

Lesson Title	Art Form	Grade Level
<p><i>Green is the Secret Color to Make Gold</i>, by Caitlin Teal Price</p> <p><b>Assemblage Art</b></p>	<p>Suggested Art Form: Found objects Photography</p>	<p>9<sup>th</sup>-12<sup>th</sup></p>
Grade Level Theme	Key Concept	Link
<p><i>The Journey of Finding</i></p> <ul style="list-style-type: none"> <li>-Finding things through idea development, art exploration and process.</li> <li>-Taking a journey and embrace life's adventures.</li> <li>-Explore how life events change your art making process.</li> <li>-Explore how life events can change the path of your creativity.</li> <li>-Green is being a novice versus gold you are in your golden years or achieved expert status.</li> </ul>	<ul style="list-style-type: none"> <li>-journey</li> <li>-found objects</li> <li>-exploration</li> <li>-collaboration</li> <li>-visual journey</li> <li>-visual story telling</li> <li>-juxtaposition</li> <li>-composition</li> <li>-Principles of Design</li> <li>-Color Theory</li> <li>-repetition</li> <li>-Identity</li> </ul>	<p>Science History Math English</p>
Challenge		
<p>Students will...</p> <ol style="list-style-type: none"> <li>1. Slow down to observe the world carefully &amp; listen attentively to others.</li> <li>2. Exchange stories and perspectives with one another.</li> <li>3. Make connections between their own lives and bigger human stories.</li> </ol> <p>I can...</p> <ol style="list-style-type: none"> <li>1. Create original works of art that explore the concept of finding and/or journey.</li> <li>2. Create artworks that reflect a journey through experimentation, creativity, and risk taking.</li> <li>3. Manipulate design components to create meaningful works of art that document a personal journey.</li> </ol>		
Assessment Standards		

## **Studio Art 1 & 2**

### **COMMUNICATE**

#### **1.a.1 Explore Theme**

Investigate the theme of a sense of place through personal experiences, feelings, and memories.

### **CREATE**

#### **2.b Methods of Representation**

The student will synthesize approaches to representational, abstract, and nonrepresentational subject matter to develop a personal voice

### **RESPOND**

#### **4.b Criticism**

The student will use critical analysis and reflect on artistic influences to form and refine personal voice.

### **CONNECT**

#### **5.b Interdisciplinary Connections**

The student will exhibit knowledge of interdisciplinary connections in a body of work

## **Digital Art & Design**

### **COMMUNICATE**

#### **1.b Creative Process**

The student will combine multiple strategies to formulate and document ideas for solutions when planning digital artworks.

### **CREATE**

#### **2.c.2 Elements of Art**

Refine the use of elements of art to

represent to represent subject matter and create meaning in artworks.

## **RESPOND**

### **4.b Criticism**

The student will use critical analysis and reflection to identify artistic voice in a body of work

## **CONNECT**

### **5.a.5 Art References**

Demonstrate a functional set of artistic references by relating contemporary and historical artists and artworks with the work of peers.

## **Photography**

## **COMMUNICATE**

### **1.b Creative Process**

The student will develop a personally preferred approach to the creative process.

## **CREATE**

### **2.b Methods of Representation**

The student will synthesize approaches to representational, abstract, and non-representational imagery to develop a personal voice.

## **RESPOND**

### **4.b Criticism**

The student will use critical analysis and reflect on artistic influences to form and refine personal voice.

## **CONNECT**

### **5.a.5 Art References**

Identify, research, and document photographic works related to personal image making.	
<b>Supplies and Materials</b>	
<b>Images and Resources</b>	
Varies dependent on the high school course. The suggested medium would be found objects assemblage and/or photography.	<p>References:</p> <p><a href="http://www.caitlintealprice.com">www.caitlintealprice.com</a></p> <p><i>New York Times</i> article <u><i>Vulnerability and Confidence</i></u> in 2012</p> <p>Other artists to consider and reference throughout this lesson:</p> <ul style="list-style-type: none"> <li>• Lisette Model</li> <li>• Diane Arbus</li> <li>• Martin Parr (<u><i>Life's a Beach</i></u> and <u><i>Common Sense</i></u>)</li> <li>• <u>John Pilson</u></li> <li>• <u>Abraham Cruzvillegas</u></li> </ul>
<b>Time Allotment</b>	<b>Alternate Approaches</b>
Varies dependent on the course.	Students can choose any medium that will best relate to Caitlin Teal Price's work.

<b>BEST PRACTICES FOR TEACHING AND LEARNING</b>	
<b>Create a Student-Centered Learning Environment</b>	
Arrangement of Classroom	Adapt to any needs necessary such as bringing students closer to the front if they cannot see from far away. Have students sit strategically so

		that they are learning to the best of their ability.
	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
<b>Plan and Teach for Student Learning</b>		
	Content Knowledge	Create a planning sheet, PowerPoint or Prezi slide show that inform students of what they are learning. Vocabulary and picture examples are a good way to assess content knowledge.
	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.
<b>Assess Student Learning</b>		
	Goal Setting and Reflection	Make sure to set a goal and reflect on if they met the goal.
	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.

Lesson	Session
Caitlin Teal Price: Assemblage Art	Varies dependent on the teacher's decision
<b>Engage</b>	

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 has affected her audience.

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?

Ask 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 is a journey?
- How can a journey be shown visually and/or metaphorically?
- Can the art making process be a journey?
- Does a life experience affect an artist's creative process? If so, how?
- Can an artist change media? Or should they stick to one?
- Is media exploration a journey?
- How does an artist find their style or artistic voice?
- What's going on in this artwork?
- What are your first impressions?
- Does your opinion about the artwork change the longer you look at it? Why?
- 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 balance?
- How did the artist use proportion?
- How does your eye move through the artwork? What choices did the artist make to make that happen?
- 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?
- What's the story being told, if any?

- 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 emotions do you notice in the artwork?
- What emotions do you feel when looking at this?
- How do you think the artist was feeling when he/she created this artwork?
- How did the artist use line, shape, and color to contribute to the mood or meaning?
- What is the title? How does the title contribute to your understanding of the meaning?
- What title would you give this artwork?
- What juxtapositions do you notice?
- What does this artwork remind you of? Why?
- How do you personally relate to/connect with this art work?
- How can you connect this artwork to your own life?
- How might you feel differently about the world after looking at this artwork?
- What do you like about this artwork?
- What do you dislike about this artwork?
- What is beautiful about this artwork?
- If you could change this artwork, how would you change it? Why?
- What are the values and beliefs of the artist who made this work?
- If you could ask this artist a question, what would you ask him/her?

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.

**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.

Teachers provide direct instruction in content, processes, and skills

**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 about what the students produced can really help



students learn from one another and give each other greater perspective on different themes.