



eva

ELEMENTARY VISUAL ARTS

Park City Education Foundation • Kimball Art Center

LESSON

7

Wasatch Back Student Art Show

Between Land and Life: Identity

Verbal Directions

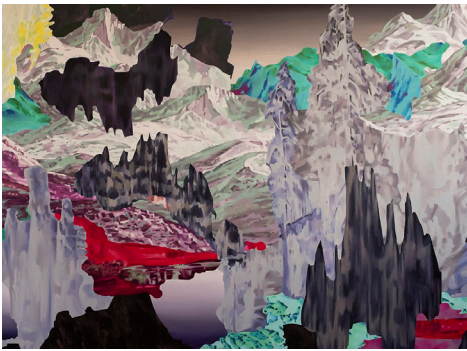
LESSON OVERVIEW

Students will take a closer look at the artworks in the Kimball Art Center exhibition *Between Life and Land: IDENTITY*, featuring work by Daniel George and Jerrin Wagstaff. This art shows us how places have a history and shape who we are. They will then create their own diorama of a place showing a personal story to submit to the Wasatch Back Student Art Show.

INSTRUCTIONAL OBJECTIVES

- Explore storytelling in Art .
- Connect to an idea that is from personal experience.
- Practice collage to create a picture.
- Construct a three dimensional diorama that tells a story.

DANIEL GEORGE & JERRIN WAGSTAFF



Daniel George is a photographic artist who explores the connection between place and culture. Having moved a lot as an adult he likes to use his camera to photograph the unique qualities of each place within which he resides. Daniel's work has been exhibited across the United States. He is currently based out of Vineyard, UT and teaches photography at Brigham Young University. [Learn More](#)

Jerrin Wagstaff is an artist based in Salt Lake City, UT who also works in Los Angeles, CA. His most recent body of work shows 'collaged' 19th century Romantic landscape paintings. Jerrin studied at California State University and Brigham Young University. His work has been featured in several shows throughout the country. [Learn More](#)



SUPPLIES

- Small Cardboard boxes
- Glue
- Magazines
- Cardstock
- Scissors
- Markers, paint sticks or colored pencils
- Pencils
- Sketch paper or writing paper

LESSON PLAN

1. Day 1: Share with students that during this month's lesson they are going to create art that will be on display for the Wasatch Back Student Art Show. The show is open to all K-12 students residing in or attending public, private, charter, or home schools in Summit and Wasatch counties. Artwork should follow the theme of LAND in order to be exhibited. Ask Students:

- What is land? What does that word mean to you?
- What lands do you feel most connected to?

2. Take a closer look at two of the artists from the related exhibition at the Kimball Art Center. Their art shows us how places or LAND has a history and shapes who we are.

Daniel George photographs the landscape of Utah to show the state's religious history. Mormon settlers named, or in many cases renamed, more places and geographic features than any other group. They used names from their books of scripture, the Bible and the Book of Mormon.

- Speculate about how people name places. Why was park city named park city?

George and Rhoda Snyder named the area Parley's Park City, soon shortened to Park City.

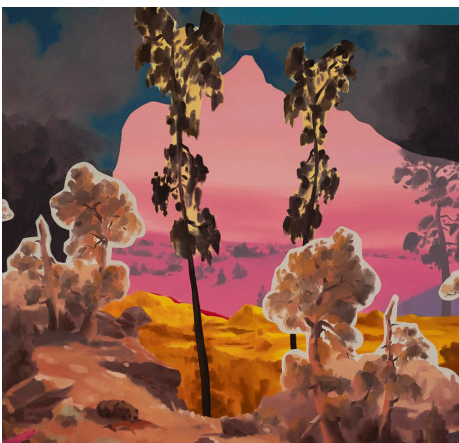
Jerrin Wagstaff starts his art by collecting pictures of romantic landscape paintings from the 1800s and cuts them up and collages them into new versions. When he paints them they become absurd and almost like a place from a video game that you can walk through.

- Where do you see parts of a landscape?
- What do these places remind you of?

3. Guide students to start thinking about their project and how they are connected to LAND.

- Where were you born? And How is that important to you?or What does it mean to you?
- What stories and histories do you know about these lands?
- What is your personal (or your community's) relationship to the lands that surround where you live?

To allow students to develop their idea start with a story worksheet or a piece of writing paper: Before they start sketching students should be able to answer the following questions: What kind of story do you want to tell about LAND? What is the mood? Who is the main character? Once they have answered these questions they can start sketching out an idea for a diorama.



LESSON PLAN

4. Day 2: Remind students that artwork should follow the theme of LAND in order to be exhibited. Review and share successful student sketches and give examples of what student project can look like:

- Could be : the place you are from and you in that landscape
- Maybe a : story that happened to you or you imagined about a place
- Or : the history about a place that you live in or are connected to

5. Using the sketches, demonstrate the process for making a diorama:

Dioramas have layers of background, they should be made in a box or frame that is several inches deep. The container must have an open-faced front so that viewers can see the scene.

6. Start with the background, setting the scene using collage, construction paper, paint sticks or markers. Include details on the bottom of the box as well. You can use pictures or paint sticks to create a realistic ground for the diorama. Work from the back of the box toward the front, and cut out shapes of cardstock for various items. Create overlap for a more interesting scene. and lay everything out before gluing.

7. Demonstrate how to use tabs to make things pop.

8. Encourage students to stop by the Kimball Art Center between April 21 and May 22 to see the exhibition .

Grade Differentiation:

Encourage older students to cut out many layers of space for their diagram and show them how to create 'tabs' to glue layers of aper upright. Younger students can spend more time on the background and use modeling clay.





KEY IDEAS THAT CONNECT TO NATIONAL CORE ARTS STANDARDS: Based on National Core Arts Standards visual Arts Requirements (5th Grade).

VA:Re.7.1.5a

Compare one's own interpretation of a work of art with the interpretation of others

VA:Cr2.1.5a:

Experiment and develop skills in multiple art-making techniques and approaches through practice.

VA:Cr2.3.5a:

Identify, describe, and visually document places and/or objects of personal significance.

STUDIO HABITS OF THE MIND:



ADDITIONAL REFERENCES

Click on links to learn more.

- <https://jerrinwagstaff.com>
- <https://www.danielgeorgephoto.net/god-to-go-west.html>
- <https://readingeggs.com/articles/2015-06-19-story-writing-for-kids/>
- <https://www.bbc.co.uk/bitesize/topics/zx339j6/articles/zgwwr2p>
- <https://art109textbook.wordpress.com/new-online-textbook-2-2/romanticism/romantic-landscape/>
- <https://sites.google.com/site/3rdgradeecosystem/diorama>
- <https://artsnowlearning.org/wp-content/uploads/2017/01/Project2-ExamplesofDioramas.pdf>

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