
2016 ArtsECO Scholar Lessons – Annotated Bibliography (*alphabetical by last name*)

Full lessons may be found on the ArtsECO website: <http://uwm.edu/arts/arts-eco/> (Teachers tab, Resources)

SOE = UWM School of Education

PSOA = UWM Peck School of the Arts

1. **Emily Bronstad** (SOE)

Social Justice Collages

9th grade, ELA and art integration

This lesson comes in the midst of a unit on social justice in the ELA classroom. This particular lesson uses *Letter from Birmingham Jail* by Dr. Martin Luther King Jr. and current event news pieces to discuss the injustices in our world. Students will begin the sequence on creating our own collages and will be able to effectively make connections between these two mediums and create a piece of artwork (collage) that reflects their ability to do so.

2. **Cynthia Deming** (SOE)

I Belong with my Friends

K4, Art

Students will be assessed on an “I Belong with my Friends” art project and a verbal response to a question about what they’ve learned about belonging with their friends. Students will create a print of themselves with a friend or friends. While students are working on their prints, I will visit each and ask them to explain what is happening in their art that applies to a sense of belonging.

3. **Emily Gaustad** (PSOA)

Structures and Social Relationships

Middle School, Art

Structure connects our everyday lives and routines to the world around us. Through the work of Roni Horn, this lesson will relate structure to how we approach our social relationships. Students will apply the academic language of composition, focus, rule of thirds, gazing, perspective, contrast, and voyeurism through participation in a guided looking and talking activity based on the photography of Roni Horn. Students will create compositional sketches in preparation for their photographs in order to plan photographs that will express an emotion, feeling, or mood.

4. **Kaitlin Grafmeier** (SOE)

By the Chimney with Care

Middle School, Art and Literacy integration

In this lesson, I wanted to model to my students what they are missing, or better yet what they are including, when they provide descriptive language in their writing. This element provides a better

piece of writing because the reader can actually see more about where you are and what is happening in the story. The students will also share as a class how they might have drawn the living room they read about, based on it's description. I will have the students share their details as I draw a picture of it on the board in front of the whole class. As we place specific items into the living room, we will look at the detail that gave us that information.

5. **Olivia Greipentrog (PSOA)**

How Do We Adapt?

2nd grade, Art and Geography integration

For this lesson, our big idea is the earth's environment and how we adapt to earth's climate change. Reflecting on the observations made about Mrs. Walter's work, students will research information about a specific animal of their choosing and its' habitat. After researching, students will gather information and photographs to replicate this animal within its habitat using air-dry clay and focusing on the use of foreground, middle ground and background.

6. **Anne Harvey (PSOA)**

Artist Statement Peer Review Workshop

11th and 12th grade, Art

In a typical AP Art Portfolio class, junior and senior level students will often spend the entire semester building a portfolio. Prior to this lesson, students will have been critiquing each other's artwork once a week, as well as completing journaling assignments in their sketchbook, in which they research and respond to contemporary artists, getting them familiar with writing their ideas down on paper. Not only will students come out of the workshop with a clearer direction of where to go with their artist's statements, but hopefully also understand that collaborative efforts are crucial and helpful to the writing process

7. **Sara Mary Hofman (SOE)**

Island of the Blue Dolphins

Middle School, Art and English integration

In this lesson, the students are going to be asked to track the development of the traits of a specific character throughout the book. They will then be asked to explain how the development of the character traits also developed the novel. The students will finish with a weaving project that will teach them the basic fundamentals.

8. **Carolyn Huigbretse (PSOA)**

A Picture's Worth 1000 Words

Middle School, Art

In this lesson, we will examine how image inspires text and text inspires image. We will see how both text and image can be used to communicate and to miscommunicate, and how both of these forms of communication are open to interpretation. Students will peruse sources (magazines, found photographs) and select interesting imagery to create their photomontage. The goal is not to create an image with a clear story, but to create an image that can be interpreted in a new way by a classmate to create their own story.

9. **Arcadia Katzenberger** (PSOA)

Community and Love

Art

Students will use bright, flat color, bold, black lines, directionality, and juxtaposition of text/image to create a balanced composition that represents people, animals, and movement and a message about community relations. They will have the opportunity to choose forms such as figures, natural phenomena, animals, and architecture and color schemes that represent their own interpretation of community and their message about it.

10. **Montana Mariscal** (PSOA)

The Maker Movement

9th & 10th Grade, Art

The Maker Movement is a term used to describe the DIY and 'self-made' trend that is currently sweeping through western culture. In this lesson, students will create a DIY video that demonstrates a personal understanding of how to clearly and effectively communicate his/her creative skill or project through explanation, demonstration, repetition, and organization of thoughts, actions, and ideas. At the end of the lesson, the students will respond to each video with a comment in the form of a tweet, and can also favorite and share videos with a friend who may be interested.

11. **Ian McGibbon** (PSOA)

Structure in Sculpture

Middle School, Art

Through the interpretation of Richard Tuttle’s work, students will understand the postmodern principle of art, juxtaposition, as a means for critiquing structure in sculptures. The principle of interpretation that is applied to this lesson is “good interpretations invite us to see for ourselves and to continue on our own.” Students will learn to create an interpretation based on their knowledge of academic language and understanding of assemblage made through juxtaposition.

12. **Elizabeth Meyer** (PSOA)

Kara Walker Silhouettes

9th grade, Art

Storytelling: The students will illustrate a story focused around contemporary topics through the use of constructing silhouette forms in order to show contrasting figures can strengthen, manipulate or change the idea based around specific story or topic. This is chosen because building relationships with others becomes increasingly important for high school age students as they develop their social and emotional skills. Storytelling will inspire purposeful talking and collaboration between students. This project will also allow students to do amounts of their own research on specific contemporary topics of their choice.

13. **Laura Milanowski** (SOE)

All in a Summer Day

6th grade, English Language Arts

The central focus of this lesson is to allow students creative freedom in how they represent the setting in the story by creating either a picture or a poem. Accompanying their creative piece, will be a quote from the text that served as an inspiration. Students will analyze how a particular sentence,

chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

14. **Bradley Richlen** (PSOA)

Courage and the Self

K4, Art

Students will listen to a reading and describe and analyze the text and visuals of the children’s book *Life Doesn’t Frighten Me* to learn about how the speaker overcomes fear and has courage. Students will learn about the author Angelou, the artist Basquiat, and neo-expressionism to understand how diverse people contribute to storytelling, how to apply expressionistic qualities to their drawings, as well as how to gain an understanding of their identities through visual storytelling. They will then use oil pastels to develop self-portraits while experimenting with a variety of contour lines and blending to emphasize visual and personality traits about themselves and how they have courage.

15. **Naomi Snortum** (PSOA)

Trevor Paglen- Societies Secrets

Middle School, Art

Students will practice and articulately employ Feldman’s model of art interpretation by describing, analyzing, interpreting and judging Trevor Paglen’s work. They will then take photos in the style of Paglen by investigating landscapes of the unknown through photography. To replicate the natural filter Paglen achieves through photographing at such a large distance, students will create hand made filters that they will secure in front of the camera lens while shooting their images.

16. **Xai Thao** (PSOA)

Identity Portraits

High school, Art

Students will learn different ways of creating a portrait. The choices they make will influence how the portrait is interpreted. We talked about proximity of the viewer to the subject and how that can create more of an intimate look into the subject itself. Students make the choices of what they want to include and what style to use in their portrait oil paintings as well.

17. **Max Thiede** (SOE)

Guess Again

Social Studies and Art Integration

This lesson plan is designed to help children understand the importance of using credible sources to help demonstrate a knowledge of the text. Students will work independently to create an image of the word they have. They must provide three sources that back up their point.

18. **Patrick Wagner** (SOE)

I am a Super Hero

5th grade, Community Art

Students need to be informed about the issues within their community(ies) to make the most informed decision about how to advocate for support/change of such issues. In this lesson, students will make a paper mache head to mount on a salvage art sculpture. The form of the “head” represents their Superhero. The students may also paper mache hands and feet if desired. The issue and how they want to represent the issue, dictates the form of these pieces.