

**United Arts'
 Arts and Culture Access Grant**

Organization name	Crealde School of Art at Hannibal Square Heritage Center
Lesson title	What Heritage Means to Me
Length of lesson	1 hour
Grade levels	4 th -8 th Grades
Lesson type (pre/during/post)	Fieldtrip Hands-On Folk Art Lesson

Objectives (Use verbs from Bloom’s Revised Taxonomy. “Students will be able to...”)
 Students will *explore* the concept of heritage by learning about the local community history of Hannibal Square through a presentation and discussion of the Heritage Gallery Collection, a walking tour of Hannibal Square, and *creating* a personal artwork through a hands-on folk art workshop. Students will *identify* vocabulary and terms regarding heritage and will *determine* how these concepts *apply* to their personal identity. Through an art making activity, students will learn techniques on how to manipulate mixed-media materials to *create* a unique composition that communicates what heritage means to them individually. Students will *analyze* their final artwork and *reflect* on how the concept of heritage is *relevant* to their individual lives and experiences. In conclusion, there will be a final discussion on how art captures, preserves, and communicates the concept of heritage on a personal, local and global level.

Next Generation Sunshine State Standards (NGSSS) www.floridastandards.org – # & description.

VA.4-8.C.1.1: Integrate ideas during the art-making process to convey meaning in personal works of art

VA.4-8.C.1.2: Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.

VA.4-8.C.2: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills is central to artistic growth.

VA.4-8.C.3.1: Use accurate art vocabulary when analyzing works of art.

VA.4-8.C.3.3: Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.

VA.4-8.H.1.1: Identify historical and cultural influences that have inspired artists to produce works of art.

VA.4-8.1.4: Identify and practice ways of showing respect for one’s own and others’ personal works of art.

VA.4-8.O.1.1: Use the structural elements of art and organizational principles of design to understand the art-making process.

VA.4-8.O.3.1: Apply meaning and relevance to document self or others visually in artwork.

VA.4-8.S.1.1: Manipulate tools and materials to achieve diverse effects in personal works of art.

VA.4-8.S.1.2: Explore and use media, technology, and other art resources to express ideas visually.

VA.4-8.S.1.3: Create artworks that integrate ideas from culture or history.

VA.4-8.S.2.2: Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.

VA.4-8.S.3.1: Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/ or three-dimensional artworks.

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Common Core State Standards (CCSS) www.floridastandards.org – # & description.

CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Key vocabulary and definitions

Heritage: Something that is passed down from preceding generations; can be physical objects, traditions or beliefs.

Culture: The predominant attitudes and behaviors that characterize a group or organization. Intellectual and or artistic activities and the works produced by it.

Tradition: The passing down of elements of a culture from generation, especially by oral communication. A mode of thought or behavior followed by a people from generation to generation.

Community: A group of people living in the same locality and under the same government, or a group of people who share a belief or culture.

Identity: The qualities and or beliefs that make a particular person or group different from others.

Folk Art: Art originating among the people of a nation or region and usually reflecting their traditional culture, especially everyday or festive items and produced or decorated by unschooled artists.

Artist: One, such as a painter, sculptor, or writer, who is able by virtue of imagination and talent or skill to create works of aesthetic value, especially in the fine arts.

Medium: The art material or tool used by an artist to create their work. For example: paint, clay, mixed-media.

Composition: is the placement or arrangement of visual elements or ingredients in a work of art, as distinct from the subject of a work.

Palette: A surface in which a painter uses to mix colors. The range of colors that are used in a work of art or design.

Symbol: A picture, image, or icon that tells a story without using words.

Focal Point: The main object or subject of a painting, photograph, or other work of art in which draws the viewers' attention.

Two-Dimensional: Art that is flat, like a painting or drawing.

Three-Dimensional: Art that has or appears to have length, width, and depth.

Materials needed

Assortment of mixed media materials (fabric, buttons, stickers, feathers, yarn, magazine snippets, etc.); canvases; acrylic paint; paintbrushes; scissors; glue; paper plates; containers for water; paper towels.

School must provide (equipment/materials; be sure to ask for this in advance)

N/A

Background information for teachers (suggested max ½ page)

Teachers are encouraged to watch the video link below and visit

<http://www.hannibalsquareheritagecenter.org> to learn more about the rich history of Hannibal Square.

Hannibal Square- A Community:

https://www.youtube.com/watch?v=m_hdG1u2B6c

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Lesson process (suggested max 1 page. Must actively engage students)

- The art instructor will introduce the project by describing what folk art is, why it is relevant to heritage and the Hannibal Square Heritage Center, and show examples of folk art and projects made by previous students.
- The instructor will then explain the guidelines of the project that students are going to make their own mixed-media artwork that reflects what heritage means to them on a personal level. There is a lot of room for creative interpretation and exploration with this project, so the instructor will provide a variety of examples (artwork that is about the definition of heritage, something inspired by what you learned today at the Heritage Center, a family memory or homage, a representation of one's cultural identity, etc.)
- Next, the instructor will describe the materials that are available and will demonstrate processes, such as: How to apply paint, how to construct a composition, and how to incorporate mixed-media materials. The instructor will also use appropriate art terms and definitions, such as: Composition, mediums, mixed-media, two-dimensional/ three-dimensional, canvas, palette, etc.
- Students will be given ample time to create their individual artworks reflecting on what heritage means to them
- In conclusion, students will present their final products and verbally explain the decisions they made in their artwork, the content explored, why their art work symbolically represents, "What Heritage Means to Me."

21st Century Skills to Increase Rigor (see handout – which skills will be addressed?)

Critical Thinking: determining what heritage means to one on an individual level

Communication: describing one's ideas through visual representation, text, and found objects in an artwork.

Creativity: creating a visual representation with mixed-media that explores symbolically what heritage means to one.

Assessment (How will students demonstrate the objectives? May be a performance, task or product; may include teacher observation, self- or peer- or group- assessment.)

Students will perform a summative assessment by presenting their artworks to their classmates and discussing the meaning and content of how they creatively interpreted, "What Heritage Means to Me."

Reflection/follow-up activities (writing a review, journaling, key discussion questions, etc.)

See "Post-Fieldtrip" Lessons in Fieldtrip Packet Activities

Additional resources (online, print, etc.)

N/A

Cross-curricular connections

Social Studies, Language Arts