

2018 ArtsECO Fellows 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. **Aullen Anderson** (PSOA)

Painting Drums

3rd-5th Grade

Students use a combination of poetry, visual art, and music to promote creative/dynamic thinking. Students create poetry in response to music to develop an understanding and appreciation for several art forms.

2. **Rachel Brunn** (PSOA)

Fantastical Creatures Workshop

Middle School, High School

Students are asked to help “madam Rachel” recover her lost creatures by using Photoshop. The students have the opportunity to create their own stories to go along with the creatures that they design and talk about who they ‘discovered’ during closing circle time.

3. **Matty Cipov** (PSOA)

What is Movement?

3rd Grade

This lesson explores how movement can be interpreted within student artwork, and examines how artists throughout history have shown natural motion/movement in their art. This lesson studies the work of 17th century Japanese printmaker Hokusai, and includes demonstrations and activities using basic watercolor and mono printmaking techniques. This lesson integrates art and science by using Hokusai’s work as a dynamic example of depicting movement in art and comparing it with the natural environment. Designed for students in the Greater Milwaukee area, Lake Michigan will be used as an example to give students an understanding of the movement of waves as they view the work of Hokusai and create their own projects.



4. **Emily Everson** (PSOA)

Come Along on my Journey

3rd-5th Grade

This lesson focuses on creating visual narratives to represent a personal journey. Students will gain an understanding of how stories can be told visually and an awareness of how artists use color, line, composition and symbolism to tell a story. This lesson studies the journey-driven personal narratives found in Bao Phi’s novel *A Different Pond*, artist Jacob Lawrence’s *Migration Series*, and Jess X. Snow’s animated poem *Migration is Natural*. Snow’s work is relevant to current events surrounding immigration and may be a topic that hits close to home for many families within the community; it is a topic worth exploring to build stronger communities through shared stories and increased understanding of ourselves and others.

5. **Johanna Groene** (SOE)

STEAM for the Family

3rd-6th Grade

Because community involvement is so important for at-risk students, these lesson plans were created for students within Jefferson Elementary’s after-school program and their families. The objective is to involve parents with their children’s education using low-cost, “found” materials. This lesson also covers creating a “tinker” environment where STEAM (Science, Technology, Art, and Math) are integrated.

6. **Caitlin Hastert** (PSOA)

Art Without Waste

6th-8th Grade

Students will investigate and interpret work by contemporary artists that use the concept of Art Without Waste in their work. This lesson plan introduces the artwork of Tara Donovan, Tim Noble, and Sue Webster. Students will also view works from 500 Upcycled & Earth-Friendly Designs and watching a short video about Landfill Harmonic. While developing works of art, students will apply their knowledge of assemblage, composition, and structure. Throughout the learning segment, students will experiment with ideas and forms through art making and reflect on art making through an artist statement.

7. **Shannah Imbruglia** (PSOA)

Contour Paintings

8th Grade

This learning segment’s central focus is on finding inspiration through learned contour lines and developing a complete work of art. Students will spend time interpreting the work of Ian Sklarsky and creating work that focuses on connecting newly learned contour techniques with portraiture.

8. **Molly Jacobs** (PSOA)

Nature Art

4th-7th Grade

Students will use inspiration from nature to describe their feelings about camp, whether that is an emotion, a special person or place, or what they feel encompasses camp to them. After a nature walk to inspire the students and to collect their materials for the week, the students will work on testing different materials to create their artworks (such as leaves for printing, twigs as paintbrushes, etc.). During the week they will begin to create a work that they feel proud of using at least one nature element to produce their art.

9. **Jennifer Kim** (PSOA)

Monsters Are Our Friends

Elementary School, 1st Grade

Monsters have always existed in our lives, both literally and metaphorically. However, the definition of a monster is broader than one can imagine. This lesson uses the book “*I Need My Monster*” and looks at works by Takashi Murakami to introduce students to different perspectives of what a monster can be. This lesson is an opportunity for students to envision and create their own monster, as well as learn that monsters are more than what they’re perceived in horror films and scary campfire stories. Monsters can be cute, humorous, and even our friends.

10. **Noa Levin** (PSOA)

Food and Places

Elementary School, 1st Grade

This lesson discusses promoting urban farming, decreasing greenhouse gas emissions, and providing universal access to fresh food in urban areas. This lesson also asks students to consider how art helps people to think and how art inspires new ideas. This lesson raises the following questions: Where do cities get their fresh produce from? Is there a more efficient way to access fresh food in the cities? Can you think of ways of how to educate people about urban farming? How do artists address this need to create more urban farming? What mediums are used to promote this social trend in visual arts? While making connections between food and places, students will view artwork from a variety of artists and will be asked to consider how artists have helped us to think about new places to grow food.

11. **Liz Meyer** (PSOA)

Sharing Food, Creating Community

High School (10th-12th Grade)

In this learning segment, students will describe aspects of their own identities through experiences they have had with food. Students will investigate and interpret the *Culinary Art Car* made by the collaboration of assemblage artist, McPherson “Mac Maker” Downs and community artist, Robert Karimi. Students will also develop works of art by utilizing a variety of clay making techniques and textures to create three-dimensional clay food. This allows students to understand and makes connections between experiences they have had with food and its engagement with the community around them.

12. **Olivia Peterson** (SOE)

Artistic Responses to Polar Functions

Pre-Calculus/Calculus, Ages 16-18+

In this artistic response to polar functions, students will create works of art by manipulating graphs in polar coordinates. Through the completion of this project students will be able to identify transformation factors and predict graphs of functions in polar coordinates as well as understand the use of art forms in relaying and internalizing information. Students will be presented with the similarities between processes in math and art: experimenting, investigating, and refining. Students will create a work of art, a written description of their artwork – including which functions they used to create it – and a written reflection describing what they learned about graphing transformations in polar coordinates and how it related to their artistic and mathematical process.

13. Oscar Quinto Zamudio (PSOA)Looking Forward*Ages 6-12*

This lesson is aiming to expand the minds of students by thinking creatively about their future plans. A good number of children have laid their eyes onto what they aspire to be when they grow up. It is important to inform them on the power of putting thoughts into action. By imagining something in our minds, we can really achieve it. Talking about the law of attraction can further develop their dreams into reality. This kind of practice is not looked at because it is hindered by religious views and societal norms. Recently, the push towards healthier mental states and focusing on yourself is rising.

14. Rhiannon Ruffner (PSOA)Controversial Graffiti*Grades 11-12*

For this lesson, students will select and research a controversial topic that interests them. They will then create a simple design to represent their thoughts and opinions. Using this stencil, students will spray paint so the image reflects graffiti. These will then be placed around the high school so the students will learn that their opinions are valid and their voices can be heard no matter how small and through any form. This is important within the 11th and 12th grade age group as many are stepping into adulthood, coming to the legal age to vote, and making decisions to create the pathway to the rest of their lives. It is important for this lesson to teach them that difficult topics can and should be talked about and no matter how young they are. Their voices and art should be heard.

15. Allison Smith (PSOA)Traveling With Kandinsky*Grades 5-12*

Students will learn how to intuitively create art inspired by listening to music. Students will understand the concept of synesthesia and how to apply it to drawing by using mark making, color, and different mediums. Students will be tasked by creating a piece of work inspired by Kandinsky's process and musical interpretation. When they complete the project, the students will speak as a group about their experiences and how their peers translated similar ideas.

16. Ashley Valentine (SOE)Photosynthesis Alive*5-6 Grade*

Students will build their understanding of how plants use photosynthesis by building and designing molecule strands

17. **Carla Van Lieshout** (PSOA)

Show Your Emotion

1st Grade

The central focus of this lesson is the big idea emotion. Students will investigate and interpret the artwork “*The Scream*” by Edvard Munch to develop an understanding of how artists convey emotion in artwork through color and facial expression. While developing works of art, students will apply their knowledge of color and facial expression to create a cardboard face showing their emotion. Throughout this learning segment students will use their observations to create their own artwork conveying an emotion and recognize how artists do this as well.

18. **Lauren Woehler** (PSOA)

Family Portrait: Exploring Identity

4th Grade

In this segment, students will explore personal identity in the context of family. Students will learn to create a visual narrative describing what family means to them through use of mark making techniques and personal collage items. Inspired by the work of Tyanna Buie, students will create a mixed media family portrait.

19. **Therese Yank** (SOE)

Art and Math Measurement

4th Grade

This is an integrated art and math lesson focusing on units of measurement. Students will be guided in drawing realistic portraits and figures using heads, eyes, and noses as units of measurement.