



Academic Resources for Teachers & Students

kimballartcenter



**Thirty-Three:**  
Celebrating 33 Years  
of the Independent  
Spirit & Sundance  
Film Festival

01.19.17 - 02.12.17

**K-5**



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# Lesson Overview

## Lesson Plan

Designed to extend and enhance the learning experience of our exhibits while linking to core curriculum subject matter.

## Lesson Objectives

- To explore the creative thinking of artists and inventors.
- To problem solve a machine that would be useful to meet basic human needs such as food, shelter and clothing
- To create a drawing that is imaginative and shows an understanding of how simple machines function.

## Core Curriculum Tie-Ins

Kindergarden through Fifth grades: Mathematics, Social Studies and Visual Art.

## Lesson Overview

On the A.R.T.S. tour, students will learn about the work of the artists in the exhibition *Thirty-Three: Celebrating 33 Years of the Independent Spirit & Sundance Film Festival*. Then, students will focus on the work of Souther Salazar and explore his imaginative narrative paintings. They will discuss the meaning of creativity and the history of artists as inventors. Students will imagine their own useful machine that would benefit the community.

## Length Of Lesson

One to Two Class Sessions.

## Supplies

- Copy Paper for Brainstorming and Sketching.
- Watercolor Paper or 11X17 Drawing Paper.
- Pencils and Erasers.
- Watercolor Sets or Colored Pencils.
- Paint Brushes and Cups for Water.

# Core Curriculum Tie-Ins

## SOCIAL SCIENCE CORE CURRICULUM

(K)

### Standard 4

(Financial Literacy): Students can explain how humans meet their needs in many ways.

Objective 1: Recognize that people have basic needs (food, shelter, and clothing) and wants (toys, games, treats).

- a. Identify the difference between basic wants and needs.
- b. Explain that families have needs and wants.
- c. Describe how basic human needs, such as food, shelter, and clothing, can be met.

(3rd grade)

### Standard 1

Students will understand how geography influences community location and development.

Objective 2: Describe how various communities have adapted to existing environments and how other communities have modified the environment.

- a. Describe the major world ecosystems (i.e. desert, plain, tropic, tundra, grassland, mountain, forest, wetland).
- b. Identify important natural resources of world ecosystems.
- c. Describe how communities have modified the environment to accommodate their needs (e.g. logging, storing water, building transportation systems).
- d. Investigate ways different communities have adapted into an ecosystem.

# Core Curriculum Tie-Ins Continued

## SCIENCE CORE CURRICULUM

(1st grade)

### Standard 3

Physical Science. Students will gain an understanding of Physical Science through the study of the forces of motion and the properties of materials.

Objective 1: Analyze changes in the movement of nonliving things.

- a. Describe, classify, and communicate observations about the motion of objects, e.g., straight, zig zag, circular, curved, back-and-forth, and fast or slow.
- b. Compare and contrast the movement of objects using drawings, graphs, and numbers.
- c. Explain how a push or pull can affect how an object moves.

## VISUAL ART CORE CURRICULUM

(2nd grade)

Strand: CREATE (2.V.CR.): Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation.

### Standard 2.V.CR.1

Brainstorm multiple approaches to an art or design problem, and make art or design with various materials and tools to explore personal interests, questions, and curiosity.

## About Thirty-Three

*Thirty-Three: Celebrating 33 Years of the Independent Spirit & Sundance Film Festival* showcases 33 artists who are at the forefront of contemporary visual art. Curated by Morgan Spurlock (CNN's Morgan Spurlock Inside Man, *The Greatest Movie Ever Sold* and *Super Size Me*) with additional co-curation by Jensen Karp and Katherine Sutton of the esteemed Gallery1988 in Los Angeles, the exhibition celebrates the high caliber of diverse and sometimes wild, but always thought-provoking 33 years of Sundance Film Festival. With a collection of artists that embody the Festival's innovative, edgy, provocative spirit, *Thirty-Three* unites a group that runs the gamut of contemporary Pop Art and beyond and provides a platform for new thought and conversation. The Kimball Art Center is honored to premier these artists and their works that celebrate film, vision and independence.

Gary Baseman  
Buff Monster  
Jon Burgerman  
Molly Crabapple  
D\*Face  
Dabs Myla  
John Rozum  
Ron English  
Natalia Fabia  
Shepard Fairey

Derek GoresNaoto Hattori  
Logan Hicks  
Jabu  
Aaron Jasinski  
Mike Leavitt  
Travis Louie  
Dan Lydersen  
RAE  
Jim McKenzie  
Niagara  
NouarOlek

Scott Radke  
Souther Salazar  
Todd Schorr  
Andrew Schoultz  
Shag  
Bennett Slater  
Beau Stanton  
Swoon  
Mark Dean Veca  
Nicola Verlato

# Lesson Plan

1. Show students the imaginative paintings by Souther Salazar. Talk about the narratives in his work. Does the story unfolding seem familiar, new or invented? Explain that Salazar is an artist who uses his imagination to design another world where things work differently. In a way he is an inventor. Ask students: what is an inventor?
2. Using the resources below show students other artists and inventors. Talk about how creativity, outside of the box thinking, allows artists to imagine new ways of doing things. DaVinci , for example, applied his creativity to his interest in flight. He created drawings and experiments of flying machines. Looking back throughout history, discuss other key inventions (the telephone, light bulbs, television). Inventors and engineers design and build machines that help the evolution of society. For example, they make cars for transportation, appliances for household tasks, and farm equipment to grow our food.
4. Tell the students that they are going to use their creativity to invent a machine. Emphasize that this invention needs to make a task easier and help in some way. Students can start by thinking about the basic needs that we find or take from our environment (food, shelter, and clothing). Make a list on the white board and talk about how a invention might make getting these easier.
5. On a piece of copier paper students can brainstorm and sketch a machine. Before drawing students should know the purpose of their invention, and how it would work. Use the resources below to talk to students about the parts of a simple machine: levers, pulley, wheels, wedges, screws. Examples of these parts can help them construct a design.
6. Once the sketches are finalized students can draw out their 'machine' in pencil and add color in watercolor or color pencil.
8. To finish have students name their inventions and share them with the class.

# Resources

## **Artist-Inventors:**

<http://www.biography.com/people/groups/famous-inventors>

<http://www.da-vinci-inventions.com>

<http://teacher.scholastic.com/lessonrepro/lessonplans/theme/inventions01.htm>

## **Machines:**

[http://pbskids.org/designsquad/parentseducators/lesson-plans/simple\\_machines.html](http://pbskids.org/designsquad/parentseducators/lesson-plans/simple_machines.html)

<https://www.youtube.com/channel/UCUiPah8pHDSBxIPoLhkoH1w>

<http://science.howstuffworks.com/>

<http://easyscienceforkids.com/all-about-simple-machines/>

# Vocabulary

**Design:** A design is a plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is built or made.

**Engineer:** An engineer is a person specially trained to design and build machines, structures, and other things, including bridges, roads, vehicles, and buildings.

**Inventor:** An inventor is a person who produced something useful for the first time through the use of the imagination or of ingenious thinking and experiment.

**Machine:** A machine is a tool containing one or more parts that uses energy to perform an intended action.