BRI SAYEG

STORIES IN PLACES

6th - 8th Grade | 3D Sculpture
Lesson Title: Stories in Places

Duration and Number of Planned Sessions: Two 2 hour long sessions

Age Group: 6-8th grade

ENDURING CONCEPTS & GOALS FOR THE LEARNING SEGMENT

Central Focus:
(3-4 sentences describing the Central Focus for the learning segment and meaningful connections to the subject-specific objectives, including: interpreting art, developing works of art/design, and relating art to context.)

This learning segment focuses on how stories can be told through places and how those stories shape one's identity. This segment uses artist Ana Serrano's investigation of place, neighborhoods, cultures, and individuality through cardboard construction to prompt students to think about their own experiences with place. Students will interpret Serrano's work and will create their own cardboard place through considering their own interactions with places in their past.

Key Concept: Telling your story/investigating identity

Essential Questions:
How can stories be told through place?
How can the individuality of places tell a story?
How can stories connect people with different backgrounds?

KNOWLEDGE OF STUDENTS TO INFORM TEACHING

How does this lesson connect with and build on students’ previous/subsequent lesson(s)? How do students’ visual art dispositions inform this lesson?

This learning segment builds on students’ prior knowledge of identity that students have gained through interactions with peers, family, and culture. In this segment specifically, students will continue to investigate identity through the lens of place. Students will look at work from artist Ana Serrano. Her work focuses on recreating aspects of her culture and community through her work, highlighting the importance of each dwelling or business in a neighborhood being unique because of the people that live or visit there. This idea works well with this segment because students will be referring to their own memory of visiting and having experiences within places in their own neighborhood and communities.

Students will be reflecting aspects of Serrano’s art-making process of cardboard construction to create their individualized relief pieces. Students might be familiar with using paper and cardboard, but they might not be familiar with using it through the construction techniques that will be presented.

What personal, cultural, and community assets inform this learning segment?

IDEAL middle school is made of students that come from a wide range of cultures and backgrounds. Some of the students are new to the community, and some have been here for longer. The students have spent their time in different places, and this lesson will give students the chance to reflect on the stories of their past, how they relate to their culture and identity, and how they can share those stories with others through art. Students will be given the opportunity to create a structure that can be from any place that they have had a meaningful experience. This allows students to think more broadly about where they have spent their time and what locations have been impactful in their own lives. Some students may default to thinking about a house, where other students may rely on a community building or other place where time was spent.
What are the developmental characteristics of these learners? What are common misconceptions in relation to this learning segment?

In middle school, students move away from thinking concretely and begin to think more abstractly. This lesson will lend to that transition well because students can build from their imagination to create their place based off of specific characteristics, or students can think more abstractly and incorporate aspects such as color that may not literally reflect a place but represent the meaning of the story and place. Students are willing to learn information if it is meaningful and broken up into smaller bits presented at a time. In this lesson, the information will be given in multiple learning formats for differing learning styles and for maintaining focus and interest in the process. There will be extended worktime during this lesson, and students at this age are increasingly social, so the teachers will have to make sure that conversation does not distract students from completing their work.

What adaptations and consideration are needed for instruction for whole class, individuals, and students with specific needs?

Without getting to know the students that have IEPs, I noticed that all of the students learn in different ways. After reviewing the class list after our first lesson, I believe that the majority of the students are capable of physically completing the assignments as presented, but there are a few students that may need individualized help going through the steps of an assignment again after going through as a class. For example, Student 1 needs help redirecting his attention to the assignment. Student 2 needs to be redirected to the assignment, as he seems to get preoccupied with other things going on in the classroom. All of the students learn in different ways, and this lesson includes instruction methods valuable for auditory learners (verbal discussions), visual learners (anchor chart and videos), kinesthetic learners (moving around for critique), interpersonal learners (partner discussions), intrapersonal learners (written reflections and ideation practices), and logical learners (construction of structures). Anchor charts and individual printouts of artwork will be available for all students because although they may be beneficial to some students that rely on referring to information, all students will benefit from looking at artwork closely and having the option to review processes.

Identify research and theory that support your choices, adaptations, and understanding of your students.

Howard Gardner’s theory of multiple intelligences informs the various ways that information is given to students and how students create and respond to art in this lesson. This theory states that there are many ways that students can learn, and some students learn better when learning in a specific way. Terry Barrett’s principles for interpreting art state that interpretation of an artwork is up to the individual student, and not all interpretations will be the same. In this lesson, students will be analyzing artwork of Serrano and fellow peers, and students will learn that there is not one correct interpretation to work and that artwork can be interpreted differently by each person based on their own experiences and thoughts.

LEARNING OBJECTIVES & VISUAL ART STANDARDS

<table>
<thead>
<tr>
<th>National Visual Art Standards Alignment (Number &amp; Text)</th>
<th>Learning Objectives</th>
<th>Learning Tasks &amp; Assessment Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA: Re8.1.8   Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</td>
<td><strong>Interpreting Art:</strong> Students will interpret the work of Ana Serrano, indicate aspects of place that relate to identity, and analyze how and why Serrano makes her work.</td>
<td><strong>Learning Tasks:</strong> Looking at the Ana Serrano PowerPoint and video Class midpoint critique: analyzing each other's work and questioning decisions</td>
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<td>Students will participate in a midpoint critique and will respond to each other's work, formulating questions about decisions.</td>
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<tr>
<td><strong>Assessments/Feedback:</strong> Analysis of Ana Serrano’s work Participation in class critique</td>
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<tr>
<td><strong>VA:Cr2.3.7</strong> Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.</td>
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<td><strong>Developing Works of Art/Design:</strong> Students will design, revise, and construct cardboard reliefs of place, integrating key ideas and messages through details. Students will prepare for the creation process through investigation of a place, story, and identity.</td>
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<td><strong>Learning Tasks:</strong> Investigating the idea of place having a connection to memory and an effect on identity through completing sketching exercises and writing prompts. Constructing a cardboard relief based off of the planning process that displays story or identity forming aspects through place.</td>
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<td><strong>Assessments/Feedback:</strong> Assessment will occur through mapping and planning worksheet completion and individually with a rubric.</td>
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<td><strong>VA:Cn11.1.6</strong> Analyze how art reflects changing times, traditions, resources, and cultural uses.</td>
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<td><strong>Relating Art to Context:</strong> Students will interpret the art of Ana Serrano and answer the questions of how stories can be told through place and how stories connect people to different backgrounds. Students will expand on these ideas while creating their cardboard places and will reflect on their own connections.</td>
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<td><strong>Learning Tasks:</strong> Participate in class discussion Artist statement</td>
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<td><strong>Assessments/Feedback:</strong> Students will complete a written artist statement reflecting on the process and explaining the message of the construction of their relief, including key details.</td>
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### Academic Language

**Language Demands** (Describe language demands that are essential to this learning segment)

**Planned Supports** (Instructional strategies, learning tasks, & materials)

**Assessments/Evidence of Learning**

**Language Function:** Analyze, Construct, Reflect

- Analyzation occurs through looking and talking about Ana Serrano’s work shown as images and as a video.
- Construction occurs through students identifying a place, investigating meaning, and constructing a cardboard relief to communicate ideas.
- Reflection occurs through a written artist statement at the end of the learning segment.

- Analyzation: Participation in group discussion of interpretation of artwork. Construction: Students will complete two worksheets, a mapping and a planning, that help them formulate ideas for the piece. Students will create a relief to communicate their story. Reflection: A written artist statement that reflects on achievement of goals, the planning and art-making process, and the critiquing/revising process.

**Vocabulary:** (list & define)

- Ana Serrano - A contemporary Mexican American artist who creates cardboard structures based on neighborhoods, paying attention to individuality
- Façade - The outside of a structure, what is displayed to the public

- Looking and talking activity that includes students watching a video and interpreting artwork of Ana Serrano. Students will learn about this word in the video and will elaborate on how façades

- Participating in the analyzation of Ana Serrano’s work through discussion. Students will decorate the façade of their structure to connect to their
**Critique - An analysis and assessment of something**

- are altered to show individuality.
- Students will participate in a class critique and will be given instructions that define.
- Students will learn about this word while talking about Ana Serrano’s inspiration for her work.
- Students will learn about this through the introduction of the project and explanation of the process.
- Students’ critiques will show that they understand critique through writing out meaningful comments about each other’s artwork. Their statements will reflect that they understand their process and ideas.

**Socio-cultural – set of beliefs, practices, and behaviors of an area**

- Socio-cultural
- Students will learn about this through the introduction of the project and explanation of the process.

**Relief - a work where figures project from a supporting background**

- Relief
- Students will be able to create a work made of multiple layers of the same material.

**Discourse (or Syntax): Critique and reflective discourse**

- Discourse (or Syntax):
- Students will critique each other’s artwork and will write their own artist statements.
- Students’ critiques will show that they understand critique through writing out meaningful comments about each other’s artwork. Their statements will reflect that they understand their process and ideas.

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**DAY #1**

**Lesson Description:**
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

Day one of this learning segment focuses on leading students to make connections with stories of places in their past and the connection to their identity through viewing Ana Serrano’s work. Students will begin to construct their place in a relief format after planning exercises and discussions.

**Materials:**
(Instructional, artmaking, and organizational materials required for this lesson)

- Powerpoint, video, mapping worksheet, planning worksheet, printouts of Ana Serrano’s work, construction materials (cardboard, cardboard cutting tool, glue, scissors, rulers, pencils), decorative materials (colored construction paper, markers, glue sticks)

**Instructional Strategies & Learning Tasks**
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and artmaking, and closure activities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Differentiation/Adaptations and theory that supports</th>
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<tbody>
<tr>
<td>3 min</td>
<td>Ms. Bri will welcome the class and go over the agenda, then she will lead full class discussion: what are significant places? Prompts: places you have spent a lot of time, something meaningful happened, etc. Write on board.</td>
<td>Students will get to class and be ready to participate in their seats. They will listen to the question and participate in discussion</td>
<td>Students can think thoughtfully or write down responses as they come up with ideas.</td>
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<tr>
<td>2 min</td>
<td>Ms. Bri will give students writing prompt: Write out significant places (at least 10). Ms. Sandra will make sure that each student has a worksheet.</td>
<td>Students will write out significant places on their mapping worksheet.</td>
<td>Students can talk out their responses and have a teacher document responses if needed.</td>
</tr>
<tr>
<td>2 min</td>
<td>Ms. Bri will give students writing prompt: Circle top three places that are most significant. Then write out what makes that place special (what it looks like, what's in it, etc.). Ms. Bri and Ms. Sandra will watch for participation.</td>
<td>Students will respond to prompt on worksheet, thinking about what makes those places special to them.</td>
<td>Students can talk out their responses and have a teacher document responses if needed, students can respond through drawing instead.</td>
</tr>
</tbody>
</table>
Ms. Bri will give the next step: select most significant place out of the top three and draw a story of that place. She will tell the students to think about how that place might have shaped part of who they are today. Ms. Bri and Ms. Sandra will watch for participation and aid in ideation if needed. Students will draw story of their selected place on their worksheet.

Ms. Bri will tell the students to share their story with a nearby partner. Ms. Bri and Ms. Sandra will walk around to pairs and listen for meaningful discussion. Students will share their story with a partner, telling how the story has impacted who they are today. Students can work in groups of three if there is an odd number at a table. Students can tell more stories if they finish early.

Ms. Bri will show Powerpoint about the role of place in shaping identity and will introduce artist Ana Serrano. Ms. Bri will talk about how Serrano is inspired by her own neighborhood and experiences in her work and how people make changes to their dwellings. Ms. Bri will show the video about Ana Serrano’s Salon of Beauty. Students will watch the video. Students will respond to the essential questions: How can stories be told through place? How can the individuality of places tell a story? How can stories connect people with different backgrounds? Closed Captioning will be on for the video. Students can respond through written responses or talking one-on-one.

Ms. Bri will tell the students to create a map of their significant place on their worksheet. Students will map out selected significant place on mapping worksheet. Students can research building structures for guides.

Ms. Sandra will pass out planning worksheets. Ms. Bri and Ms. Sandra will walk around and help students if needed. Students will complete their planning worksheet. Students will plan out the façade of their building and will write out potential details. Students can communicate ideas through sketching or discussion.

Ms. Bri will demonstrate cardboard construction techniques and will explain examples. Students will observe demonstration. Individual handout of steps, anchor chart for whole class

Ms. Bri and Ms. Sandra will aid in reteaching construction methods if necessary and will keep track of student progress through checking in with students individually. Students will begin constructing cardboard place, focusing on the main structure but beginning to add details if time allows. Students can use pre-cut cardboard pieces or individual help cutting, use tape

Ms. Bri will lead each table in their clean up process. Each table will clean up and save projects for the next work day.

Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)
Initial: Discussions/participation in mapping worksheet
Formative: Sharing story with a partner, meaningful mapping and planning worksheet completion
Summative: Construction of relief (rubric)

DAY #2

Lesson Description:
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)
This lesson will be focused on making selected places more meaningful through deeper personal investigation. Students will revise their construction plans and will continue to create their works through focusing on meaningful detail.

Materials:
(Instructional, artmaking, and organizational materials required for this lesson)
Mapping and planning worksheets from lesson 1, post-its, printouts of Ana Serrano’s work, construction materials (cardboard, cardboard cutting tool, glue, scissors, rulers, pencils), decorative materials (colored construction paper, markers, glue sticks)
### Instructional Strategies & Learning Tasks

Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and artmaking, and closure activities.

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<td>5 min</td>
<td>Ms. Bri will welcome the class, go over the agenda, and show Ana Serrano’s <em>Cartonlandia</em> and will lead a class discussion based on Feldman’s model.</td>
<td>Students will listen to the information about Ana Serrano and will participate in analyzing Serrano’s work.</td>
<td>Students can write down their responses or talk with a teacher. All students will refer to table printouts of <em>Cartonlandia</em>.</td>
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<tr>
<td>10 min</td>
<td>Ms. Bri will have students draw or write an additional story about their chosen place, thinking about additional details that they could add to their place that could communicate the meaning of their place. Ms. Sandra will make sure that all students have their mapping and planning worksheets.</td>
<td>Students will draw or write on their mapping worksheet, adding an additional story about their place and continuing to build meaning. Students will then revise their planning worksheet to add more detail and prepare for further construction.</td>
<td>Students can work through the revision process in many ways, including discussion, writing, and drawing.</td>
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<tr>
<td>10 min</td>
<td>Ms. Bri will demonstrate more construction techniques, focusing on details of the façade</td>
<td>Students will watch the demonstration and will continue to think about details they can add.</td>
<td>Students can refer to the anchor chart.</td>
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<tr>
<td>35 min</td>
<td>Ms. Bri and Ms. Sandra will aid in reteaching construction methods if necessary and will keep track of student progress through checking in with students individually.</td>
<td>Students will continue to build the structure of their place and will continue or start adding to the façade of the structure.</td>
<td>Students can use scissors that fit their needs, students can rip paper, use other methods of holding a brush.</td>
</tr>
<tr>
<td>15 min</td>
<td>Ms. Bri will lead the class in a midpoint critique. Ms. Bri and Ms. Sandra will instruct the students to put a post-it next to two or three pieces of work, noting something they think is valuable about the work and a question they have about the work. Ms. Bri will instruct that every piece needs to have at least two post-its. Ms. Bri will have the students return to their spots and will ask the students to read their post-its. Students will respond to the feedback on their artist statement.</td>
<td>Students will leave their works at their spots. Students will write on two to three post-its and will place them next to work. Students will respond to the feedback of their work on their artist statement.</td>
<td>Students can verbally provide feedback. Students can reflect through making immediate changes.</td>
</tr>
<tr>
<td>30 min</td>
<td>Ms. Bri and Ms. Sandra will aid in reteaching construction methods if necessary and will keep track of student progress through checking in with students individually.</td>
<td>Students will finish their works, adding to the façade of the structure.</td>
<td>Students can use scissors that fit their needs, students can rip paper, use other methods of holding a brush.</td>
</tr>
<tr>
<td>5 min</td>
<td>Ms. Bri will have students fill out the final part of their artist statement.</td>
<td>Students will fill out their artist statement about their process and goals.</td>
<td>Students can talk through their responses.</td>
</tr>
<tr>
<td>10 min</td>
<td>Ms. Bri will lead each table in their clean up process.</td>
<td>Each table will clean up and save projects for the next work day.</td>
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### Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

Initial- Ana Serrano work discussion/analyzation
Formative- continued work on planning process through revising planning/mapping worksheets
Summative- critique responses, artist statement, construction of structure (rubric)
Stories in places

Bri Sayeg - ArtsECO Fellow - Art Education

Carpet Auction, Ana Serrano, 2009

Leaves in HP, Ana Serrano, 2012
Telling Stories Through Place

Goal: Investigate a meaningful place and create a cardboard relief. Show a classroom community.

Inspiration: Mexican American artist Ana Serrano creates socio-cultural work, looking at beliefs, practices, and behavior of people and how they display their neighborhood places.

Process: Map out a significant place that tells your story. Using paper and cardboard, create that place, communicating the story.

Cartonlandia, 2008
62 x 64 x 62 inches, cardboard, paper, acrylic, inkjet prints, acrylic, balsa wood
Lesson Title: Stories in Places

Duration and Number of Planned Sessions: Two 2 hour long sessions

Age Group: 6-8th grade

ENDURING CONCEPTS & GOALS FOR THE LEARNING SEGMENT

Central Focus:
(3-4 sentences describing the Central Focus for the learning segment and meaningful connections to the subject-specific objectives, including: interpreting art, developing works of art/design, and relating art to context.)

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Key Concept: Telling your story/investigating identity

Essential Questions:

How can stories be told through place?

How can the individuality of places tell a story?

How can stories connect people with different backgrounds?
KNOWLEDGE OF STUDENTS TO INFORM TEACHING

How does this lesson connect with and build on students’ previous/subsequent lesson(s)? How do students’ visual art dispositions inform this lesson?

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Students will be reflecting aspects of Serrano’s art-making process of cardboard construction to create their individualized relief pieces. Students might be familiar with using paper and cardboard, but they might not be familiar with using it through the construction techniques that will be presented.


**Assessment**

**Relevant Assessments & Planned Feedback** (Initial, Formative, and/or Summative)

Initial: Discussions/participation in mapping worksheet

Formative: Sharing story with a partner, meaningful mapping and planning worksheet completion

Summative: Construction of relief (rubric)

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**Relevant Assessments & Planned Feedback** (Initial, Formative, and/or Summative)

Initial: Ana Serrano work discussion/analysis

Formative: continued work on planning process through revising planning/mapping worksheets

Summative: critique responses, artist statement, construction of structure (rubric)
**Mapping Worksheet**

1. What are some significant places to you?
   - The Science Museum
   - My bed
   - The bus

2. Circle the top three from the list. Write about why that place is special.
   1. It is special because I love science and it is just something that brings me anxiety. I just need to go to my mind off things and stay out of trouble.
   2. My bed because that’s where I rest the pain off.
   3. My bed is where I can talk and write my friends. Also laugh the most.

3. Pick the top place. Draw out a story about it.

**Planning Worksheet**

What does this place look like? What’s on the inside? What’s on the outside?

- **Sketch it out**
  - It has a lot of details of shapes.
  - The floor is carpet and stained with a lot of colors.
  - It has big windows in a cafe area.

Map it out!
Other Learning Supports

*Cartonlandia*

Cardboard Construction

Review your notes!

Think about your layers.

Cut your cardboard!
- scissors
- cardboard cutter

Glue onto construction paper and cut out.

Add paper and pen details.
Reflection