

ART EDUCATION LESSON PLAN

Lesson Developed by Fall 2023 Miami University students: Kaitlyn McManis Asiya Kinebrew Lauren Tolliver	Grade Level: Elementary (2nd Grade)	Theme/Big Idea: Collaboration
Time Frame for Lesson: 5 weeks (4 consecutive weeks with a check-in week 2 weeks later) - 45-minute class		
<u>Link to Slides for Lesson</u>		
Anchor Image:  <p>Star-Crossed (1979-81) Nancy Holt, American, b. 1938 Earth, concrete, water, grass</p>		

Lesson Title: Make it catchy and clever!	Let's Get Growing!
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<p>Lesson Overview: Tell the story of what you'll be doing in your lesson/unit. Think of this as a brief and concise description you could give to parents to describe what your students are doing in class. Remember, this is not your procedure, this is the overall story of the lesson. (1 paragraph)</p>	<p>Students will be using art and natural materials to create their own individual garden home/building. Then, once their creations are finished, they will collaborate with each other to put them outside and make a cohesive town that will be in the outside environment. The student's pieces will be outside for two weeks. They will revisit their pieces after the two weeks to reflect on how their art interacted with nature. Throughout the lesson weeks, students will think deeply about art and how their personal experiences bring an art piece's story to life. Not only are they collaborating with fellow students, but they are collaborating with nature and the environment/community around them.</p>
<p>Essential Questions: What are the 3-4 guiding questions for your lesson? These questions are not specific about art, but address the theme/big idea. These should be broad enough to encourage deeper-level thinking and invite discussion from students.</p>	<ul style="list-style-type: none"> ● How does nature impact our daily lives? ● What are some things you like/dislike about nature? ● How can we use nature to create a Story? ● How can you take inspiration from the environment and use its resources to create something new?
<p>Objectives: What will the students know and be able to do as a result of this lesson? Objectives usually begin with phrases such as, "students will" Use Bloom's Taxonomy as a guide with active verbs that are concrete actions that can be assessed (examples below). Objectives should match the rest of the lesson plan well. 3-5 objectives is enough. Indicate a standard that is connected in parentheses at the end of the objective. Example: (HSP.1CO)</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Observe art inside and outside of a museum/school (2.2CO) ● Work with a variety of materials in order to inspire creativity (2.2CR) ● Collaborate with their peers to establish teamwork skills and gain the ability to reach out to their group when they face difficulties (A3.2.a) ● Practice giving and receiving constructive criticism in a respectful manner (D1.2.a) ● Make personal connections with their Art to "Star-Crossed" sculpture. (2.3RE)
<p>Standards: Remember that each standard listed will need to be addressed in the objectives and the assessment.</p> <p>Ohio Visual Arts Standards</p> <p>Ohio Social Emotional Learning Standards</p>	<p>Ohio Visual Art Standards:</p> <ul style="list-style-type: none"> ● 2.2CR Combine materials to explore personal artistic ideas. ● 2.3PE Produce works that intentionally incorporate the elements of art. ● 2.3RE Share personal interpretations of works of art. ● 2.2CO Analyze how art, exhibited inside and outside of schools, contributes to communities. <p>Social Emotional Learning Standard:</p> <ul style="list-style-type: none"> ● A3. 2.a Seek help when faced with challenges or when frustrated with a task, skill, or situation ● B3. 1.a Describe a time when you kept trying in a challenging situation ● C2. 4.a Identify and participate in activities to improve school or home

	<ul style="list-style-type: none"> • D1. 2.a Practice giving and receiving feedback in a respectful way • E4. 1.a Recognize that new opportunities may have positive outcomes
Materials: Are there safety issues related to any of these materials? Are they grade level appropriate? Is special training needed for the safe use of these materials?	<ul style="list-style-type: none"> • Items found in nature (leaves, sticks, rocks, flowers, grass, moss, etc...) • Wood glue • Tape • Scissors • Popsicle sticks/cardboard • Toilet paper rolls • Paint • Paintbrushes <p>Notes: make sure materials are safe for outdoors, strong but safe glue</p>
Lesson Vocabulary (include definitions): What vocabulary words related to art, artists, media, technique, history or culture will the students learn or need to know to participate in the lesson? The vocabulary should be reflected in the objectives and the assessments. <i>Make sure that definitions are written in language that matches the developmental level of the students.</i> <i>3 specific art terms and any other terms that are important to the lesson.</i>	<ul style="list-style-type: none"> • Texture - How something feels, or how it appears it would feel • Color - The pigment created by the way something reflects light ??? • 3-D - Three Dimensional / not flat • Sculpture - A three-dimensional piece of art made of various materials • Element - A stylistic choice within a piece of art • Space - The way an area is used within and around an art piece • Form - The way a piece of art is shaped (3D) • Angles - The way lines intersect, approach, and meet • Transform - To change the appearance of something • Variety - Have lots of different qualities • Earthwork - Using a mix of nature and materials to create a sculpture/piece of art. • Interact - To do something that affects something else • Materials - What is used to make something, think ingredients are the materials to cook a meal • Symbol - When something represents a deeper meaning <p>ADD EXAMPLE PHOTOS & SENTENCES TO HELP DEFINE VOCAB!</p>
Historical information about the image: What background knowledge of the artist, art history, styles, cultures, or media is used to teach this lesson? List the important information and images needed. Include low-resolution thumbnails and citations/links of digital images in the body of the lesson plan. Include an image of the artist.	<ul style="list-style-type: none"> • Nancy Holt Personal Info: <ul style="list-style-type: none"> ○ American artist ○ Born - April 5, 1938 (Worcester Massachusetts) ○ Died - February 8, 2014 (New York) ○ Loved the western outdoors ○ Was an only child ○ Studied science and art in college <ul style="list-style-type: none"> ■ Loved learning about unusual plants and animals and how the ecosystem helped them flourish and stay alive

	<ul style="list-style-type: none"> ● Nancy Holt Styles/Media: <ul style="list-style-type: none"> ○ Wanted to free sculptures from the typical museum display <ul style="list-style-type: none"> ■ Used a lot of steel and unconventional materials to combine with nature ○ Noticed a connection between art and ecosystems ○ In her time, art that included the ecosystem often damaged it <ul style="list-style-type: none"> ■ She was one of the first artists to purposely use nature in her art to promote preserving the environment ■ Goal - to allow viewers to see nature in a new light rather than overpowering it with art ■ She knew her more subtle pieces would not gain attention as quickly as other artists (who had huge earth pieces that damaged nature) but she cared more about the message than recognition ○ Incorporated time in the theme of her works <ul style="list-style-type: none"> ■ Concept of time through humanity, geography, and celestial bodies ● Star Crossed: <ul style="list-style-type: none"> ○ Made in 1979-1980 on site at the Miami University Art Museum (Richard and Carole Cocks Art Museum) ○ Materials include Earth, concrete, steel, water, and grass ○ Dimensions: 14x40x53 feet ○ Made in one of the of the only places where the true north star and the magnetic north star met / crossed paths in 1979 ○ The embankment has two tunnels, if a person stands at the top of the embankment and looks through the top tunnel to the oval reflecting pool (when it is filled and working), they can see the north star reflected in the pool that looks like a perfect circle. ○ The piece has interacted with nature overtime, growing grass, housing the birth of baby deer, etc ○ Originally the reflecting pool had an invisible plumbing system that brought in water, however currently, it is not in order
<p>Questions for the image: Consider how questions about the sculpture that you will ask students are sequenced to lead to new understandings. If yes/no questions, should have a follow up, like why or how.</p>	<ul style="list-style-type: none"> ● Where do your eyes go first when looking at the sculpture? How can you incorporate that idea into your work? ● What does this piece remind you of? What colors and textures do you see and how do they make you feel? ● How does the element of space and/or form tell the story of the piece? ● How do angles transform the piece and its meaning?

	<ul style="list-style-type: none"> • How could you add more variety to this piece? • How do you think the surrounding environment and nature have affected the piece over time? • Why earthwork? How does that provide opportunities to interact with the piece? How can you use nature in your art? • How could using non-art materials affect your art? • What does “Star Crossed” mean to you? What could this piece symbolize?
<p>Visual Culture Component: (this is often used as the hook for the lesson): How will the students engage visual culture in the lesson? Visual culture can be the focus of the entire lesson, or present only in a portion of the lesson, such as the motivation, presentation, art making or in the discussion. Include thumbnails <u>and</u> citations/links.</p>	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=GFG6zsKm30s <ul style="list-style-type: none"> ◦ Here is a video about a collaborative art project done with the community outside • Discussion about art in your own community: <ul style="list-style-type: none"> ◦ What are some examples of art outside of a museum that you can think of? <ul style="list-style-type: none"> ▪ Think of major structures across the world... (Paris, New York, China, Italy, etc...) • https://www.youtube.com/watch?v=gnnUid8Hof0
<p>Procedure: (Modeling, Guided Practice, Independent Practice): Provide <i>specific details</i> for what students need to do for each step of the lesson. There needs to be explicit instruction about how to do things and choices students can make. Procedures should be written beginning with the lesson introduction all the way through the evaluation, with language directed to the student artist. Do not forget to allow time for cleanup and include a detailed procedure for clean up. Include a meaningful closure to the lesson. Indicate in parentheses how long each step might take, to add up to the total time.</p>	<p>Total Time:</p> <p><u>Day 1 (45 minutes)</u></p> <ul style="list-style-type: none"> • Introduce the topic (25 minutes) <ul style="list-style-type: none"> ◦ Who is Nancy Holt? ◦ What did she make? ◦ Why did she make it? ◦ What do you notice about her work? ◦ Talk about possible materials and/or brainstorm different ideas for the finished product • Choose materials (20 minutes) <ul style="list-style-type: none"> ◦ As a class, head outside and gather materials for the project ◦ Place materials in keep-safe boxes for future use <p><u>Day 2 (45 minutes)</u></p> <ul style="list-style-type: none"> • Place students into groups/tables (5 minutes) <ul style="list-style-type: none"> ◦ Preassigned groups • Start work on the project (30 minutes) <ul style="list-style-type: none"> ◦ Building basic structure using cardboard/popsicle sticks • Clean up (10 minutes) <ul style="list-style-type: none"> ◦ Put structures in safe space designated by teacher ◦ Put all materials back where you got them <p><u>Day 3 (45 minutes)</u></p>

	<ul style="list-style-type: none"> ● Quick reminder of topic and where we should be as a class (5 minutes) <ul style="list-style-type: none"> ○ How much have you done so far? ○ How much do you still need to do? ○ Do you need to take more time and slow down or work a little faster? ● Continue work on projects (30 minutes) <ul style="list-style-type: none"> ○ Continue building basic structure if necessary ○ Should be moving on to decorations at some point today (painting structure and adding nature aspects) ● Clean up (10 minutes) <p><u>Day 4 (45 minutes)</u></p> <ul style="list-style-type: none"> ● Wrap up project (15 minutes) <ul style="list-style-type: none"> ○ Complete any finishing touches ● Clean up materials (10 minutes) <ul style="list-style-type: none"> ○ Put everything back where you got it ○ Keep structures on table ● Explore classmates' work (10 minutes) <ul style="list-style-type: none"> ○ Take a moment to walk around the room and observe what your classmates have made ○ Don't Touch Them!! ○ Come back as a group and have a short discussion about what you noticed <ul style="list-style-type: none"> ■ Teacher should write notes/take photos about student comments ● Place structures in a safe space outside (10 minutes) <p><u>Day 5 (45 minutes)</u></p> <ul style="list-style-type: none"> ● Two weeks after art is placed outside ● Explore how the art has interacted with the environment (45 minutes) <ul style="list-style-type: none"> ○ Teacher takes notes about student comments ○ Students give feedback to each other about how other structures have held up and how they could improve <ul style="list-style-type: none"> ■ Whose structures have held up the best in the elements? ■ What do you notice that makes one structure "better" than the other? ■ Do the structures have any signs of life after being out here so long?
Assessment: Include formative and summative considerations as well as self-assessment and, most importantly, <u>HOW</u> and <u>WHEN</u> the assessment will be used to improve student learning. What evidence will demonstrate that	<p>Did you:</p> <ul style="list-style-type: none"> ● (2.2CO) Did students observe art outside of the classroom? ● (2.2CR) Did students work with multiple different

students know and/or can do each aspect of the lesson objectives? How will the lesson be graded? Make sure to keep it developmentally appropriate and useful.

Turn objectives → questions

- materials to create creative pieces?
- (A3.2.a) Did students collaborate with their peers in a positive manner?
- (D1.2.a) Did students respectfully practice giving and receiving feedback on their art?
- (2.3RE) Did Students make connections between their art pieces and Holt's "Star-Crossed"

These can be asked at the end of each day as a sort of critique/reflection of the students' work to make sure they're on the right track.

Example images of completed activity/project:

(optional: Include how-to process images to help others understand how the work is created) Each group member should upload image(s) of their own work example and short reflection on process / choices.

Katie - I designed this structure to be reminiscent of a tree house. I used a combination of wood glue and elmer's glue to hold everything together. Because it took so long to dry, I also used tape to connect it. I was going to take the tape off before adding the decorations, but because I planned to cover it all in twigs and leaves, I decided that the tape would not really matter if it was still present.





Asia- I used to spend a lot of time outside as a child, exploring nature. One thing I recall seeing is the entrance of underground tunnels leading to the sewer. The tunnel I'm thinking in particular, was under a verdant hill filled with vegetation, similar to Holt's star crossed sculpture. As a result of this, I built a tunnel entrance basing it off of both Holt's sculpture and my personal experiences. First I created a tape base in a square shape to stick the base of the popsicle sticks and roll on. I used a toilet paper roll to create the opening, then covered it with popsicle sticks half way around. Then I stacked and glued a bunch of popsicle sticks in a leaning pyramid direction connecting them to the paper towel roll. The next step is getting out into nature and adding earth onto my tunnel. I put leaves and plants in between the cracks of the popsicle sticks and added a rock on the entrance.





Resources: What resources are required to teach this lesson? List the websites, books, magazines, etc., where images or information can be found. Make it clear what the resources are for. *Include the URL's for any videos you create with this lesson.*

- <https://holtsmithsonfoundation.org/star-crossed>
 - Star crossed information
 - Bigger Star crossed image
- <https://www.theartstory.org/artist/holt-nancy/>
 - Personal info about life and art of Nancy Holt
- <https://holtsmithsonfoundation.org/biography-nancy-holt>
 - Colored nancy holt photo
- <https://hyperallergic.com/662595/land-artist-nancy-holts-papers-acquired-by-smithsonian-archives/>
 - Older nancy in tube photo
- <https://www.pexels.com/search/eiffel%20tower/>
 - Eiffel tower image
- <https://www.agoda.com/travel-guides/new-york/things-to-do-in-new-york-see-lady-liberty-central-park-nyc-museums?cid=1844104>
 - Lady liberty image
- <https://www.usatoday.com/story/news/world/2018/05/10/leaning-tower-pisa-why-still-standing/598673002/>
 - Leaning tower of pisa image



- Star Crossed



- Nancy Holt

