
2017 ArtsECO Fellows Lessons – Annotated Bibliography (*alphabetical by last name*)

SOE = UWM School of Education

PSOA = UWM Peck School of the Arts

1. **Lindsey Ballo** (SOE)

What is Hope?

5th Grade

After reading “Home of the Brave,” a novel about a young refugee resettled in Minnesota from Southern Sudan, students use their understandings of the theme of hope and turn it back to ask themselves the very same question: What does Hope mean to me? Students work for 4 school days to create an art piece, ranging from spoken word, poetry, google slides presentations, painting, sculpture, etc..

2. **Paige Bauske** (PSOA)

Telling Stories of Personal Culture Through Symbols

3rd-4th Grade

Students will explore the history of Native Americans along with their personal culture. With the guidance of a PowerPoint, they will look at a contemporary Native American artist to identify the modern culture and how it is represented in art. As a class, we will brainstorm ideas of happy or exciting memories students have had with friends or family and continue with a brainstorming worksheet. Through monoprinting, students will tell a story of their personal culture through symbols. The lesson will finish with a sharing activity where students tell their story to the class.

3. **Katherine Drake-Hames** (PSOA)

Map of Me

2nd Grade

This Learning Segment focuses on Identity, in the form of mapping oneself. Students will read and discuss My Map Book by Sara Fanelli. They will then view and discuss the artwork of contemporary artist Edward Fairburn and his use of maps collaged into portraits. Students will then participate in a small group activity to help them define what things and people are important in their lives, and will then create individual art pieces that “map” them as individuals.

4. **Tania Espinoza-Bonilla** (PSOA)

Pathways for Empowerment

3rd Grade

The learning segment will focus on the students being introduced the concept of empowerment and how they can use their imagination to empower themselves and ultimately overcome insecurities in their lives. The class will experiment with this concept imagination by creating a collage environment of their fear or insecurity within the setting. Followed by then creating a suit of armor inspired by works from Nick Cave, to create a way to empower them, and overcome their insecurities.

5. **Amanda Formanek (PSOA)**

Identity Figures

7th Grade

At the conclusion of this learning segment, students will be able to describe how the cultural traditions of Katsina dolls portray identity. They will demonstrate their knowledge of paper mache and wire forming by producing a figure and will be able to recognize the concept of identity in the katsina dolls and comprehend how they were and can be used to illustrate an important moment in a story.

6. **Olivia Griepentrog (PSOA)**

Discovering Place Through Photography

High School

Students will discuss and analyze photographs by Alicia Rius considering: How does this artist use specific techniques to create empathy? How are these photographs connected- how do they flow together as a series? Students will apply this as they take on their own photo projects learning manual photo processes.

7. **Johanna Groene (SOE)**

Literacy, Mathematics and Playacting

K- 2nd Grade

When gesturing and action occur, language is taken to a new level of comprehension and CGI (Cognitively Guided Instruction) mathematical word problems provide context for a child to problem solve, instead of abstract symbols understanding. The interactive play acting allows that child to develop leadership, teamwork and presentation skills. Along with oral performing, the child develops a deeper understanding of mathematical logic and reasoning.

8. **Christopher House (PSOA)**

Trees of Giving

2nd Grade

The lesson will begin with reading the story, "The Giving Tree" by Shel Silverstein together. During the story, we will discuss aspects of generosity and how they are exemplified in the story. They will use the example of the book to think about how they have shown generosity in their own lives, as well as how to incorporate these themes in-class with one another.

9. **Jennifer Kim and Shannah Imbruglia (PSOA)**

Unicorn Thinks You're Pretty Great

1st-2nd Grade

This learning segment deals with the exploration of friends and of self-confidence. Utilizing these skills in the classroom can create an encouraging environment for them to work in and grow. Hopefully, the students would take these skills and use them to grow and encourage a positive relationship with others. This lesson should rely on the student's previous lessons on fine motor skills such as holding a pencil, coloring, writing letters and words, cutting with scissors and using glue. We will review these skills and build upon them, helping when needed. At the first or second grade level, students should be aware of use of color, coloring inside the line and the use of markers. This may be their first time creating pattern, which is what we will be teaching them.

10. **Xee Lor (PSOA)**

Empowerment Selfies

Middle School

Students will investigate and interpret the work of Kehinde Wiley using Feldman's Model of Art Criticism to deepen their understanding of empowerment through personal, social, and cultural perspectives. While developing works of art, students will apply their knowledge of a balanced composition, the color theory and different approaches to creating values in their artwork. Throughout the learning segment students will relate their personal, cultural, and social perspectives to express an empowering personal, social, or cultural identity in their artwork and complete an artist statement.

11. **Francisca Meraz (SOE)**

Reader's Theatre: Understanding Heritage

Middle School

This arts-integrated lesson uses the Reader's Theatre model to support English Language Learner's (ELL) development of reading fluently, with emotion and appropriate pauses. This is a challenge for students in ESL because they often read for pronunciation only and cannot focus on comprehension.

12. **Elizabeth Meyer (PSOA)**

Becoming Familiar with the Unfamiliar

5th Grade

Focus on students being introduced to the concept of familiar and unfamiliar places by reading a children's book and examining an artist who explores places. Through peer discussion students will compare their specific ideas of place. Through a presentation about an artist, students will generate a map design showing their experiences in a significant place.

13. **Kelly Moe-Rossetto (PSOA)**

Carver Community Corner Store

4th-5th Grade

Students will think about how everyday objects can have significance, and how they can become part of our identity. Students will make small models of food by sewing with Smart Fab and felt, and will collaborate by contributing their piece to the Carver Corner Store. Students' stories will also be woven with others in the community and help to form our identity. One of the best ways to share stories can be through food.

14. **Oscar Quinto-Zamudio (PSOA)**

Identity and Masking

11th-12th Grade

This lesson will be based upon the ways of hiding our true selves. Students will come to acknowledge the importance of coming to terms with their emotions. This is something that sadly, not many educators take a note of. This lesson will start with a brief discussion about expectations and the emotions that come with, which may be reflected or hidden. I would begin with a brief discussion and ask them, "Who are you? How do you define yourself? Are you the oldest or youngest in your family, or the only child? What's your ethnicity? Okay now, how does each one of these categories that is set upon you call you to act? What do they ask of you? Are you okay with

such reasons? How does this make you feel?" I would make them reflect on that and suggest for them to write down such ideas. I would then present an artist who did a similar project.

15. **Ashley Rave** (PSOA)

Geometric Abstract Painting and Jeffrey Gibson

Middle School

During the looking and talking activity students will interpret what types of environments they think Jeffrey Gibson was trying to recreate through geometric abstraction. Students will begin their painting by creating drafts of the shape(s) and colors they want to include in their paintings. Students will be using acrylic paints. Students will create geometric abstract paintings that are influenced by Jeffrey Gibson's geometric abstract paintings.

16. **Bradley Richlen** (PSOA)

Art in Public Spaces: Sculpture, Illustration, and Identity

7th Grade

In this lesson, understanding how art functions in public spaces, how artists communicate information in their work, and how these ideas relate to identity will be the focus. Students will learn about sculpture and illustration, focusing on their ability to analyze and interpret symbolism and abstraction in these kinds of art works. Student-artists will consider their own personal assets and develop an understanding of their identity by creating a double-sided "Eames card" style design on a provided piece of cardboard, visually representing the public and private aspects of who they are. These individual student works will then be joined together into a communal sculpture, placed on public view in the middle school, and students will discuss the implications of the presentation of their work in this space.

17. **Marjorie Struck** (SOE)

Illustrated Biography Poems

7th Grade

Utilizing words and phrases, learned from previous lessons in the semester, students construct a personal biography poem using descriptive language about themselves, their lives, and their interests/dislikes. Once the poems were completed/illustrated, students do a "Gallery Walk" so that students' artwork/writings could be shared with their peers, thus making it a celebration of each student's individual self.

18. **Ishshah Teran** (PSOA)

Amate Folk Artist & Contemporary Artist Jet Martinez

2nd-3rd Grade

Hispanic Heritage month is celebrated Mid-September through mid-October. This celebrates the history, culture and contributions from Americans whose ancestors came from Spain, Mexico, the Caribbean, Central and South America. Students investigate and analyze folk artists and contemporary artist Jet Martinez. By seeing these examples, it will help them stimulate ideas for their own design. Students will gain understanding skills in art and history.

19. **Patrick Wagner (SOE)**

Project Typeface

5th Grade

Centered around an art project done in Milwaukee, students will envision the classroom community that they want and design circles with geometric lines and put words/phrases on the circles and collaborate on putting this sculpture up on the classroom door.