

Lesson Title	Art Form	Grade Level
<p><i>Green is the Secret Color to Make Gold</i>, by Caitlin Teal Price</p> <p>Assemblage Art</p>	<p>Suggested Art Form:</p> <p>Found objects Photography</p>	<p>7th-8th</p> <p>Art Foundations Art Extensions 3D Art Exploration Computers in Art</p>
Grade Level Theme	Key Concept	Link
<p><i>The Journey of Finding</i></p> <p>-Finding things through idea development, art exploration and process.</p> <p>-Taking a journey and embrace life's adventures.</p> <p>-Explore how life events transforms your art making process.</p> <p>-Explore how life events can change the path of your creativity.</p>	<p>-journey -boundaries -roles -exploration -environment -collaboration -transformation -identity</p>	<p>Science History Math English</p>
Challenge		
<p>Students will...</p> <ol style="list-style-type: none"> 1. Discover their environment and figure out how to transform parts of it into art. 2. Create an assemblage arts piece using materials that are recycled, personal, man-made and/or natural. 3. Actively engage in the process of inquiry as they observe their world and develop ideas for artworks based on their observations. (FA.MAF Standard 1) 4. The student will understand how artists make purposeful decisions to follow or break tradition when selecting art forms, choosing methods of representation, and applying art fundamentals in artworks. (FA.MAF Standard 2) 5. Exchange stories and perspectives with one another to make connections between their own lives and the world around them. 6. Create an artwork that reflects, honors, and/or interprets Caitlin Teal Price's artwork. 		
Assessment Standards		

Art Foundations (Grade 7)

COMMUNICATE

1.b Creative Process

The student will employ multiple strategies to research, investigate, and document ideas when planning artworks.

CREATE

2.b Methods of Representation

The student will explore and refine representational, abstract, and nonrepresentational approaches in artworks.

RESPOND

4.a.2 Aesthetic Preferences

Describe and explain personal responses to visual qualities in artworks. (7.19)

CONNECT

5.a.5 Art References

Compile examples of contemporary and historical artists who have approached the same concept.

Art Extensions (Grade 8)

COMMUNICATE

1.b.2 Generate Ideas

Demonstrate fluency by generating multiple solutions, and explain reasons for selecting one.

CREATE

2.b.5 Proportion & Size

Vary size, scale, and proportional relationships to represent subject matter in artworks.

RESPOND

4.a.2 Aesthetic Preferences

Analyze, interpret, and evaluate works of art based on personal and contextual criteria.

(8.17)

CONNECT

5.a.5 Art References

Identify and research artworks that communicate ideas about relationships.

3D Art Exploration

COMMUNICATE

1.d Presentation

The student will understand the context in which artworks are selected for a portfolio, presentation, and exhibition.

CREATE

2.a Art Forms

The student will examine and refine the use of traditional and non-traditional three dimensional art forms to create original artworks.

RESPOND

4.b Criticism

The student will analyze and interpret the effectiveness of an artwork to convey meaning. (8.20)

CONNECT

5.a Art History & Cultural Context

The student will analyze and make connections between art, history, and culture as related to the theme of boundaries.

Computers in Art

COMMUNICATE

1.c.1 Ethics

Recognize the implications, significance of, and differences between plagiarism and appropriation.

CREATE

2.a Art Works

The student will examine and refine art forms that combine the use of traditional and digital art media to create original artworks.

RESPOND

4.b.1 Subject and Formal Qualities

Examine how the choices in subject matter and formal qualities affect the meaning in artworks. (8.15)

CONNECT

5.a.5 Art References

Identify, research, and document artworks that communicate ideas about roles.

Supplies and Materials

Varies dependent on the middle school course. The suggested medium would be found objects assemblage and/or photography.

Images and Resources

References:

www.caitlintealprice.com

New York Times article *Vulnerability and Confidence* in 2012

Other artists to consider and reference throughout this lesson:

- Lisette Model
- Diane Arbus

	<ul style="list-style-type: none"> • Martin Parr (<u><i>Life's a Beach</i></u> and <u><i>Common Sense</i></u>) • <u>John Pilson</u> • <u>Abraham Cruzvillegas</u>
Time Allotment	Alternate Approaches
Varies dependent on the course and teacher.	Students can choose any medium that will best relate to Caitlin Teal Price's work.

BEST PRACTICES FOR TEACHING AND LEARNING	
Create a Student-Centered Learning Environment	
Arrangement of Classroom	Adapt to any needs necessary. Examine how physical set-up and teacher role affects student expectations.
Safe and Positive Environment	Make sure all art tools are in a safe spot and that all demonstrations are given for any supplies that might be new to the students.
Relationships	Art problems are open ended to encourage personal interpretation
Plan and Teach for Student Learning	
Content Knowledge	Employ teaching strategies, techniques, and resources that meet the needs of all students
Engagement	Develop games or discussion topics that will help students explore their themes and the world around them.
Teacher Collaboration	Talking with other educators can help inform the way they think and how different student populations learn.
Assess Student Learning	
Goal Setting and Reflection	Adapt teaching, based on evidence, to meet the needs of the student
Checking for Understanding	Formative assessments such as vocabulary sheets, check lists, picture games, etc. can help check for understanding.

Assessments	Gauging what students know through discussion, guided worksheets, art vocabulary sheets, planning sheets can be used to assess learning.
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Lesson	Session
Caitlin Teal Price: Assemblage Art	Varies dependent on the teacher's decision

Engage

Begin the lesson with a slide show that will give the student's an idea of who Caitlin Teal Price is and how her work ties in with the middle school grade level themes.

Throughout the slideshow ask the following discussion questions:

- What, if any, power do objects have to express identity?
- How does routine effect your daily life and the lives of those around you?
- What gives an object significance?
- Where does value come from?
- What do you value? Why?

Select several of these suggested questions to further student's understanding of Caitlin Teal Price's artwork as well as their own personal selection for their artwork.

- What do you like about this artwork? Why?
- What do you dislike about this artwork? Why?
- If you could change this artwork, how would you?
- How can a journey be shown visually and/or metaphorically?
- Can the art making process be a journey?
- Can an artist change media? Or should they stick to one?
- What's going on in this artwork?
- What are your first impressions?
- Which area of the artwork is emphasized by the artist? Why?
- Which area of the artwork is most important? Why?
- How did this artist use space?
- How did the artist use natural light to play with the highlights and shadows?
- How did the artist use balance?
- How did the artist use proportion?
- How did the artist's work transform? Or did it not?

- Close your eyes and describe the artwork from memory. Why did you remember what you remembered? Why did you forget what you forgot?
- How would you describe this artwork to someone who has never seen it?
- What do we know about the artist after viewing this artwork?
- If you could ask the artist a question, what would you ask him/her?
- Why did the artist create this art work?
- How do you think this artwork was made?
- Why do you think this artist created this work?
- What do you think this artist is trying to say in this artwork? What is the meaning or message?
- Does this artwork demonstrate a journey? If so, how?
- Is the art making process less important, more important or just as important as the final product?
- What is the title? How does the title contribute to your understanding of the meaning?
- What juxtapositions do you notice?
- How do you personally relate to/connect with this art work?
- How can you connect this artwork to your own life?
- What are the values and beliefs of the artist who made this work?

Have students start planning out their ideas. This is not limited to a sketchbook, but can be done through a computer, iPad, planning sheet, peer discussion, etc. Students should start to form concrete ideas to base their project on.

Discussion Questions (for teachers to consider when planning this lesson):

Starting Point

What are you considering for a unit and what inspired this?

Rationale:

Why teach this? What do you want your students to remember, understand, and do as a result of this unit?

What are some big ideas that could connect to this?

A big idea is a broad important human issue or conceptual concern. The recognizable meaning and emotion of an artwork. Some big ideas that reflect Caitlin's work is journey, transformation, process, and family roles.

Select one big idea and identify its key concepts.

What is the range of topics and/or issues that could be included in a discussion about this big idea?

Construct the problem.

What idea will the student express (big idea/key concept), and through what means (specified subject/media)?

Develop/Create

Students will start to develop their art project by scaffolding. Students should think about the problems that they might run into and how to avoid them in advance. Students must also plan out their time management so that they do not develop a project that won't get done in time.

Take the time to guide students through modeling or teaching a new technique and idea: Guided practice helps students to learn new skills and techniques. Discuss how interdisciplinary instruction is efficient and meaningful because it connects concepts, processes, and content learned in art and in other subjects.

Have students create a 3-d or 2-d assemblage using found objects. Teachers can guide students to take a picture of their work to teach a photography lesson or focus on the 3-d aspect of the lesson.

Discussion Questions:

Is your art project going to be abstract, non-representational, minimalist, expressive, realistic, etc.?

What medium would be best to use for this project? Does the medium you chose fit the timeline for this project?

Reflect

Make it personal for students.

What questions can be asked to make the big idea and art making experience personally relevant for the students? What big idea theme or key concept did you learn from this project? How can that be applied to your life?

What next?

A unit can have more than one art making experience. What could be another art making experience that could be included as an extension of this unit?

Students should take time to reflect on their strengths and progress of their artwork. Having a designated time to talk and reflect on what was produced can really help students learn and gain greater perspective on different themes.