



ART EDUCATION LESSON PLAN

<p>Lesson Developed by fall 2020 Miami University (OH) students:</p> <p>Christen Niedzielski Sarah Satterfield Molly Szucs</p>	<p>Grade level:</p> <p>First Grade</p>	<p>Theme/Big Idea:</p> <p>Bravery</p>
<p>Time Frame for Lesson: 30 minutes - 1 hour, depending on the complexity and detail the student picks for their “bravery object”</p>	<p>Other information: Lesson and sculpture project can be completely entirely with found materials, unique to what each student has accessible at home.</p>	
<p>Anchor Image:</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="167 766 427 1150" style="width: 25%;"> </div> <div data-bbox="670 766 1295 1514" style="width: 70%;"> <p>Artist/Maker: Gordon Parks</p> <p>Title: Mother and Child, Blind River, Ontario</p> <p>Date: 1955</p> <p>Material/Technique: gelatin silver print; paper</p> <p>Dimensions: 10 H x 8 W in</p> <p>Accession No.: 2014.55</p> <p>Credit line: Gift/Purchase of The Gordon Parks Foundation. © and courtesy of The Gordon Parks Foundation. Purchase made possible by a challenge grant from Paula and Barry Downing, with major support from the WSU Student Government Association; Mike and Dee Michaelis;</p> </div> </div>		

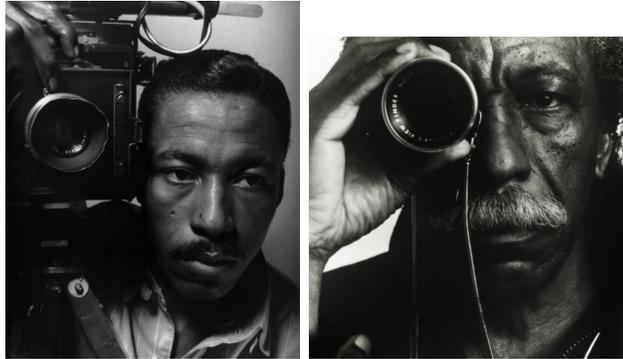
<p>Lesson Title:</p>	<p>Building Brave</p>
<p>Lesson Overview:</p>	<p>Our theme is bravery, which is important for first graders because they’re at the beginning of their school career and need to be brave going forward so that they can be confident enough to explore and do what they want to.</p>

	<p>For this project, students will identify a fear they have, and then create an object or tool that will help them “be brave” when they need to. Examples could include “night vision goggles” for a fear of the dark, “monster spray” for monsters under the bed, or a lucky charm! The objects or sculptures they create should be centered around protection and empowerment, not weapons that could potentially harm others.</p>
<p>Essential Questions:</p>	<ul style="list-style-type: none"> ● What does it mean to be brave and have courage? ● Why is it important to be brave? ● What makes you feel brave and courageous? ● When do you feel brave?
<p>Objectives:</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Define fear and bravery, and identify a fear of their own. (Cn10.1.1) ● Design an object to help them with that fear. (Cn10.1.1) (Cr1.2.1) ● Construct that object with the found materials they choose. (Cr1.2.1) ● Show their object to the class and explain how it works, as well as observe their classmates’ creations. (Pr5.1.1)(Re7.2.1) <p>Bloom’s Verbs</p>
<p>Standards (Kansas Visual Arts Standards):</p>	<p>Connecting</p> <ul style="list-style-type: none"> ● (Cn10.1.1) Identify times, places, and reasons by which students make art outside of school. <p>Responding</p> <ul style="list-style-type: none"> ● (Re7.2.1) Compare images that represent the same subject. <p>Creating</p> <ul style="list-style-type: none"> ● (Cr1.2.1) Use observation and investigation in preparation for making a work of art. <p>Presenting</p> <ul style="list-style-type: none"> ● (Pr5.1.1) Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation
<p>Materials:</p>	<ul style="list-style-type: none"> ● Flexibility to use whatever they have available around their house for found materials <ul style="list-style-type: none"> ○ Examples could include cardboard boxes, plastic bottles, construction paper, small toys, toilet paper rolls, etc. ● Recommend parental supervision or sharing this activity with their parent, especially if using scissors
<p>Lesson Vocabulary:</p>	<ul style="list-style-type: none"> ● Courage / Courageous - Doing the right thing, even when it seems scary ● Bravery / Brave - Facing your fears

- **Mixed Media** - Using different materials, like cardboard, paint, and fabric, to create a work of art
- **Found material** - Making art with things you already have, like sticks, empty boxes, or rocks
- **Sculpture** - A 3D art form

Historical/Multicultural Artwork:

Gordon Parks was a Black American photographer, writer, composer, and filmmaker, and later became the first Black photographer at Life Magazine.



(The Gordon Parks Foundation, 2020)
<https://www.gordonparksfoundation.org/gordon-parks/biography>

His artwork focused on how people can be treated unfairly, and times when they had to be **brave** and stand up for what they believe in (themes of poverty, racism, and inequality in America).



(The Gordon Parks Foundation, 2020)
<https://www.gordonparksfoundation.org/gordon-parks/photography-archiv/e/washington-d-c-and-ella-watson-1942>
<https://www.gordonparksfoundation.org/gordon-parks/photography-archiv/e/workers-in-new-york-city-1944-1948>

His “Mother and Child” photograph was taken on a photography project for *Life Magazine*, when he went to Ontatio to meet miners. Being a miner can be a scary job, and many people in that city

were scared about running out of money or losing their jobs. A lot of people living there had traveled from far away, looking for uranium ore, a type of mineral that would sell for a lot of money.



(A Town's New Life, 1955)

<https://books.google.com/books?id=xIYEAAAAMBAJ&pg=PA80&lpg=PA80&dq=blind+river.+ontario+gordon+parks&source=bl&ots=WKSqeALBxb&sig=ACfU3U2zgnagq1kJIrfFwCSugC93B4CqyA&hl=en&sa=X&ved=2ahUKewiqsqiq34zsAhVHUit8KHRaOBxM4KBD0ATAGegQICBAB#v=onepage&q=blind%20river%2C%20ontario%20gordon%20parks&f=false>

Gordon Parks used a lot of different tools to share his thoughts and feelings in his art. When you use multiple tools in one artwork, it's known as **mixed media**. You can use objects made for art, like markers and crayons, or **found materials**, like sticks, magazines, and cardboard.



(Carlisle, 2016)

<https://theartofeducation.edu/2015/04/16/2-key-things-to-know-before-diving-into-a-mixed-media-project/>

Questions for the Gordon Parks image:

- How does the boy look like he's feeling?
- Who is he standing with?
- What do you think he's scared of?

Visual Culture Component (this is often used as the hook for the lesson):

Two video options, up to the discretion of the teacher:

- With either video option, students should consider the definitions of **bravery** or **courage** given, and consider the situational examples given. Would they feel scared in those instances? How could they act **brave**?

“Have Courage and Be Fearless” - (4:32 minutes)

- <https://youtu.be/o1CxKPrK5GY>
- Child host Vivian walks through times she’s had to use **courage**, and inspires others to do the same.



“What is Courage?” - (2:21 minutes)

- https://www.youtube.com/watch?v=rkg-ffNGv_E&ab_channel=TheJesseLewisChooseLoveMovement
- Animated short defining **courage**, and telling how it is inside all of us.



Procedure (Modeling, Guided Practice, Independent Practice):

Step 1: (5-10 minutes)

- Look at the image of the boy taken by Gordon Parks. (Pr5.1.1)
 - Ask: How does the boy look like he’s feeling?
 - It’s important to get into how he looks scared.
 - What could he be scared of?
- Watch one of the two videos listed above
- Think about something that scares you, or a time when you have to be **brave** and use **courage** (Cn10.1.1)
- What do you think the boy in the photograph would think about the videos? Could they help him feel **brave**?
- What is a tool you could make to help you when you need to be **brave**? (Cn10.1.1) (Cr1.2.1)

	<p>Step 2 (~7 minutes)</p> <ul style="list-style-type: none"> • Think about what your bravery tool would look like, and how you would feel when using it <ul style="list-style-type: none"> ◦ Look at examples given, and think about how your fears might be the same, or different • Brainstorm found objects around the house you could use to make your mixed-media sculpture tool, and gather them together in your workspace (with an adult's permission!) (Cr1.2.1) (Cr1.2.1) <p>Step 3: (5 - 10 minutes)</p> <ul style="list-style-type: none"> • If you have any difficult or possibly dangerous found materials, get a parent to help you through those tricky parts. • Assemble your found materials, with glue, tape, or string! Bring your sculpture or creation to life with different media! (Cr1.2.1) <p>Step 4: (~5 minutes)</p> <ul style="list-style-type: none"> • Clean up your workspace, and try out your new tool! • Think about when you would use it, how it feels to be brave with it, and how you can inspire others to be brave and have courage too! <p>Step 5: (~20 min..?)</p> <ul style="list-style-type: none"> • Show your object to the class and explain how it works. Maybe others will want to make something like yours too? (Pr5.1.1) (Re7.2.1)
<p>Assessment:</p>	<p>Did you:</p> <ul style="list-style-type: none"> • Define fear and bravery, and identify a fear of their own and a time when making art like this can be helpful. (Cn10.1.1) • Design an object to help them with that fear. (Cn10.1.1) (Cr1.2.1) • Construct that object with the found materials they chose. (Cr1.2.1) • Show their object to the class and explain how it works, as well as observe their classmates' creations. Consider how other students approached the same subject in different ways. (Pr5.1.1)(Re7.2.1)
<p>Example images of completed activity/project:</p>	<p>Ex 1: "Monster Spray"</p> <p>For a fear of monsters under the bed, combine lavender and water in an old spray bottle. Add a label, and spray your blankets for bravery before bed!</p>  <p>Ex 2: "Magical Companion"</p>

Use whatever you have lying around to make a friend with magical powers to help you! Got a fear of heights? Make a pegasus to catch you whenever you fall so you don't have to be afraid.



Ex 3: Stress Ball

Using a balloon and flour, you can make a stress ball, which can help you overcome scary situations.



Resources:

A Town's New Life. (1955, August 1). *Life*, 39(5). Retrieved 2020, from <https://books.google.com/books?id=xIYEAAAAMBAJ&pg=PA80&pg=PA80&dq=blind+river,+ontario+gordon+parks&source=bl&ots=WKSqeALBxb&sig=ACfU3U2zgnagq1kJIrfwCSugC93B4CqyA&hl=en&sa=X&ved=2ahUKEwiqsqj34zsAhVHUt8KHRaOBxM4KBD0ATAGegQICBAB#v=onepage&q=blind%20river%2C%20ontario%20gordon%20parks&f=false>

- Description of the specific project Gordon Parks was on when he captured this photograph, along with additional information about the town of Blind River in the 1960's.
- Photograph of the town, used in the "Historical/Multicultural Artwork" section.

Carlisle, J. (2016, May 03). 2 Key Things to Know Before Diving Into a Mixed Media Project. Retrieved from <https://theartofeducation.edu/2015/04/16/2-key-things-to-know-before-diving-into-a-mixed-media-project/>

- Art teacher's perspective on using **mixed media** in the classroom, and helpful reminders for students.
- **Mixed media** example image used in the "Historical/Multicultural Artwork" section.

The Gordon Parks Foundation. (2020). Retrieved from <https://www.gordonparksfoundation.org/gordon-parks/biography>

- Extensive biography on Gordon Parks' personal life and artwork.
- Portraits of the artists along with archival records of his

work, used in the “Historical/Multicultural Artwork” section.

Jesse Lewis Choose Love Movement, The. (2018, February 16). *What is **Courage**?* Written & Voiced by Stephanie Bierman, Program Director [Video]. Youtube.

https://www.youtube.com/watch?v=rkg-ffNGv_E&ab_channel=TheJesseLewisChooseLoveMovement

- One of the two visual culture components available to share with students. This animated short defines **courage**, and elaborates on how to find it inside all of us.

Mason, J. (2016), *Visual justice: Gordon Parks’ America photographs*

- Detailed biography on Gordon Parks’ life and work. Used extensively to build the historical and multicultural section of the lesson.

RocketKids. (2018, February 11). *Have **Courage** and Be Fearless* [Video]. Youtube.

<https://www.youtube.com/watch?v=o1CxKPrK5GY&feature=youtu.be>

- Second visual culture option, in which host Vivan describes times she has had to be **brave**, and encourages others to use **courage** too.

Visual Arts Standards. (2020). Retrieved from

<https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-F-L/Fine-Arts-Dance-Media-Arts-Music-Theatre-Visual-Arts/Visual-Arts/Visual-Arts-Standards>

- State standards for Art Education, used to shape the standards and objectives for this lesson.