

Meaningful Buildings

Central Focus	Making a meaningful, memorable building that is miniature
Grade Level	Middle School (6-8)
Class Size	28-32
Time	40 minutes
Class Demographics	Unknown

National Visual Arts Standards Addressed 4 pts – use one from each area
<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>

Common Core State Standards Addressed
<ul style="list-style-type: none"> ● S.L.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. ● W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● R.L.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

UNIT OVERVIEW

During this unit, students will learn about artists like Ana Serrano and Adia Millett who work on topics of socioeconomic status and the meaning of places. Students will recreate a miniature building of their choosing that is important or meaningful in their community. This could be from the community they currently live in, one they have lived in in the past, or any other community that they have had a connection with or been a member of before. The purpose of this lesson is for students to reflect on the places around their community and acknowledge their history, purpose, and meaning.

Forms	2D	3D	4D
Frames	Cultural	Subjective	Structural
			Postmodern

Conceptual Framework	Artwork	Artist	Audience	World
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Student Prior Knowledge and Conceptions
<ul style="list-style-type: none"> • Students should have experience working with different drawing media like markers, colored pencils, pens, etc. • Students should feel comfortable cutting small shapes, using different textures, and layering
Interdisciplinary Connections 1pt
<ul style="list-style-type: none"> • History • Economics/Sociology

UNIT OBJECTIVES

<i>As a result of this lesson, students will be able to: 4pts</i>
<ol style="list-style-type: none"> 1. Students will be able to use at least 3 assorted materials to build one 2D or 3D building or environment from their community that is meaningful or memorable to them. (VA:Cr1.1.1a) 2. Students will be able to use the brainstorming worksheet to answer brainstorming questions, take notes of ideas, and create sketches. (VA:Cn10.1.1a) 3. Students will be able to use Nearpod to write at least 3 sentences describing how Ana Serrano uses socioeconomic status in her artworks. (VA:Re.7.2.1a) 4. Students will be able to upload a picture of their completed artworks to Padlet, describe their artwork and explain how it relates to the works by Ana Serrano or Adia Millett, and comment on at least two of their peer's artworks (VA:Pr.11a)

TEACHER MATERIALS 3pts


<ul style="list-style-type: none"> • Powerpoint • Handouts • Brainstorming worksheets • Glue • Magazine cutouts 	<ul style="list-style-type: none"> • Construction paper • Colored pencils • Markers • Scissors • Paint pens or gel pens 	<ul style="list-style-type: none"> • Felt • Yarn • Beads • Pencils
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STUDENT MATERIALS 3pts

<ul style="list-style-type: none"> • Pencils • Markers • Colored pencils • Handouts • Brainstorming worksheet 	<ul style="list-style-type: none"> • Construction paper • Scissors • Glue • Beads • Paint pens or gel pens 	<ul style="list-style-type: none"> • Magazine cutouts • Handouts • Felt • Yarn
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ARTISTS IN CONTEXT

<p>Key Artists</p>	<ol style="list-style-type: none"> 1. Ana Serrano 2. Adia Millett 3. Pepon Osorio 4. Sarah Choo Jing
<p>Key Artworks</p>	<div data-bbox="493 747 1183 1205" data-label="Image"> </div> <p data-bbox="493 1213 850 1247">Ana Serrano, <i>Lety y el Peluche</i>, 2009</p> <div data-bbox="493 1289 1170 1801" data-label="Image"> </div> <p data-bbox="493 1810 902 1843">Ana Serrano, <i>Sandy's Pet Grooming</i>, 2009</p>

	 <p data-bbox="488 720 841 747">Adia Millett, Blind Premonition, 2007</p>
<p data-bbox="215 785 367 848">Key Critical Questions</p>	<ol data-bbox="521 785 1390 1087" style="list-style-type: none"> 1. What do these buildings remind you of? 2. Why do you think the artist chose to remake these specific buildings? 3. What do you notice about the composition of her artworks? 4. How are the materials of cardboard and paper significant? 5. Would a different message be delivered if other materials were used? 6. What is Serrano trying to say about socio-economic status in these works? 7. What are your first impressions of Millett's, "Blind Premonition"? 8. Millett compared space and identity, describing it as "bright and dark", "disturbing yet comforting", what is place to you?

VOCABULARY AND LANGUAGE ACQUISITION 4pts

<p data-bbox="215 1283 362 1314">Vocabulary</p>	<p data-bbox="472 1283 1373 1346">Community- a group of people living in the same place who share common interests</p> <p data-bbox="472 1354 1352 1417">Socio-Economic Status- a way of describing people based on how much money they have, their education levels, and work experience</p> <p data-bbox="472 1425 987 1457">Saturation- how intense or bright a color is</p> <p data-bbox="472 1465 1377 1497">Composition- the arrangement of shapes, colors, and objects in an artwork.</p> <p data-bbox="472 1505 846 1537">Noun- a person, place, or thing</p> <p data-bbox="472 1545 954 1577">Adjective- a word that described a noun</p>	
<p data-bbox="215 1593 345 1656">Language Functions</p>	<p data-bbox="488 1593 1304 1625">analyze, compare/contrast, critique, describe, interpret, question, etc.</p>	
<p data-bbox="215 1694 345 1757">Language Demands</p>	<p data-bbox="667 1694 753 1726">Syntax</p>	<p data-bbox="1133 1694 1255 1726">Discourse</p>
<p data-bbox="215 1795 427 1858">Language Tasks and Activities</p>	<ul data-bbox="521 1795 946 1858" style="list-style-type: none"> • Artist and artwork discussion • Nearpod 	

Language Supports	<ul style="list-style-type: none"> ● Artist handouts ● Presentation
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SPECIAL PRE-INSTRUCTION PREPARATIONS

<ul style="list-style-type: none"> ● Have artist handouts (day 1) ● Have brainstorming worksheets ready (day 1) ● Nearpod for noun and adjective practice (day 2) ● Mentimeter for check-in questions (day 4 or 5)
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ACCOMODATIONS FOR SPECIFIC DIVERSE LEARNERS

Adaptations and Accommodations 3pts
<ul style="list-style-type: none"> ● Students who do not feel comfortable working with 3D can create a 2D version, or vice versa ● Students who have difficulty creating a 3D model can use premade templates ● Students who have trouble using multiple medias can use 2 different materials to create their building instead of 3 ● Students who have trouble cutting out smaller objects/paper can use precut magazine cut outs and other precut materials ● Students who have problems typing or filling out worksheets online can receive a paper copy (description of their work written on paper rather than typed on Padlet) ● For the Nearpod, students who have trouble typing may record their responses verbally ● Students who have difficulty writing can fill out their brainstorming worksheet questions online and draw their sketches separately
Enrichment and Extensions 1pt
<ul style="list-style-type: none"> ● Advanced students can use more materials in order to make their buildings and add details (4 instead of 3)
Activity for Early Finishers 1 pt
<ul style="list-style-type: none"> ● Students who finish early can create another building of their choice ● Students can also decide to create the same building but in a 2D format if they created a 3D building the first time or vice versa ● Students could also choose to create an object which relates to the building they created

OBJECTIVE-DRIVEN ASSESSMENTS 3pts

<ol style="list-style-type: none"> 1. Rubric assessing students' finished project craftsmanship, use of materials, participation, and connection to the big idea. (Objectives 1, 3, 4) 2. Brainstorming worksheet to plan out the project (Objective 2) 3. Artwork discussion during the presentation (Objective 3) 4. Nearpod on describing artwork (Objective 3)
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REFERENCES 3pts

Affordable investment art August 08. (n.d.). Retrieved February 2, 2023, from <https://www.mutualart.com/Article/Affordable-Investment-Art-August-08/C55B65814B6B440A>

Ana Serrano interview, May 2021. (n.d.). Emily Babette Gross. Retrieved April 26, 2023, from <https://emilybabettegross.com/ana-serrano-interview-may-2021>

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Editor, B. P. (2021, March 18). ANA SERRANO | a sense of place. Bermudezprojects.Com. <https://www.bermudezprojects.com/ana-serrano-a-sense-of-place/>

Vincent Price art museum | exhibitions | ana serrano: A daydreamer’s street. (n.d.). Retrieved April 26, 2023, from https://vincentpriceartmuseum.org/exhibitions_ana-serrano.html

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**INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY /
LESSON 1**

Launch 2pts	Instruction Methods 1pts
<ul style="list-style-type: none"> ● The teacher will introduce the title of the new unit “Meaningful Buildings” ● The teacher will introduce the goals of today: <ul style="list-style-type: none"> ○ Discuss meaningful places ○ New vocabulary ○ Introduce new artists and artworks ○ Fill out a brainstorming worksheet ● The teacher will ask students to discuss with their groups/peers the question “what is the last place that made you emotional? Happy? Sad? Confused? Anxious? Angry?” ● After discussing in groups for 2-3 minutes, students will share out with the whole class 	<ul style="list-style-type: none"> ● Partner/Small Group Discussion ● Whole class discussion ● Direct instruction
Instruction 5pts	Instruction Methods 1pts

<ul style="list-style-type: none"> ● The teacher will introduce vocabulary words to the class ● The teacher will introduce Ana Serrano to the class and her artwork <ul style="list-style-type: none"> ○ Ask questions about her artwork to the class to discuss with their peers: <ul style="list-style-type: none"> ■ What do these buildings remind you of? ■ Why do you think the artist chose to remake these specific buildings? ■ What do you notice about the composition of her artworks? ■ How are the materials of cardboard and paper significant? ■ Would a different message be delivered if other materials were used? ■ What is Ana Serrano trying to say about socioeconomic status in these works? ● Introduce Adia Millett, her artwork, and show a video (2 minutes) about her artwork <ul style="list-style-type: none"> ○ Ask questions about her artwork <ul style="list-style-type: none"> ■ What are your first impressions of Millett's <i>Blind Premonition</i>? (ask before video) ■ Millett compared space and identity, describing it as "right and dark", "disturbing yet comforting". What is place to you? (ask after the video) ● The teacher will give students a brainstorming worksheet which will ask them to reflect on a building that is meaningful/important to them. Students are to write down their ideas, and answer questions on the worksheet that will help them come up with ideas/plan like "What are some places that are memorable/meaningful to you?", "How does this place make you feel?", "What does it look like?", "What is it made out of?", and "What materials will you use to create this space?". After students finish answering questions and come up with a building they would like to recreate, they will create 3 different sketches of the building (1 from the right side view, front view, and 1 from the left side view) 	<ul style="list-style-type: none"> ● Direct instruction ● Whole class instruction ● peer/small group discussion
<p>Closure 2pts</p>	<p>Instruction Methods 1pt</p>
<ul style="list-style-type: none"> ● The teacher will ask students what questions they have about the project ● The teacher will have students share out with their seat partner what ideas they have 	<ul style="list-style-type: none"> ● Class discussion ● Peer discussion

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY /

LESSON 2

Launch 1pt	Instruction Methods 1pt
<ul style="list-style-type: none"> ● The teacher will state the goals for the day: <ul style="list-style-type: none"> ○ Review artists ○ Practice describing art using Nearpod ○ Finish brainstorming worksheet ○ Demos ● The teacher will have a quick review activity for students to complete with their peers <ul style="list-style-type: none"> ○ The teacher will show the students of both artists they learned about on day 1 and ask students if they remember their names ○ The teacher will have students talk to their partners what they remember learning about the artist and their artworks ○ After discussing with their peers, students will report back to the whole class 	<ul style="list-style-type: none"> ● Direct instruction ● Whole class discussion ● Peer discussion
Instruction 5pts	Instruction Methods 1pts
<ul style="list-style-type: none"> ● The teacher will give students a class code/link for them to complete a Nearpod on how to use nouns and adjectives to describe artwork <ul style="list-style-type: none"> ○ The teacher and students will read the slides on Nearpod together ○ The teacher will explain nouns and adjectives ○ The students will take the short quiz on nouns and adjectives ○ The teacher will read her example of how to describe art ○ Students will write at least 3 sentences to describe Ana Serrano's artwork ● The teacher will begin demos on how to create a 3D building <ul style="list-style-type: none"> ○ The teacher will show students an example of a completed miniature building ○ The teacher will explain how you can create a building out of a multiple squares of paper ○ The teacher will demonstrate how you can create textures using colored pencils ○ The teacher will demonstrate how you can use magazine cut outs and incorporate them into the decoration of a building 	<ul style="list-style-type: none"> ● Direct instruction ● Whole class instruction ● Independent work

<ul style="list-style-type: none"> Students will continue to work on their brainstorming worksheet. Those who finish may begin their final project 	
Closure 1pt	Instruction Methods 1pt
<ul style="list-style-type: none"> The teacher will have students share with their partner what materials they are planning to use to create their building After students discuss with a partner, they will share out with the whole class 	<ul style="list-style-type: none"> Peer discussion Whole class discussion

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 3

Launch 1pt	Instruction Methods 1pt
<ul style="list-style-type: none"> The teacher will share with students the goals of the day: <ul style="list-style-type: none"> Review Last day to work on brainstorming worksheet! Work time The teacher will have a review activity for students <ul style="list-style-type: none"> The teacher will show students a picture of the artists they learned about on day 1 Students will discuss with their partner what the artists' names are and what they remember learning about their artworks The teacher will have students share their answers with the whole class The teacher will have students turn to their partner and give them an example of a noun and an adjective After students discuss examples with their partner, they will share out some of the answers they came up with with the whole class 	<ul style="list-style-type: none"> Direct instruction Peer discussion Whole class discussion
Instruction 5 pts	Instruction Methods 1pts
<ul style="list-style-type: none"> The teacher will remind students that today is the last day to work on the brainstorming worksheet The teacher will remind students to answer all questions on the brainstorming worksheet, describe the building they will be making, and create sketches of what their building will look like Students will finish their brainstorming worksheets and start to work on their miniature buildings 	<ul style="list-style-type: none"> Whole class instruction Independent student work
Closure 1pt	Instruction Methods 1pt

<ul style="list-style-type: none"> The teacher will tell students to share with their partner if they are having trouble with anything so far and what they are most excited about now that they have started the project 	<ul style="list-style-type: none"> Partner discussion
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INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 4

Launch 1pt	Instruction Methods 1pt
<ul style="list-style-type: none"> The teacher will tell the students the goals of the day: <ul style="list-style-type: none"> Work on miniature building Ask questions The teacher will tell students to share their current progress with their partner 	<ul style="list-style-type: none"> Whole class instruction Partner discussion
Instruction 5pts	Instruction Methods 1pts
<ul style="list-style-type: none"> The teacher will tell students to continue working on their projects and to raise their hand or ask a neighbor if they have any questions The teacher will walk around asking students what they are working on and if they need any help using any materials 	<ul style="list-style-type: none"> Direct instruction Independent work
Closure 1pt	Instruction Methods 1pt
<ul style="list-style-type: none"> The teacher will tell students to comment on their partner's works and give them one compliment on their in-progress work and something they could improve on 	<ul style="list-style-type: none"> Partner discussion

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 5

Launch 1pt	Instruction Methods 1pt
<ul style="list-style-type: none"> The teacher will tell students the goals of the day: <ul style="list-style-type: none"> Check-in Work on miniature building The teacher will give students a code/link to access Mentimeter in order to answer a check-in question <ul style="list-style-type: none"> Students will choose one of the following questions to answer on Mentimeter.com <ul style="list-style-type: none"> How are you feeling about this project so far? What are you struggling with? 	<ul style="list-style-type: none"> Direct instruction Independent work Class discussion

<ul style="list-style-type: none"> ■ What are you enjoying the most? ■ What questions do you have for me about the project? <ul style="list-style-type: none"> ● The teacher will read out loud some of the student answers as they anonymously show up on the board in order to share student's thoughts, questions, and feelings with the whole class 	
Instruction 5pts	Instruction Methods 1pts
<ul style="list-style-type: none"> ● The teacher will tell students to continue working on their miniature building and to raise their hands if they have any questions or ask a neighbor ● The teacher will walk around asking students what they are working on and if they need any help using any materials 	<ul style="list-style-type: none"> ● Direct instruction ● Independent student work
Closure 1pt	Instruction Methods 1pt
<ul style="list-style-type: none"> ● The teacher will tell students to share with their partners what artists their artworks are inspired or influenced by ● After students discuss in partners, the teacher will ask some groups to share out with the whole class 	<ul style="list-style-type: none"> ● Partner discussion ● Whole class discussion

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 6

Launch 1pt	Instruction Methods 1pt
<ul style="list-style-type: none"> ● The teacher will tell students the goals of today: <ul style="list-style-type: none"> ○ Finish working on miniature building ○ Critique on Padlet 	<ul style="list-style-type: none"> ● Whole class instruction
Instruction 5pts	Instruction Methods 1pts
<ul style="list-style-type: none"> ● The teacher will tell students that they have the first half of class to finish working on their miniature building ● The teacher will walk around answering any questions students may have ● The teacher will tell students when they have 10 minutes left to work ● Once the time is up, the teacher will tell students to upload a photograph of their completed artwork on to a shared Padlet ● The teacher will tell students to include a description of their artwork which includes the name of the building they recreated, why it is meaningful/important to them, and the artists they gained inspiration from 	<ul style="list-style-type: none"> ● Direct instruction ● Independent student work

<ul style="list-style-type: none"> ● After students complete their uploads and descriptions, the teacher will tell students to comments on at least 2 of their peers' posts and write: <ul style="list-style-type: none"> ○ 1 thing they like ○ 1 think they wish they would have added or done differently ○ 1 thing they wonder about the work 	
<p>Closure 1pt</p>	<p>Instruction Methods 1pt</p>
<ul style="list-style-type: none"> ● The teacher will ask all students to share one comment they made on one of their peers' post 	<ul style="list-style-type: none"> ● Whole class discussion