistic through the material

Essential Question:

In what ways do artists use the material to express spirituality?

CCSS Art:

VAH2-1.3 Communicate ideas through the effective use of a variety of materials,

techniques, and processes in works of visual art.

VAH4-5.2 Make complex, descriptive, interpretative, and evaluative

judgments

about his or her own artworks and those of others.

VAH4-6.2 Compare and contrast concepts, issues, and themes in the visual arts

and other subjects in the school curriculum.

Integrated CCSS:

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Learning Outcomes:

- Understand the purpose of Shrines throughout history and different cultures
- Create original shrine using symbolism based around what is important or meaningful to individual learner

Motivator:

Students will be shown the work of Joseph Cornell and Lisa Vollrath. The class will observe, take notes, and discuss the work and materials used by these artists. They will discuss what a shrine and an assemblage are.

Day Breakdown:

Day 1: Motivator. Have students begin brainstorming ideas around the question, 'what is meaningful or important you?'

Day 2: Students will be shown different shrines from different cultures and will discuss the differences and similarities between them. They will answer the questions of what and why are they used? Students will research and continue brainstorming ideas for their personal shrine.

Day 3: Discuss ideas learners had as a class. Talk about the use of symbolism in pieces they have seen and how they can incorporate into their art making. Teacher will share project guidelines and requirements with students. Students begin sketching ideas.

Day 4: Students finish sketches and share with teacher for approval. Begin final shrine.

Day 5-15: Students continue art making process through use of many different materials to establish their concept for their personal shrine.

Materials:

sketch paper, pencils, small box per student, clay, wire, paper-mache, newspaper, paint, found objects, assorted paper

Resources:

<http://www.lisavollrath.com/>

<http://www.josephcornellbox.com/>

Assessment:

Teacher will give formative assessment daily based on progress and participation in brainstorming and the art making process. Teacher will give a summative assessment on the final art piece following the rubric guidelines.