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art starts here™
**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 theme "A Closer Look".
- To work in a group and collaborate to create an artwork.
- To understand the potential of found materials and recycling in art.
- To design a logo that represents a classroom community.

**core curriculum tie-ins**
Kindergarten through Fifth Grades: Social Studies and Visual Art.

**length of class**
One to Three Class Sessions.

**supplies**
- Images of Artwork in the Resources (with the use of a projector or color prints).
- Collected/Found Materials.
- Elemenrs Glue.
- Markers.

**lesson overview**
On the A.R.T.S. tour, students will learn about artwork that follows the theme "A Closer Look". Then students will create a collaborative design that represents their class using recyclable materials. They will collect small elements, or parts, to build a larger image.

**core curriculum tie-ins**
Kindergarten through Fifth Grades: Social Studies and Visual Art.

**length of class**
One to Three Class Sessions.

**supplies**
- Images of Artwork in the Resources (with the use of a projector or color prints).
- Collected/Found Materials.
- Elemenrs Glue.
- Markers.
1st grade Social Studies

Standard 2 (Citizenship):
Students will recognize their roles and responsibilities in the school and in the neighborhood.

Objective 1
Describe and demonstrate appropriate social skills necessary for working in a group.
  a. Describe behaviors that contribute to cooperation within groups at school and in a neighborhood.
  c. Participate in a group activity modeling appropriate group behavior.

2nd grade Social Studies

Standard 2 (Citizenship):
Students will recognize and practice civic responsibility in the community, state, and nation.

Objective 1
Examine civic responsibility and demonstrate good citizenship.
  a. Identify and participate in a local civic activity. (e.g. community cleanup, recycling, walkathons, voting).

3rd and 4th grade Visual Art

Standard 3.V.CR.4:
Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

Standard 3.V.R.1:
Contemplate about the processes an artist uses to create a work of art, and determine messages communicated by an image.

Standard 4.V.CR.2:
Collaboratively set goals and create an artwork that is meaningful and shows the intent of the makers.
Kimball Art Center is pleased to present the annual Wasatch Back Student Art Show featuring work by student artists in Summit and Wasatch County Schools, grades K-12. This year’s exhibition will feature artwork that incorporates the theme “A Closer Look.”

The works in the exhibit creatively reflect any literal, metaphorical, or symbolic idea about what happens when you experience something in depth, celebrate the details, or look closely at something and realize it isn’t as it seems.

GEORGES SEURAT – LA GRANDE JATTE
EL ANATSUI – DRIFTING CONTINENTS
JANE PERKINS – AFTER VAN GOGH
lesson plan

1. Explore the theme of "A Closer Look." What does it mean if you are asked to take 'a closer look'? Brainstorm with students and take notes on the white board of instances when students have looked closely at something. Why is it important for artists to look at their environment in depth? Explain that in order to draw something or tell a story an artist needs to observe things in detail and develop mastery over subject matter.

2. Show students examples of art that asks an audience to slow down and take "A Closer Look" (with a projector or printed color images). The artists in the resources below use small elements, or parts, to build a bigger picture. Looking at these works from a distance, one can clearly see the subject (a face, flowers or a landscape). Stepping closer, the viewer discovers unexpected details. El Anatsui's art, at first glance, seems like beautifully draped gold wall hangings. With "A Closer Look" students can see that the sparkling fabric is made of thousands of simple bottle caps and wrappers.

3. Explain to students that they will be making a collaborative work using small pieces to build a larger image. Discuss what it means to collaborate. (Show video of El Anatsui's workshop). As a class, they will be creating one large image. Explain that in order to work together it is important to listen to each other's ideas and give everyone a chance to participate.

4. Start by discussing ideas for materials. Jane Perkins uses inexpensive materials like beads, buttons and miniature toys that are vibrantly colored. What could students collect in large quantities? What do they want to surprise the viewer with? This is also an opportunity to recycle. Students can think about using packaging from consumer goods (clean waste like bottle caps, or candy wrappers). Focus students' attention on materials that they already have easily available. Students might also think of items that are a specific color. Make a list of ideas on the board and have students vote on their
favorite idea. (Students could also choose a couple of materials to combine). Instruct students to start collecting materials outside of school and bring them to class over a two week period.

5. What larger picture should these found objects form? Since this is a class project, students can imagine a symbol for their class or design a logo that relates to the found objects they chose. The key to a successful logo is to give a clear image in the simplest way possible. A logo is a name, trademark, or symbol designed for easy recognition. It represents the identity of a group or an idea. A logo should be unique. Students can share ideas as a class and write notes on the white board about what their logo should capture (the ‘who we are’), and then individually sketch ideas. Have students vote on a drawing or a combination of drawings.

6. Once materials have been collected by students, the teacher can enlarge the logo designed by the class on a large sheet of paper (bulletin board paper). Students should collectively decide where and how to place the materials. They can decide between outlining their logo or completely filling in their design with materials.

7. Use Elmers glue to attach materials and work horizontally. Appoint students to work on different parts of the ‘mural’ and take turns so that everyone has a chance to participate. The glue needs to be fully dry before the image can be hung on a wall.

8. Find a location where everyone can step back and see the image but also take “A Closer Look”.

JANE PERKINS - AFTER VAN GOGH
Collaboration – Collaboration is the action of working with someone to produce or create something.

Detail – A detail is an individual or minute part; an item or particular.

Expert – An expert is a person with special knowledge or ability who performs skillfully.

Elements – An element is a distinct part of a composite device.

Mural – A mural is a painting or other work of art executed directly on a wall.

Subject – A subject is a person or thing that is looked at in a close and careful way. For example: we used frogs as subjects for examination in our science class.

Upcycling – Upcycling is to reuse discarded objects or material in such a way as to create a product of a higher quality or value than the original.
resources

Artist:


http://www.artble.com/artists/georges_seurat/paintings/a_sunday_afternoon_on_the_island_of_la_grande_jatte


http://www.huffingtonpost.com/2013/06/23/derek-gores-only-love_n_3488307.html

Video Collaboration:

https://www.youtube.com/watch?v=_d3RIE195Jl

Symbols:

http://www.companyfolders.com/blog/creating-personal-logos-graphic-designers

http://inspirationfeed.com/articles/design-articles/how-to-construct-a-personal-logo-practices-and-examples/

Upcycling: