

CAEA Lesson Plan Format

LESSON TITLE: Crossing Cultures: Mapping Art, Space & Place

Name of Presenter: Dr. Lynette K. Henderson

Grade Level: Elementary MS HS University Special Needs
(Please indicate grade level using these terms)

- Elementary through HS.

Background Information:

Brief information about the artist, period, culture, etc. that applies to the lesson.

This project focuses on both physical and conceptual mapping of art traditions, geography and social/political context. Students integrate geographical shapes, historical and contemporary information about a chosen artwork or art tradition, while examining related socio-cultural and environmental issues. This map is 2D design with mild relief, including a variety of multi-media materials such as canvas, paint, drawing mediums, found images and objects, beads and sequins. A beautiful expression of art knowledge, physical and conceptual space, while navigating differences and commonalities across cultural borders.

Content Standards:

1. Visual Art content standards addressed with the lesson using the following format (Grade 7)

1.0 ARTISTIC PERCEPTION

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Describe the environment and selected works of art, using the elements of art and the principles of design.

2.0 CREATIVE EXPRESSION

Skills, Processes, Materials, and Tools

2.1 Develop increasing skill in the use of at least three different media.

3.0 HISTORICAL AND CULTURAL CONTEXT

Role and Development of the Visual Arts

3.1 Research and describe how art reflects cultural values in various traditions throughout the world.

4.0 AESTHETIC VALUING

Derive Meaning

4.2 Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

5.2 Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.

Common Core Content Standards addressed with the lesson:

Reading Standards for Informational Text 6–12.

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Learning Objectives/Goals/Essential Understandings:

- **Students research and identify** big ideas, key concepts, images and objects within their individual research topic, with related contemporary climate change and economic problems.
- **Students utilize** visual material and text that will be integrated within their map image.
- **Students create** an accurate 2D map form with low relief, incorporating imagery with related shapes, colors, variety of values and pattern, in a balanced composition.
- **Students utilize and apply** a minimum of the following media: line, shape and color with drawing tools, paint, beads, sequins and 1 other variable material; related extensions and other materials are appropriate to student's research topic.
- **Students reflect in** a one paragraph written summary about their artwork, to be included in a culminating exhibition of this project.

- **Students collaborate** to complete a culminating exhibition of this project, including introductory statement, title card/summaries for each artwork, mounting and organization of the artworks.

Vocabulary:

- Formal Vocabulary: Line, Shape, Color, 2D Design, 3D relief
- Content Vocabulary: Global Warming, climate change, geography, mapping, conceptual mapping, social, cultural.

Materials (required):

- Drawing paper: white or ivory.
- Drawing tools such as graphite & colored pencils, pen, marker, conte crayon, oil or chalk pastels.
- 9" x 12" canvas board.
- Paint and medium, various colors acrylic and/or tempera.
- Beads, multiple colors
- Sequins, multiple colors
- 1 other relief-type material of choice (see list below)
- Liquid glue, hot glue or other

Materials (variable):

- Paper: construction, tissue or other
- Clay, air-dry or other.
- String, yarn, raffia or similar
- Metals: found objects, wire, pipe or other
- Plastic: found objects or other
- Paper mache
- Cardboard
- Natural materials such as grass, wood, sand, rocks or other
- Variable other mixed media proposed by student

Motivation:

Instructor facilitates the following:

- Brainstorm with students to check on prior knowledge and generate questions about contemporary issues related to climate change.
- What is climate change?
- What is the difference between climate and weather?
- What kinds of problems do we know about with weather and climate, such as natural disasters, drought, economic issues, etc.
 - Identify geographical locations where problems are occurring.
 - Have students research general news articles on the subject of Global Warming and bring into class for group discussion.
 - Sound off the alphabet with students in class, A through Z.
 - Have students research a country (or state) that begins with that letter, find out what issues and problems that place has regarding climate change and related human concerns (agriculture, economy, water and/or food shortage, loss of incomes, etc.
 - Gather written information and photo referenced.

Procedure:

Students should consult with instructor throughout process.

- Identify key big ideas, concepts, images and objects from your research topic, with related contemporary issue(s) under the theme of climate change and economic problems.
- Collect map forms, text and visual images related to the artwork or art tradition, and researched information.
- Select items to be utilized within and surrounding the map form.
- Sketch ideas on 9" x 12" paper, using pencils and colored pencils, incorporating selected visuals and text.
- Choose materials based on ideas to be communicated, including required media, and other variable mixed media materials as appropriate.
- Apply map form and other designs to the canvas in pencil or use printed map for collage; apply selected materials working up from flat to low relief.
- Extensions to the 9" x 12" should be planned in advance and constructed to integrate with the canvas board.
- Apply selected materials to extensions.
- Review map continuously for clear communication of ideas, key concepts, and criteria for this project.
- **Note:** the map and all attached materials must be stabilized for upright exhibition.

Assessment and/or Evaluation:
CROSSING CULTURES: Mapping Space & Place, FINAL PROJECT RUBRIC

	OUTSTANDING A	ABOVE AVG. B	AVERAGE C	BELOW AVG. D	UNSATISFACTORY F
COLOR, VALUE	Colors are extremely clear, values display a range from light to dark (5); colors and values are appropriate to the geographical location. All function to enhance the map design and are integral to concept communication.	Colors are clear, values display a range from light to dark (5); colors and values are mostly appropriate to the geographical location. All mostly enhance the map design and are mostly integral to concept communication.	Colors are somewhat clear, values display a range from light to dark (3-4); colors and values are somewhat appropriate to the geographical location. All somewhat enhance the map design and are somewhat integral to concept communication.	Colors are not clear, values do not display a range from light to dark (2 or less); colors and values are not appropriate to the geographical location. Map design is not enhanced and colors, values are not integral to concept communication.	Item is incomplete in this category or not turned in for grading.
UNITY/BALANCE	Map as 2D design is perfectly unified and balanced including all 2D and 3D relief structures, colors, shapes, patterns and attached materials.	Map as 2D design is mostly unified and balanced including all 2D and 3D relief structures, colors, shapes, patterns and attached materials.	Map as 2D design is somewhat unified and balanced including all 2D and 3D relief structures, colors, shapes, patterns and attached materials.	Map as 2D design is not unified and balanced including all 2D and 3D relief structures, colors, shapes, patterns and attached materials.	Item is incomplete in this category or not turned in for grading.
CONTENT: IDEAS, KEY CONCEPTS	Distinct, very clearly illustrated big ideas & key concepts related to the researched geographical location, environment and people; contemporary issues or topics demonstrate an in-depth understanding.	Mostly clear big ideas & key concepts related to the researched geographical location, environment and people; contemporary issues or topics demonstrate understanding.	Somewhat clear big ideas & key concepts related to the researched geographical location, environment and people; contemporary issues or topics demonstrate some understanding.	Unclear big ideas & key concepts related to the researched geographical location, environment and people; contemporary issues or topics do not demonstrate understanding.	Item is incomplete in this category or not turned in for grading.
MATERIALS USED	Materials include the required items and variable item(s) as agreed upon with instructor; both required and variable items are perfectly appropriate to the geographical location, issues and concepts included therein.	Materials include the required items and variable item(s) as agreed upon with instructor; both required and variable items are mostly appropriate to the geographical location, issues and concepts included therein.	Materials include some of the required items and variable item(s) as agreed upon with instructor; both required and variable items are somewhat appropriate to the geographical location, issues and concepts included therein.	Materials do not include the required items and variable item(s) as agreed upon with instructor; both required and variable items are not appropriate to the geographical location, issues and concepts included therein.	Item is incomplete in this category or not turned in for grading.
CRAFTSMANSHIP	Map is at or very near specification size; Extremely secure application of collaged items, paper mache, clay and/or all other materials, no glue or other adhesives visible; all edges are finished and item is exhibition-ready(A+ to A- to exhibit).	Map is mostly at or near specification size; Mostly secure application of collaged items, paper mache, clay and/or all other materials, no glue or other adhesives visible; edges are mostly finished and item is exhibition-ready (B+ to exhibit).	Map is somewhat at or near specification size; Somewhat secure application of collaged items, paper mache, clay and/or all other materials, some glue or other adhesives visible; some edges are finished and item is not exhibition-ready.	Map is not at or near specification size; Insecure application of collaged items, paper mache, clay and/or all other materials, glue or other adhesives clearly visible; edges are not finished and item is not exhibition-ready.	Item is incomplete in this category or not turned in for grading; item is not exhibition-ready.

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Extensions:

Follow-up lessons, connections to the performing arts, and other core subjects.

- Continue with other themes, locations, maps on sculptural shapes such as globe.

You may also send photos, diagrams, etc., to be posted with your lesson plans.

• A PPT presentation with images will be made available the day of the conference presentation.

Good examples are from the following books:

- Map Art Lab: 52 Exciting Art Explorations in Mapmaking, Imagination, and Travel. May 1, 2014; by Jill K Berry and Linden McNeilly.
- Personal Geographies: Explorations in Mixed-Media Mapmaking. By Jill K. Berry.
- You Are Here: Personal Geographies and Other Maps of the Imagination. By Katharine Harmon.
- Art Quilt Maps: Capture a Sense of Place with Fiber Collage—A Visual Guide. By Valerie S. Goodwin.