



2016-2017 Teacher Fellowship Program Lesson Plan

<p>Lesson Title:</p> <p>I'm A Maker: Land Art, Fieldwork and Ephemeral Outside(r Artists') Makerspaces</p>	<p>Instructor Name(s):</p> <p>Amy Vecchioni, K-8 Visual Art Jeremy King, 3rd grade Science Pete Leki, K-8 Field Ecology Colleen Lambe-Herman, Intermediate Grade Diverse Learner Specialist</p>
<p>Class Title:</p> <p>3rd grade STEAM, Earth Science, Maker and Mighty Acorns* Arts Integration Project</p> <p>*Mighty Acorns: Hands-on Field Ecology/Sauganash Forest Preserve sponsored by The Field Museum, http://www.mightyacorns.org/</p>	<p>School:</p> <p>Waters Fine Arts 4540 N. Campbell Ave. Chicago, IL 60625</p>
<p>Date Created:</p> <p>1/10/17</p>	<p>Grade Level:</p> <p>3rd grade</p>
<p>Self-Taught Artist(s) Referred:</p> <p>Emmer Sewell</p>	
<p>1. LESSON PLAN ABSTRACT</p>	
<ul style="list-style-type: none"> • Essential Question: How do artists and designers learn from trial and error? • Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • Project: 	

Students will reinforce their on-site stewardship of Sauganash Forest Preserve as they reclaim natural and discarded objects to create a group narrative assemblage. This ephemeral land art installation will pay homage to Emmer Sewell's symbolic natural environment installations and create a new interpretation of what is a "Makerspace."

Students will collaborate to gather materials, problem-solve, design and construct a unified assemblage utilizing reclaimed objects. Students will practice a variety of design decisions that meet the needs and learning styles of all students--- including materials choice, site location, construction design and presentation of final product.

Students will document their ephemeral on-site land art assemblages using both Polaroid film and iPad technology. Students will choose their final representation of their installation to be featured in upcoming LAUNCH (authentic assessment/share-out step of Design Thinking) of photo canvases for Intuit's 2017 student exhibit and upcoming all-school Outsider Artist exhibition.

At the end of the artmaking activity, students will return all natural objects to their prior environments and take home discarded "trash" to be recycled at Waters Fine Arts School.

2. OBJECTIVES/STUDENT OUTCOMES

- Students will analyze/close read and interpret our artist's work in relation to self (student as artist), peers (other Outsider artists) and society (traditional and non-traditional artists).

CCSS.ELA-Literacy.CCRA.SL.2,5 & CCSS.ELA-Literacy. CCRA.W2,4,5, CCSS.ELA Literacy.CCRA.R.1,2,3,7 CCSS.ELA-Literacy.CCRA.W.8,9/ISBE: 25.B.2, 27.B.2 /TFP Rubric 2, 3 & 4

- Students will choose and explore mixed-media and 3D installation methods to create a site-specific "sacred symbol" or metaphoric artwork.

CCSS.ELA-Literacy.CCRA.R.1,2,3,7, CCSS.ELA-Literacy.CCRA.SL.4/ISBE: 26. B.2d/TFP Rubric 1 & 2

- Students will design narrative composition using natural, found and reclaimed materials.

CCSS.ELA-Literacy.CCRA.R.1,2,3,7, CCSS.ELA-Literacy.CCRA.SL.4/ISBE: 26. B.2d/TFP Rubric 1 & 2

- Students will self-evaluate their artistic behavior(s) and artwork

using student-created assessments.

CCSS.ELA-Literacy.CCRA.SL.2,5 & CCSS.ELA-Literacy. CCRA.W2,4,5,
CCSS.ELA Literacy.CCRA.R.1,2,3,7 CCSS.ELA-Literacy.CCRA.W.8,9/ISBE:
25.B.2, 27.B.2 /TFP Rubric 2, 3 & 4

National Core Arts Standards

- **CREATING:** Generate and conceptualize artistic ideas and work.
- Anchor Standard #1. Organize and develop artistic ideas and work.
- **PRESENTING:** Interpreting and sharing artistic work.
- Anchor Standard #5. Develop and refine artistic work for presentation.
- **RESPONDING:** Understanding and evaluating how the arts convey meaning.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- **CONNECTING:** Relating artistic ideas and work with personal meaning and external context.
- Anchor Standard #10. Synthesize and relate knowledge and personal experience to make art.

Common Core Anchor Standards for Reading

CCSS.ELA-Literacy.CCRAR1

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRAR7

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- **ISBE Visual Arts Standards 25B, 26A/B, 27B**

3. MOTIVATION/ ANTICIPATORY SET

- We will introduce an additional (much beloved☺) fieldtrip to Sauganash Forest Preserve as an opportunity to model the collaborative artistic behaviors of practicing artists.
- We will talk about the similarities found in environmental stewardship and land art---and how we will gather objects on-site to make art. "I am a Maker..." as a sign/symbol/metaphor...
- We will compare and contrast artistic behaviors to Scientific Method and the steps of Design Thinking to the Maker Movement. We will discuss "I make things..." as a common Outsider artist statement...
- We will introduce our LAUNCH authentic assessment and student exhibition

at Intuit's spring gallery show and permanent exhibition at Waters Fine Arts.

4. ACTIVITIES

1. Measure Prior Knowledge

- Intuit Outsider Artist Survey (Day 1)
- *What Makes Us Consider Someone an Outsider Artist?* We will conduct a game activity where students will see a variety of images (still and video) of the installations of Emmer Sewell, LV Hull, Andy Goldsworthy and Christo and Jean-Claude. A discussion of previous Outsider Artist experiences including Wilson Bentley, David Butler, James Castle, Lee Godie, Tyree Guyton, LV Hull, and Judith Scott. (Day 1)

2. Exemplar



Emmer Sewell, *Souls Grown Deep Volume 2: African American Vernacular Art* (Wm. S. & Wm. Arnett)

3. Procedure

- **Day 1 Introduction and Prior Knowledge Assessment:** Outsider Artists, Land Artists, Maker Mentality and Emmer Sewell.

Discussion and prototyping of ephemeral and site-specific artworks to create intention for upcoming field trip to Sauganash Nature Preserve.

Intuit Pre-Survey and Outsider Artist/Emmer Sewell PowerPoint intro/discussion.

We will discuss Outsider Artistry and its connection to the Maker Movement using compare/contrast terminology.

We will conduct a Close-Read of Emmer Sewell's artworks and artistic statements. We will use Close-Read and compare/contrast terminology to analyze Emmer Sewell's artwork and our prior knowledge/review of LV Hull's Outsider installations to Andy Goldsworthy and Christo & Jean-Claude via game, video clips and images.

Activity:

We will prototype our outdoor Makerspace activity in Waters School Garden. We will discuss how engineers, designers, architects, artists and makers of all kinds often create a prototype of their ideas to test out and experiment with their ideas. We will gather interesting discarded items/"trash" around the school and bring items to a location they choose in Waters School Garden (a large community/prairie reclamation space that surrounds the city block of our school property).

We will create a site-specific prototype that demonstrates symmetrical, radial or asymmetrical balance properties recently studied in Leonardo's Workshop (art room Makerspace).

We will take Polaroids of students/constructions and document with iPads all installations with and without Polaroids.

We will recycle discarded items/"trash" and replace natural items to reinforce the idea of ephemeral Makerspaces and transience of land art.

We will work in groups of three for this activity.

We will discuss activity and brainstorm a narrative---What is a sign, symbol or metaphor for "I am a Maker..." and think about Ms. Sewell's "X" as a metaphor for her outlook on life to use as a guide for our upcoming land art installation at the forest preserve.



Waters School Garden

- **Day 2 Outdoor Ephemeral STEAM/Makerspace Fieldtrip: Found** (Conservationist/Steward), **Reclaimed** (Scientist/Designer), **Constructed** (Engineer/Maker/Artist), **Documented** (Technician/Scribe/Photographer) **Assemblages**

Activity:

Students will take a culminating field trip (4 of 4) to the site of Mighty Acorns' fieldwork: Sauganash Nature Preserve.

We will gather discarded/left behind objects--- "trash" (Mighty Acorns/field ecology vocabulary: alien invaders) and natural objects (sticks, bones, leaves, rocks) in the forest preserve.

We will use our gathered objects to design and construct site-specific installations (four natural habitats students have studied in Mighty Acorns curriculum: slough, oak woodlands, prairie, flood plain woods).

We will add at least one rock from the natural environment as an application of homeroom study of rocks in Earth Science.

We will take Polaroids of students/constructions and document with iPads all installations with and without Polaroids.

We will recycle discarded items/"trash" and replace natural items to reinforce the idea of ephemeral Makerspaces and the transience of

land art.

We will work in groups of three for this activity.



Sauganash Forest Preserve

(Teachers will send student images to canvas printing company. Images will become final artworks for Intuit LAUNCH/exhibit and permanent exhibit at Waters Fine Arts.)

- **Day 3** Review, Reflection & Celebration: Seminar, Critique & Exhibit!

Activity:

We will discuss our experience as a Maker in a natural environment, using Design Thinking steps to guide us. We will discuss the Evolution stage most extensively.

We will complete an individual artist statement using da Vinci Notebook self-assessment as a guide.

We will pick our final exhibit choice of artworks from images collected. Each triad will have one image. These images will become the canvas prints below.

We will rotate and discuss final choices in small groups. We will continue rotation until each student has been a docent and all students have seen the final ten group images.

We will collage all Polaroids into one composite. Students will choose one Polaroid within the composite to practice Feldman's 4 Steps of

Art Critique. We will share our peer reviews.

Our Polaroid collage will be LAUNCHED at our spring all-school Outsider Artist exhibit at Waters Fine Arts.

Our canvas prints of small group installations will be LAUNCHED at Intuit: Center for Intuitive and Outsider Artists Student Exhibition and uploaded to Artsonia.com, our online digital portfolio site. After exhibition, our canvases will be permanently exhibited at Waters Fine Arts.

5. MATERIALS

- **Reclaimed objects from Waters Garden and Sauganash Nature Preserve (sticks, leaves, animal bones, rocks*, bottles, plastics and other found materials)**
- **String, wire, twine (binding materials)**
- **iPads, Polaroid camera & film**
- **Canvas prints (of photographs of installation for exhibit)**

*All students need to incorporate one found rock in their nature preserve installation as a homage to their study of a variety of rocks in Earth Science.

6. LITERACY BUILDING/ LANGUAGE ARTS INTEGRATION

- **Vocabulary:** Outsider artist, Maker, land artist, collaborate, prototype, narrative, reclaimed materials, found objects, symmetrical, radial and asymmetrical balance, assemblage, installation, ephemeral, site-specific artwork, Makerspace, documentation, LAUNCH
- **Close-Read** of Emmer Sewell's artworks at throughout PowerPoint study to enhance visual literacy. Use presentation text, Ms. Sewell interview captions and teacher words as "text." Students determine "who" and if question applies to artworks. (See PowerPoint) (CCSS.ELA-Literacy.CCRA.R.1-3)

Use the following questions as a guide:

1. Are there details in the illustration that are not mentioned in the text? What are they? Are there details in the text left out of the illustration?
2. Do the illustrations provide any conflicting information? What? Why?
3. What is the perspective of the illustration? Do we see the scene from the point of view of someone in the text? Which character? You, the reader?
4. Who is in the illustration? Everyone mentioned in the text? Who's in and who's out? Who is looking at whom? Why?

5. How are the relationships of the characters depicted? Who is standing close? Who is far away? What do the expressions on their faces convey?
6. Where are the characters looking? At the action? At each other? At something else?
7. What do the characters know that we (the reader) do not know?
8. What do we learn about the setting from the illustration? Are we looking straight on? Airplane view? Why?
9. What color palette is used? How does the choice of color contribute to the story? To the mood?
10. Do the illustrations depict more than visual clues? Do they help us smell, touch, taste, or hear some part of the text? How?

(<http://artsedge.kennedy-center.org/educators/how-to/supporting-individual-needs/reading-through-the-arts.aspx>)

- **Close-Read** Emmer Sewell's and LV Hull's (utilize/refer to prior knowledge of Outsider installation artist study (Spring 2nd grade)) work to **compare/contrast** Outsider artistry to insider artists such as Andy Goldsworthy and Christo and Jean-Claude. We will look at the concepts of installation, narrative artworks, and signs/symbols. (CCSS.ELA-Literacy.CCRA.R.1-3)
- **Close-Read/Art Critique** of student artworks at end of study, utilizing Feldman's Model of Art Criticism. (CCSS.ELA-Literacy.CCRA.R.1-3)

7. EVALUATION/ CLOSURE

- **Ongoing informal progress monitoring** (including fieldwork observations & procedural checklists)
- **Collaborative Assessment Seminar** (self-assessments including visual culture/art history, art-making skills, artistic behaviors)
- **Intuit post assessment activity and rubric** (Outsider artistry knowledge)
- **Artist Reflection Statement** (da Vinci Notebook Makerspace self-reflection tool)
- **Performance-based assessment** (artworks, digital portfolio and exhibit as authentic assessment)
- **Art critique** (Feldman's Model of Art Criticism)

8. BIBLIOGRAPHY/ CREDITS

- *Souls Grown Deep Volume 2: African American Vernacular Art* (William S. Arnett and William Arnett)
- *Natural: Simple Land Art Throughout the Seasons* (Marc Pouyet)

- <http://www.soulsgrowndeeper.org/artist/emmer-sewell>
- <http://www.newyorker.com/culture/culture-desk/met-embraces-neglected-southern-artists>
- https://www.youtube.com/watch?v=F_7r_2t-vXg (video clip from Rivers & Tides (Andy Goldsworthy))
- <https://www.youtube.com/watch?v=z057rxwJXPo&t=74s> (video overview of Christo & Jean-Claude's large-scale land art installations)