

## Meaningful, Memorable, Miniature Places

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

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

<b>Forms</b>	2D	3D	4D	
<b>Frames</b>	Cultural	Subjective	Structural	Postmodern
<b>Conceptual Framework</b>	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"> <li>1. Students will be able to use assorted materials (canvas &amp; paint, paper, and glue, model magic) to build one 2D or 3D building or environment that is meaningful or memorable to them. <b>(VA:Cr1.1.1a)</b></li> <li>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. <b>(VA:Cn10.1.1a)</b></li> <li>3. Students will be able to plan and speak about how they present their place with their choice of materials (2D or 3D). <b>(VA:Pr5.1.1a)</b></li> <li>4. Students will be able to reflect on artist examples and how they relate to their memorable places. <b>(VA:Re.7.2.1a)</b></li> </ol>

### TEACHER MATERIALS


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

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

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

### INSTRUCTIONAL STRATEGIES AND LEARNING TASKS

Launch	Instruction Methods
<ul style="list-style-type: none"> <li>Set up - have supplies and worksheets set up on the supply table. <b>(before class comes in)</b></li> </ul> <p>Hey y'all!            Introduce teachers, introduce kids (slide 3)            Q: Think of the last place that made you emotional? Happy? Sad?</p>	Direct Instruction Group Discussion
Instruction	Instruction Methods
<p>Presentation:</p> <ul style="list-style-type: none"> <li>The teachers will introduce artists and their artwork. While looking at the artists, students will analyze and interpret their artworks using the questions below:               <ul style="list-style-type: none"> <li>Adia Millett (Slide 6-7)                   <ul style="list-style-type: none"> <li>Q: What is your first impression of Millett's, "Blind Premonition"? (before watching the mini video about the piece, attached to the slide)</li> <li>Q: Millett compared space and identity, describing it as "bright and dark", "disturbing yet comforting", what is "place" to you? (after watching the video)</li> </ul> </li> <li>Ana Serrano (Slide 9-10)                   <ul style="list-style-type: none"> <li>Q: What do you think the purpose of the building on the left is? (referencing Lety y el Peluche)</li> <li>Q: Who do you think lives in the house on the right? (make it up) (referencing Culiacan #1)</li> </ul> </li> <li>Sarah Choo Jing &amp; Pepon Osorio (Slide 11-12)                   <ul style="list-style-type: none"> <li>Q: How do Jing's, "Hidden Dimension II" and Pepon Osorio's, "Badge of Honor" compare to each other?</li> </ul> </li> </ul> </li> </ul>	Direct Instruction/Demo Whole Class Individual Work



<ul style="list-style-type: none"> <li>■ Q: How are they similar? How are they different?</li> <li>● Students will fill out a brainstorming worksheet as they listen in order to jot down any ideas.</li> <li>● 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 Brainstorm:</li> <li>● Students will be given a brainstorming worksheet to fill out during and after the presentation.</li> </ul> <p>Demo - video (cooking show) - show techniques to build and make</p> <ul style="list-style-type: none"> <li>● Demonstrate in person how to work with model magic- mixing colors, creating a slab, attaching pieces together</li> <li>● QR codes for students to watch individually different videos of different techniques on the last slide of the presentation (demos on painting, model magic)</li> <li>● Share our own examples and explain our choices with the class</li> </ul> <p>Independent Work Time</p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p>Artist Statement</p> <ul style="list-style-type: none"> <li>● Show &amp; 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</li> </ul>	
<p><b>Closure</b></p>	<p><b>Instruction Methods</b></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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*Buildings.* (n.d.). Ana Serrano. Retrieved February 2, 2023, from <https://www.anaserrano.com/buildings-1>

National Art Standards

<https://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copy%20right%20info.pdf>

Pepon Osorio's Badge of Honor. (n.d.). MoMA. Retrieved February 2, 2023, from

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Sarah choo jing 朱婧—. (n.d.). Retrieved February 2, 2023, from <http://sarahchoojing.com/portfolio.html>

Thorne miniature rooms. (n.d.). The Art Institute of Chicago. Retrieved February 2, 2023, from

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