LESSON TITLE: Locating Past, Present and Future in *The Local* through Our Art

Name of Presenter: Teresa Cotner

Grade Level: Elementary

Background Information: *The Local* is the geographic location with which we are most significantly engaged. *The Local* has a past, present and future, and each of these temporal realities of the local effect and are effected by our existence there. Through a series of thinking and creating activities this session uses the creation of multimedia mobiles to explore and express understandings of the local. The better we understand the local, the better inhabitants and stewards we become—and not of just the local, but of the world.

STANDARDS

Visual Art Content Standards:

Kindergarten
1.3 Identify elements of art in the environment and in works of art, emphasizing line, color, shape/form
2.2 Demonstrate beginning skills in the use of tools and processes, such as scissors, glue and paper in creating a 3D construction

Grade One
1.3 Identify elements of art in objects in nature, the environment and in works of art, emphasizing line, color, shape/form and texture
2.3 Demonstrate beginning skill in the manipulation and use of sculptural materials to create form and texture in works of art

Grade Two
1.1 Perceive and describe repetition and balance in nature, in the environment and in works of art
2.5 Use bilateral or radial symmetry to create visual balance

Grade Three
1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space and value
2.4 Create a work of art based on observations of objects and scenes in daily life, emphasizing value changes

Grade Four
1.1 Perceive and describe contrast and emphasis in works of art and in the environment
2.7 Use contrast expressively in an original work of art

Grade Five
1.3 Use knowledge of all the elements of art to describe similarities and differences in works of art and in the environment
2.4 Assemble a found object sculpture (as assemblage) that reflects unity and harmony and communicates a theme
Common Core State Standards (*expanded notion of text*), A shared responsibility for students’ literacy development:

**Writing Standards K–5**
*Anchor Standard: Research to Build and Present Knowledge*

#8. Recall information from experiences or gather information from (provided/print/digital) sources to answer a question

**English Language Development Standards K–5**
*C. Productive, 9. Presenting*

Emerging – Plan and deliver very brief oral presentations
Expanding – Plan and deliver brief oral presentations
Bridging – Plan and deliver longer oral presentations

**National Core Arts Standards–Visual Arts**

**Process Standard – Creating**
*Anchor Standard #1 – Generate and Conceptualize*
*Anchor Standard #2 – Organize and Develop*
*Anchor Standard #3 – Refine and Complete*

**Process Standard – Connecting**
*Anchor Standard #10 – Synthesize and relate knowledge and personal experiences to make art*
*Anchor Standard #11 – Relate artistic ideas and works of art with societal and historic context to deepen understanding*

**LESSON STRUCTURE**

**Learning Objectives/Goals/Essential Understandings:**
*Students will explore* the local as inspiration for original mobile art and continue exploring new insights into the local through the artistic process
*Students will create* original mobile sculptures that expresses new understandings of the local

**Vocabulary:**
Three–Dimensional (3D)
Assemblage
Sculpture/Mobile/Kinetic
Found Object
Elements of Art
Principles of Design
(additional tools and media terminology as needed)

**Materials:**
Will vary/TBA

**Motivation:**
Suggestions – tell the class something(s) they do not know about the past, present, and future of their local environment, then expand on how much there is to discover about the local and how they can be affected by their new knowledge, and perhaps become a better, more effective community member.
Procedure:
• Teacher introduces the mobile project including showing a finished example
• Teacher leads a class discussion of what is meant by the term, “The Local”
• Teacher asks students to volunteer to share things they know about the past, present or future of their local environment and teacher also shares
• Students explore the local environment and keep a sketchbook, including written text of their observations, experiences, memories
• Teacher demonstrates use/techniques of materials and tools
• Students choose materials & discuss materials/composition plan with partner
• Students create mobiles
• Students plan and present oral presentations of their work

Assessment and/or Evaluation:
• Participation in whole class discussion
• Sketchbook
• Participation in pare–share discussion of composition and materials
• Choice of materials
• Use of tools/materials/techniques
• Completed functional mobile
• Mobile explored and expresses understandings of past/present/future of the local environment
• Oral presentation clearly describes the artwork and process

Extensions:
Continue exploration of the local through different arts media and curricular disciplines

Examples: