Design an Object Lesson:

Exploring Material Culture_A Daily Life Object Project





Image resource (left):
http://vinnyoliveira.com/wp-content/uploads/2012/02/Material-Culture-Now.jpg
Image resource (right): Nick Gentry official website: https://www.nickgentry.com/id-merge

In this assignment, you are going to try to make theory into practice.

Read: Burkhart, A. (2006). Object Lessons: Thinking about material culture, *Art Education*, *59*(2), pp. 33-39.

Part 1 (Due 10/14, Wed., 9 am):

1. Find ONE type of object or category of objects that can represent the material culture of the middle school students. What research have you done in order to know (e.g. books, Internet, interview middle schoolers, etc.)?
2. Anne Burkhart lists some suggestions for studying material culture in the art classroom. Please **choose** one suggested aspect to investigate and connect with your exploration in Step 1.
3. How will you guide the middle school students to use the selected type of object or category of objects as a medium to create an artwork?
    a. Which aspect that Burkhart suggests did you choose to connect with the selected type of object or category of objects in this project?
    b. How will you probe students' interests to do the project?
    c. What skills or art methods can students explore through making the project?
    d. Which contemporary artist(s) can you find to best support you to discuss the

project with the students?

4. Write a statement to demonstrate your findings and answers for Step 1 to 3.

Part 2 (Due 11/2, Mon., 9 am):

1. Write a lesson plan based on your investigation in **Part 1 using our lesson plan template**. You have to label clearly who will be your target student group (grade level). The lesson is for 1 hour completion time.
2. Create a Teaching video:

   1) You have to record a teaching video **for your project idea, instruction, and the art making process** for about 15-20 minutes. The video must be exported no less than 720 p viewing quality and with a clear focus on the presenting objects (and/or the teacher).

   2) Teacher example: Complete a teacher example to show your students how you create an artwork based on the project idea. **The teacher example must be included in your video.**

3. The lesson plan and the video submission will be reviewed by Mrs. Riep and Claire. You will earn **a plus "+"** to your final course grade of the section of Art Projects if your lesson and video are selected for Mrs. Riep's class. *(For example, if your grade is Proficient, it will become Proficient to Advanced. If your grade is Proficient to Advanced, it will become Advanced)*

Part 3 (Reflection, Due 11/2, Mon., 9 am):

You make a written reflection for this entire project

a. What do you learn from the process of designing this project and making the artwork (teacher example)?
b. Which part of the project can make your students excited?
c. Which part of the project may challenge your students?
d. What are the differences between preparing your middle school lesson compared to preparing the elementary/artistic abilities lesson?
e. Post your entire project: lesson idea, lesson plan, instruction video, your artwork (teacher example), and the reflection on your e-portfolio under the category of "Art Projects" and submit the page link to canvas

Grading Rubric (Total 20pt. 10% of the final grade)

Criteria\level	**Advanced (4)**	**Proficient (3)**	**Developing (2)**	**Emergent (1)**
Time	Turn the project on time each time (4)	Turn in one part late but still on the same due date (3)	Turn in one part late but the other part on time (2)	Did not turn in one of the parts or turn in both late. (1)
Criteria\level	**Advanced**	**Proficient**	**Developing**	**Emergent**
Connection to the topic and readings	Make clear connections among the object, the reading, and the project design in detail. Provide a personal perspective to think about implementing material culture in an art class (3)	Make clear connections among the object, the reading, and the project design in detail. (2)	Make general connections among the object, the reading, and the project design. More specific details should be provided. (1)	Do not make connections among the object, the reading, and the project design. (0)
Ideas, lesson plan, and teacher example	The project idea is original and connects with the chosen aspect of the material culture well. It provides a different way or unique perspective to think about material culture. The project is age-appropriate for the target students All parts of the plan were included and demonstrate a thorough understanding of planning components. (8)	The project idea is original and connects with the chosen aspect of the material culture well. The project is age-appropriate for the target students All parts of the plan included and demonstrated a good understanding of planning components. (7-6)	The project idea is original, but the connection with the chosen aspect could be stronger. The project could be adjusted to be suitable for the target students. Not all parts of the plan were included, and a tentative understanding of planning components was demonstrated. (5-3)	The project idea is not original, and the connection with the chosen aspect is not evident. The project could be adjusted to be suitable for the target students. Not all parts of the plan were included, and little understanding of planning components was demonstrated. (2-0)
Reflection	Complete and answer all the required elements in your own words The reflective thoughts are stated by providing a clear self-critique process at a deep level with details that demonstrate a learning growth (5)	Complete and answer all the required elements in your own words. The reflective thoughts are stated by providing a clear self-critique process. (4-3)	Miss to answer one to three required elements. The reflection style can be more personal. The reflective thoughts and self-critique process could be more stated with specific details (2-1)	Miss to answer more than three required questions. The reflection style can be more personal. The reflective thoughts and self-critique process could be stated more with specific details (0)