
Art and Place

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Independent Project

ARE 6148: Curriculum in Teaching Art

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1846 Map of Florida

Unit: Art and Place

Unit Overview:

This unit focuses on the enduring idea of “place.” Discussions and projects will center on: the uniqueness of the place we live; how artwork can define the place we live; how artists’ works are influenced by the place they live; and, conversely, how artists’ work can influence the place they live. The unit will conclude with a student created exhibition of their work.

Target Grade Level:

Middle School

Overarching Understandings and Key Concepts:

1. All communities – urban, suburban, small town, rural—have unique qualities and characteristics.
2. Artists can make art about where they live.
3. Art can define the place where it is displayed.
4. Artists can be influenced by the place they live.
5. Artists can influence the place in which they live.

Essential Questions:

1. What makes a place unique?
2. What can we make art about?
3. How can an artist’s work be influenced by the place they live?
4. How can art define a place?
5. How can an artist’s work influence the place they live?
6. How can your art influence the place you live?

As a result of this unit, students will be able to:

1. Construct a list of what makes the place they live unique.
2. Identify that art can be made about the place where they live.
3. Identify that art can define the place where someone lives.
4. Discuss and evaluate if and how a place can influence an artist's work.
5. Identify, research, and compare local artists (past and present) and their artwork.
6. Discuss and evaluate how artists can influence the place where they live.
7. Demonstrate unique aspects of the place they live through artwork.
8. Analyze and evaluate methods for preparing and presenting art.

What evidence will show that students understand the connection between art and place:

1. Students will share their perspective of the uniqueness of the place they live through lists.
2. Students will evaluate local artist's work and discuss and explain in their own words through writing how "place" has influenced the work of local artists.
3. Students will evaluate local artwork and explain in their own words through writing how the artwork has influenced the place they live.
4. Students will discuss comparisons and contrasts of unit artists.
5. Students will apply what they have learned through various art projects.
6. Students will consider various techniques, methods, venues, and criteria when analyzing, selecting and presenting artwork.

Lesson 1: A Sense of Place
Targeted Grade Level: 6-8
Duration: 6-45 minute classes

Overview:

In this lesson students will explore the place they live and what makes it unique. Students will critique and discuss photographs by various artists. A local photographer will be invited to share photographs and give tips on taking a good photograph. Students will demonstrate their understanding of the place in which they live through discussion, writing, photography and painting.



Figure 1: Photography Ron Rosensweig provides tips on how to take a good photograph.
<http://www.rons-prophoto.com>

Enduring Ideas:

1. All communities – urban, suburban, small town, rural—have unique qualities and characteristics.
2. Art can reflect the place where an artist lives.

National Art Standards:

1. Creating: Standard 2: Organize and develop artistic ideas and work.
2. Creating: Standard 3: Refine and complete artistic work.
3. Responding: Standard 7: Perceive and analyze artistic work.
4. Connecting: Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Essential Questions:

1. What makes a place unique?
2. Where is a place in our community that is special to you?
3. What do I need to know to take a good photograph?
4. What techniques do I need to know to paint with watercolor?
5. What can we make art about? (One possible answer: We can make art about where we live.)

Objectives:

Students will:

1. Gain self-knowledge about themselves and their community
2. Apply their understanding of a good photograph by taking a photo of their special place
3. Apply their understanding by creating a visual representation of ideas presented
4. Share individual projects in a whole class setting.

Tools and Materials:

Smart Board, Camera (digital, phone, etc.), "My Place" worksheet (included in lesson), computer, pencils, sketchbook, watercolors, water cups, brushes, paper towels, sponges

Introduction:

To begin this lesson students will view photographs taken in various places throughout the world. Photography from [Joe Greer](#), [Jake Bates](#), [Greg du Toit](#), [Latasha Davis](#), [Erin Babnik](#) and [Thomas D. Mangelsen](#) will be shared via Smart Board. Students will critique the photographs and discuss the unique characteristics of the place the photographs were taken. Following this, explain that during this lesson students will be exploring the place where they live. Ask the question, "What are some things that you consider unique about the place you live?" Make a list on the board as students answer. Showing photographs from your location, ask students, "What unique aspects of our community do these photographs capture?" (Figure 2)



Figure 2. Photographer Ron Rosenzweig (www.rons-prophoto.com) provides photos from the place he lives. Displayed with artist's permission.

Process:

1. The local photographer will share tips with students on composition and taking a good photograph. (In this example professional photographer Ron Rosenzweig (Figure 1), allowed us to use his photographs.)
2. Students will be instructed to take notes during the presentation.
3. Students complete the "My Place" worksheet (included in lesson).
4. As homework assignment, students will take a photograph of their special place within the community they live.
5. Students will make sketches from their photograph.
6. Teach basic watercolor techniques, including composition, shading and basic elements of design that students should be familiar with.
7. Students create a watercolor painting from their photograph.
8. When finished, students will photograph their painting and use their "My Place" paper to create an article.
9. Students will submit their paper and a photograph of their work to [The Place Where You Live](#) website.

10. Each student will discuss their “place” and how they portrayed it in their artwork.
11. The watercolor paintings will be displayed along with the photograph and writing assignment at the end of the unit.

Assessment:

1. Formative: Assessment is done through teacher observation of student’s participation: in group discussions; presentation; and during sketching and painting. Learners should be able to demonstrate a basic understanding of the uniqueness of their community and that an artist can make art about where they live.
2. Summative: A rubric will be used to assess final painting; completed worksheet will be evaluated.

Artists:

[Erin Babnik](#)

[Greg du Toit](#)

[Jake Bates](#)

[Joe Greer](#)

[Latasha Davis](#)

[Ron Rosenzweig](#)

[Thomas D. Mangelsen](#)

Name _____ Grade _____

My Place

1. Name a place in your community that is special to you.
2. What makes this place unique?
3. What makes this place special to you?
4. What are the natural and built components of your place?
5. How does your place fit into the rest of your community?
6. What elements or components of your place would you include in a painting?

Watercolor Rubric: Students will create sketches, choose a sketch, and create a watercolor painting.

Name _____ Grade _____

	Excellent	Above Average	Average	Below Average	Self-Evaluation Score 0-5	Peer-Evaluation Score 0-5	Teacher Evaluation Score 0-5
Design Composition	Student applies design principles with great skill	Student applies design principles with fair skills	Student tries to apply design principles but overall result is not pleasing	Student does not appear to be able to apply design principles			
Drawing	Drawing is expressive and detailed. Shapes, patterns, rendering and/or texture are used to add interest.	Drawing is expressive and somewhat detailed. Little use has been made of pattern, rendering or texture.	Drawing has few details. It is primarily representational with very little use of pattern, rendering, or texture.	Drawing lacks almost all detail or it is unclear what the drawing is intended to be.			
Color	Choice and application of color shows an advanced knowledge of color relationships. Color choice enhances the idea being expressed.	Choice and application of color shows knowledge of color relationships. Colors are appropriate for the idea being expressed.	Choice and application of color show some knowledge of color relationships. Colors are however, not appropriate for the idea being expressed.	Student needs to work on learning color relationships and applying that knowledge to work.			
Use of materials	Student shows obvious understanding of how to apply the medium and make different applications work together.	Student applies the medium in a skilled manner, but a few areas are problematic but not distracting to the overall appeal of the work.	Student applies the medium, but has trouble transitioning from one application to another. There are several areas that distract from the overall appeal of the work.	Student misuses materials and does not apply the medium with any skill. Much of the work contains areas that are distracting to the viewer.			
Creativity	Student has taken the subject and technique being studied and applied it in a way that is their own. The student's personality/voice comes through.	Student has taken the subject and technique and has used source materials as a starting place. Student's personality comes through in places.	Student has used the source as a place for inspiration and has taken a little liberty with it to make it slightly original.	Student has copied some painting from the source material. There is little evidence of creativity.			

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Lesson 2:

Sculpture

Targeted Grade Level: 6-8

Duration: 7-45 minute classes

Overview:

In this lesson students will explore how artists can make art about where they live. They will also learn how art can define the place where it is displayed. Students will critique various statues and discuss how the statue defines the place where it stands. Students will demonstrate their understanding through discussion, writing, sketching, and Paper Mache.



Figure 3: photographer Mitch Kloorfain provides a photograph of the Stuart Sailfish (approval for use from Geoffrey C. Smith)

Enduring Ideas:

1. All communities – urban, suburban, small town, rural—have unique qualities and characteristics.
2. Art can define the place where it is displayed.
3. Artists can make art about where they live.
4. Art can influence the place in which it was made.

National Art Standards:

1. Creating: Standard 1: Generate and conceptualize artistic ideas and work
2. Creating: Standard 2: Organize and develop artistic ideas and work
3. Creating: Standard 3: Refine and complete artistic work
4. Presenting: Standard 4: Analyze, interpret, and select artistic work for presentation
5. Responding: Standard 8: Interpret intent and meaning in artistic work
6. Connecting: Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding

Essential Questions:

1. What makes a place unique? (One possible answer: public artwork)
2. How can an artist's work be influenced by the place they live?
3. How can an artist's work influence the place they live?
4. What is a statue?
5. How can a statue define a place?
6. How do statues influence our views of a place?
7. What can we make art about? (One possible answer: we can make art about where we live.)

Objectives:

Students will:

1. Explain unique qualities that a statue can bring to a community
2. Explain unique characteristics of the public statues in our community
3. Apply their understanding by creating a visual representation of ideas presented
4. Will describe and explain through writing how their sculpture represents our community
5. Share individual projects in a whole class setting
6. Demonstrate unique aspects of the place they live through artwork.

Tools and Materials:

Permission slips, sketchbook, pen, pencils, paper, balloons, cardboard tubes, boxes, pieces of cardboard, newspaper, wire, masking tape, blue tarp, flour, measuring cup, water, bowls, wooden spoon, paint, brushes, client requirement list

Introduction:

Explain to students that during this lesson they will be investigating the art of sculpture. Ask the question, "What sculpture comes to mind when you think about our community?" Make a list on the board as students answer. Next, introduce pictures (on Smart Board) of the [Statue of Liberty](#) (Figure 4), [the Lincoln Memorial](#), [Christ the Redeemer](#), [Elvis](#), [the Heisman Project](#), [Sphinx](#), and the [Stuart Sailfish](#). Ask the students the following questions:

- What do these statues have in common?
- Do you associate these statues with their location?
- How can a statue define a place?
- How do statues influence our views of a place?

After discussing the statues ask students, "How can an artist's work be influenced by the place they live?"

Introduce Stuart, Florida artist Geoffrey C. Smith. Explain he is the artist who created the *Stuart Sailfish*. After showing a picture of the statue, explain that the statue is located in the sailfish capital of the world.



Figure 4: *Statue of Liberty*. Picture taken by Ian Britton,

Process:

1. Students will watch [The Making of the Stuart Sailfish](#), a video describing the process of creating a massive statue.
2. Students will make a list of statues within the place they live that represents their community.
3. Take student to visit a local statue. Taking their sketchbook and pen, students will make sketches of the statue. They are to include notes on how the statue represents the place they live, and on height, width, texture, lines, etc. Students will write a statement on how the artwork influences the place they live.

4. Explain to the students that many large statues are commissioned. The artist is often asked to capture characteristics of the place where the statue will be displayed. They will also be given required specifications. Explain to students "I (the teacher) am your client and I want to commission a statue that represents our community. It must meet my (the teacher) requirements to be displayed." The requirements will be listed on the board and given to students as a handout (included in lesson).
5. Students will sketch ideas for their project. Sketches must be approved before proceeding.
6. Teach basic process for creating an inner frame and using Paper Mache.
7. Students will use various materials to create a sculpture shape and cover it with masking tape.
8. Students will tear newspaper into small strips.
9. Cover each strip of newspaper with a light layer of paste. Apply the newspaper gently to the inner frame, covering evenly with a light layer. Let the sculpture dry.
10. Add additional layers of newspaper, reinforcing anywhere that one piece is joined to another. Let it dry.
11. Paint the sculpture and let the paint dry.
12. Students will write a paragraph describing their sculpture and explaining how it represents the place they live. Students will discuss their sculpture before the class.
13. If it meets the requirements, the student's statue will be put on display during unit art exhibit.

Assessment:

1. Formative: Assessment will include observation of student participation during: discussions; sketching assignments; Paper Mache project; and final presentation.
2. Summative: The "client requirements" rubric and writing assignment will be used to evaluate the final project based on understanding of given criteria.

Artists:

Geoffrey C. Smith

Auguste Bartholdi

Andrea Lugar

Daniel Chester French

W. Stanley Proctor

Resources:

NPS story on the [Statue of Liberty](#)

Web Cams round and in the [Statue of Liberty](#)

3D/Sculpture Client Requirements

Name _____ Grade _____

Requirements	Self-Evaluation Score 0-5	Peer-Evaluation Score 0-5	Teacher Evaluation Score 0-5
Must represent the Community and has a written paragraph explaining the representation			
All details of craftsmanship have been attended to, the presentation is strong, sturdy, and well-planned			
Project is interesting and provocative			
Project is visually appealing in terms of scale, concept, idea, etc.			
Project is completed and on time			
Any wording displayed on statue has been approved by client (the teacher)			
Name is not visible and is located on the bottom of statue			
Total Score			
What letter grade do you think this project deserves?			
Final Grade (to be filled out by teacher)			

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Lesson 3:

**A. E. Backus,
James Hutchinson,
the Highwaymen,
and a Woman**

Targeted Grade Level: 6-8

Duration: 6-45 minute classes

Overview:

In this lesson students will explore how artists can influence the place in which it was made and how art can reflect the place in which it was made (Figure 5).

The artwork of A. E. Backus, James F. Hutchinson, the Florida Highwaymen, and Mary Ann Carroll (the sole woman in the group of Florida Highwaymen) will be critiqued. Students will then research local artists, study their work, and prepare artwork in the style of those artists (teacher can supply a list of local artists and specify materials that will be made available).



Figure 5: Florida Landscape painting by Brenda McCullers, oil on canvas

Enduring Ideas:

1. Artists can influence the place in which it was made.
2. Artists can make art about where they live.
3. Art can reflect the place in which it was made.

Standards:

1. Creating: Standard 2: Organize and develop artistic ideas and work.
2. Creating: Standard 3: Refine and complete artistic work.
3. Responding: Standard 7: Perceive and analyze artistic work.
4. Responding: Standard 9: Apply criteria to evaluate artistic work.
5. Connection: Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Essential Questions:

1. How can an artist's work be influenced by the place they live?
2. How can an artist's work reflect the place they live?
3. How can an artist's work influence the place they live? (Possible answers: by teaching and encouraging other artists, by displaying art.)
4. What can we make art about? (One possible answer: we can make art about the place we live.)
5. Who are the artists that live/lived in your area?

Objectives:

Students will:

1. Identify, research, and compare the identified artists (past and present) and their artwork.
2. Discuss and evaluate how artists can influence and reflect the place where they live.
3. Apply understanding of the selected artist and art techniques by creating an artwork representing an artist from the place they live.
4. Demonstrate unique aspects of the place they live through artwork.

Tools and Materials:

Computers, sketchpad, pen, pencil, paper, colored pencils, watercolor, acrylic paint, brushes, water cups, paper towels, paper plates, crayons, glue guns (Teacher list of available materials may vary.)

Introduction:

Explain to students that during this lesson they will be investigating Florida artists (some past and some present) that lived/live within a close distance of each other. Show visuals of art by [A. E. Backus](#), the [Florida Highwaymen](#), [Mary Ann Carroll](#), and [James Hutchinson](#) on Smart Board. Discuss their background and how they are connected to each other (See books and websites listed in references). Have students critique the artist's work. List similarities and differences. Have students watch the videos [The Dean](#) and [The Journey of the Highwaymen](#). Next ask students the following questions:

- After hearing about these artists and discussing their artwork, how can an artist's work be influenced by the place they live?"
- How can an artist's work influence the place they live? (One possible answer: by teaching and encouraging other artists like A. E. Backus.)
- What can we make art about? (One possible answer: we can make art about the place we live.)

Explain to students that they will be exploring artists in their area. (The teacher may supply a list of local artists.)

Process:

1. Students will be instructed to research artwork of local artist and how/if their work represents the place they live?
2. Students will make sketches of ideas to use in creating an art project. Various mediums will be available for students to choose from: pencil, pen, colored pencils, crayon (for painting), watercolor and acrylic paints. (Teacher may select what materials are available.)
3. Have students group together in two groups: drawing group and painting group. Review basic techniques with each group.
4. Once project is completed, students will write about the artist and how their (the student's) project represents their artist's work.
5. (The artwork will be displayed at the end of the unit.)

Assessment:

1. Formative: Observation of student during: discussion; research, sketching, and completing the final project.
2. Summative: A final project rubric and writing assignment will be used to assess understanding.

Artists:

A. E. Backus

Alfred Hair

The Florida Highwaymen

James Hutchinson

Mary Ann Carroll

Project Rubric: Students will create sketches, choose a sketch, and create a project resembling the artist the research.

Name _____ Grade _____

	Excellent	Above Average	Average	Below Average	Self-Evaluation Score 0-5	Peer-Evaluation Score 0-5	Teacher Evaluation Score 0-5
Design Composition	Student applies design principles with great skill	Student applies design principles with fair skills	Student tries to apply design principles but overall result is not pleasing	Student does not appear to be able to apply design principles			
Drawing	Drawing is expressive and detailed. Shapes, patterns, rendering and/or texture are used to add interest.	Drawing is expressive and somewhat detailed. Little use has been made of pattern, rendering or texture.	Drawing has few details. It is primarily representational with very little use of pattern, rendering, or texture.	Drawing lacks almost all detail or it is unclear what the drawing is intended to be.			
Color	Choice and application of color shows an advanced knowledge of color relationships. Color choice enhances the idea being expressed.	Choice and application of color shows knowledge of color relationships. Colors are appropriate for the idea being expressed.	Choice and application of color show some knowledge of color relationships. Colors are however, not appropriate for the idea being expressed.	Student needs to work on learning color relationships and applying that knowledge to work.			
Use of materials	Student shows obvious understanding of how to apply the medium and make different applications work together.	Student applies the medium in a skilled manner, but a few areas are problematic but not distracting to the overall appeal of the work.	Student applies the medium, but has trouble transitioning from one application to another. There are several areas that distract from the overall appeal of the work.	Student misuses materials and does not apply the medium with any skill. Much of the work contains areas that are distracting to the viewer.			
Creativity	Student has taken the technique being studied and applied it in a way that is their own. The student's personality/voice comes through.	Student has taken the technique and has used source materials as a starting place. Student's personality comes through in places.	Student has used the source as a place for inspiration and has taken a little liberty with it to make it slightly original.	Student has copied some painting from the source material. There is little evidence of creativity.			

References:

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Lesson 4:

The Exhibit

Targeted Grade Level: 6-8

Duration: 5-45 minute classes

Overview:

In this lesson students will implement the idea that an artist can influence the place where they live. Students will visit a local museum and explore how art exhibits are planned. Executing what they learn on their trip, through teamwork and teacher direction, students will display their artwork and hold an opening reception. In addition, students will use their artistic skills to hold an “Art Day” for neighborhood children.

Enduring Ideas:

1. Art can reflect the place in which it was made.
2. Artists can make art about where they live.
3. Art/artists can influence the place in which it was made.
4. Artists and presenters consider various techniques, methods, locations, and criteria when analyzing, selecting, and preparing an art exhibit.

Standards:

1. Creating: Standard 3: Refine and complete artistic work.
2. Presenting: Standard 4: Select, analyze, and interpret artistic work for presentation.
3. Presenting: Standard 5: Develop and refine artistic work for presentation.
4. Presenting: Standard 6: Convey meaning through the presentation of artistic work.
5. Connecting: Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Essential Questions:

1. How can an artist's work be influenced by the place they live?
2. What can we make art about? (One possible answer: we can make art about the place we live.)
3. How can an artist's work influence the place they live? (Possible answers: by teaching and encouraging other artists, by displaying art.)
4. What do presenters need to consider when preparing for an art exhibit?



Figure 6 Landscape painting matted on poster board. Painted by 8th grade student Cathy Rubeno, acrylic on watercolor paper.

Objectives:

Students will:

1. Discuss and evaluate how artists can influence the place where they live.
2. Evaluate and write about how place and art are related.
3. Analyze and evaluate methods for preparing and presenting art.
4. Work together to create and plan an art exhibit.

Tools and Materials:

Permission slips, pencils, paper, mat boards, poster board, sticky tack, clips, labels, tables, table clothes, cameras, requirements printout, computers, admit one and exit tickets

Introduction:

Tell students, "Throughout this lesson you have learned that an artist's work can be influenced by where they live, that an artist can make art about the place they live, that art can define the place where it is located, and that an artist and their work can influence the place they live. What are some of the ways that the artists we have studied influenced others?" Guide students toward the understanding that we can influence other by displaying our art and sharing our artistic skills with others. Explain to students that during this lesson they will be visiting a local museum and using the notes they take to plan, prepare and display an art exhibit with their work.

Process:

1. Teacher will arrange a museum field trip and ask the curator to talk with the students about: work by local artists that is displayed; what artists and presenters consider when making choices about what, how, where, and why artwork is presented. Students are required to take notes.
2. Students will be instructed to take notes at the museum: on artwork of local artist and how/if their work represents the place they live, on how artists and presenters make choices for presentations, and on display methods used at the museum.
3. After the trip, students will discuss their findings.
4. Students will prepare a writing assignment from the notes taken at the museum.
5. Students will be given pertinent information such as when and where the exhibit will be installed, along with a "requirements" sheet.
6. They will break into groups and brainstorm on ways to display their work taking into account they will be displaying 2D and 3D work.
7. Students will then come together and share their ideas, making decisions on what will work. They will take steps to make a timetable as to when work needs to be completed.
8. Students will be asked to write an assignment to be displayed at the exhibit (requirements below).
9. Once things are prepared for installation, students will work in teams to install the show.
10. Students will receive an "Admit One" and an "Exit Ticket." These must be filled out to enter and leave the show.

11. During the exhibit, students will be assigned at different places: standing near their artwork to explain our "enduring ideas" to viewers, serve refreshments, take pictures, and take notes to write an article for our art class website.
12. After the show, students will help take the artwork down and clean up.
13. Students will discuss the exhibit and list what worked, what didn't work, what would have made things better.

Assessment:

1. Formative: Observation during museum visit, of originality of approach to project, use of materials, participation, and collaboration with classmates.
2. Summative: Reflection writing assignment, Admit One & Exit Slip assessment.

Artists:

Middle School students

Art Exhibition Requirements

Artwork:

1. Poster board specifically sized for each project will be available.
2. All artwork is required to be on poster board (Glue or two sided tape, no staples are allowed).
3. All artwork will have a label.
4. 3D art will sit on poster board with a visible label on one corner.
5. 2D art will include a label on the lower right hand side.
6. Arrangements must be approved by teacher.
7. Artwork will be displayed in an aesthetically pleasing arrangement.

Students will create:

1. Posters to advertise the Exhibit
2. Invitations for their family.
3. Flyers to send home with elementary students.

Writing Assignment:

1. All students are required to write a paper to be displayed at the exhibit.
2. It must be typed, using Times 12 pt font, with 1" margins.
3. The writing will include answers to the following questions:
 - What makes a place unique?
 - How can an artist's work be influenced by the place they live?
 - How can an artist's work influence the place they live?
 - What can we make art about?
 - My favorite part of this unit was...

The night of the Art Exhibit students will be required:

1. To be present and participate in the show.
2. Bring a completed "Admit One" ticket to enter.
3. Help cleanup refreshment table and any trash left in the room.
4. Fill out a completed "Exit Ticket" to leave.

After the Art Exhibit:

1. Students will help disassemble the show.
2. Clean up.

ADMIT ONE

Reflections

EXIT TICKET

List one thing you learned

References:

A. E. Backus Museum and Gallery. (n.d.). In *A. E. Backus Museum and Gallery*. Retrieved October 14, 2014, from <http://www.backusmuseum.com>

Melvin, Samantha. "Elementary: Creating ." NAEA. Washington D.C. Sept. 2014. Web. 14 Oct. 2014.

Resources:

Pinterest Board:

Art and Place: You will find links to resources on this board.

Articles and Books:

Beatty, B. (2005). *Florida's Highwaymen Legendary Landscapes*. Orlando, FL: Historical Society of Central Florida.

Inwood, H. J. (2009). At the Crossroads: Situating Place-based Art Education. *Canadian Journal of Environmental Education*, 13(1), 29-41. Retrieved October 14, 2014, from <http://files.eric.ed.gov/fulltext/EJ842767.pdf>

Stewart, M. and Walker, S. (2005). *Rethinking Curriculum in Art*. Worcester, MA: Davis Publications, Inc.

Florida Landscape Artists:

A. E. Backus

Alfred Hair

The Florida Highwaymen

James Hutchinson

Mary Ann Carroll

Photographers:

Erin Babnik

Greg du Toit

Jake Bates

Joe Greer

Latasha Davis

Ron Rosenzweig

Thomas D. Mangelsen

Sculptors:

Geoffrey C. Smith

Auguste Bartholdi

Andrea Lugar

Daniel Chester French

W. Stanley Proctor

Videos:

Enns, C. M. (Writer). (2009). *The Journey of the Highwaymen* [Online video]. Promotional Video. Retrieved October 16, 2014, from <http://youtu.be/4LXOVN0V3Yo>

The Dean. (2008). In *YouTube*. Retrieved March 8, 2014, from <https://www.youtube.com/watch?v=Ex4vJaUzda8&feature=youtu.be>

The Making of the Stuart Sailfish: a video that goes through the process of creating a massive statue.

Websites:

FreeFoto.com: a website to search for free images.

How to Make a Paper Mache Sculpture. In Creative Bug: Instructions for Paper Mache.

The Place Where You Live: An Internet site where students can write about “your place.” What connects them to it? What history does it hold for them? What are their hopes and fears for it? What do they do to protect it, or prepare it for the future, or make it better?

WikiCommons, An internet site that offers freely usable media files.