

Meaningful, Memorable, Miniature Places

Central Focus	Making a meaningful, memorable place that fits in our hands (Miniature Art Lesson)
Class Size	11
Time	1 hour 15 minutes

National Visual Arts Standards Addressed
<p>VA: Cr1.1.1a: Use multiple approaches to begin creative endeavors.</p> <p>VA:Pr6.11a: Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</p> <p>VA: Re.7.2.1a: Analyze how one’s understanding of the world is affected by experiencing visual imagery.</p> <p>VA: Cn10.1.1a: Document the process of developing ideas from early stages to fully elaborated ideas.</p>

Forms	2D	3D	4D	
Frames	Cultural	Subjective	Structural	Postmodern
Conceptual Framework	Artwork	Artist	Audience	World

LEARNING OBJECTIVES

<p><i>As a result of this lesson, students will be able to:</i></p>
<ol style="list-style-type: none"> 1. Students will be able to use assorted materials (canvas & paint, paper, and glue, model magic) to build one 2D or 3D building or environment that is meaningful or memorable to them. (VA:Cr1.1.1a) 2. Students will be able to use the brainstorming worksheet to take notes of ideas, create sketches, and organize a list of their desired materials. (VA:Cn10.1.1a) 3. Students will be able to plan and speak about how they present their place with their choice of materials (2D or 3D). (VA:Pr5.1.1a) 4. Students will be able to reflect on artist examples and how they relate to their memorable places. (VA:Re.7.2.1a)


TEACHER MATERIALS

<ul style="list-style-type: none"> ● Powerpoint ● Paint ● Paint brushes ● Canvases ● Model magic ● Handouts 	<ul style="list-style-type: none"> ● Cups for paint water ● Construction paper and templates for creating 3D paper place ● Colored pencils ● Markers ● Scissors ● Fabric 	<ul style="list-style-type: none"> ● Felt/Fabric ● Yarn ● Beads/ pom poms ● Pencils ● Glue ● Magazine cut-outs ● Plastic bags for students to take home with materials in case they don't finish
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STUDENT MATERIALS

<ul style="list-style-type: none"> ● Paint ● Paint brushes ● Canvas ● Cups for paint water ● Handouts 	<ul style="list-style-type: none"> ● Construction paper/ templates ● Colored pencils ● Pencils ● Markers ● Magazine cut-outs 	<ul style="list-style-type: none"> ● Felt/Fabric ● Yarn ● Beads/ pom poms ● Glue ● Scissors ● Model magic
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ARTISTS IN CONTEXT

<p>Key Artists</p>	<p>List diverse artists you plan to reference during your lesson here</p> <ol style="list-style-type: none"> 1. Adia Millett (Primary Artist) 2. Ana Serrano 3. Sarah Choo Jing 4. Pepon Osorio 5. Narcissa Niblack
<p>Key Artworks</p>	<p>Adia Millett, <i>Blind Premonition</i>, 2007</p> 



Ana Serrano, *Lety y el Peluche*, 2009



Ana Serrano, *Culiacan #1*, 2015



Sarah Choo Jing, *Hidden Dimension II*, 2013



Pepon Osorio, *Badge of Honor*, 1995

[Narcissa Niblack Thorne](#)

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS

Launch	Instruction Methods
<ul style="list-style-type: none"> Set up - have supplies and worksheets set up on the supply table. (before class comes in) <p>Hey y'all!</p> <p>Introduce teachers, introduce kids</p> <p>Q: "Do we know each other?"</p> <p>A: *crickets*</p> <p>Q: "How are we doing?"</p> <p>A: *teenage angst*</p> <p>Q: Think of the last place that made you emotional? Happy? Sad? Confused? Anxious? Angry?</p> <p>A: *crickets & teenage angst*</p> <ul style="list-style-type: none"> Students talk in small groups and report out 	<p>Direct Instruction Group Discussion</p>
Instruction	Instruction Methods
<p>Presentation:</p> <ul style="list-style-type: none"> The teachers will introduce artists and their art and discuss their medium and techniques. Students will fill out a brainstorming worksheet as they listen in order to jot down any ideas. While looking at the artists, students will analyze artists' ideas and interpret their artworks. As a class, we will talk about the different materials available to use, colors, sizes, focal points, and the meaning that should be included in their work <p>Brainstorm:</p>	<p>Direct Instruction/Demo Whole Class Individual Work</p>

<ul style="list-style-type: none"> • Students will be given a brainstorming worksheet to fill out during and after the presentation. <p>Demo - video (cooking show) - show techniques to build and make</p> <ul style="list-style-type: none"> • Demonstrate in person how to work with model magic- mixing colors, creating a slab, attaching pieces together • QR codes for students to watch individually different videos of different techniques on the last slide of the presentation (demos on painting, model magic) • Share our own examples and explain our choices with the class <p>Independent Work Time</p> <ul style="list-style-type: none"> • During this time, students have a chance to make their pieces, talk amongst each other, and as teachers, we can talk with them on their ideas, help them, and provide encouragement. <p>Artist Statement</p> <ul style="list-style-type: none"> • Show & Tell: We will go around and share our creations as well as why we chose the materials we did, and our memories attached to that place 	
<p>Closure</p>	<p>Instruction Methods</p>
<p>Q: How did we feel about this experience? Q: Which place would you want to visit?</p>	<p>Whole class discussion</p>

REFERENCES

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