

## Treasure Boxes

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Appropriate for Grades K-2, Estimated Duration: 45 Minute Art Period

**Enduring Ideas:** Preservation **Art Medium/Discipline:** Mixed Media (Drawing and Paper Collage)

**Rationale:** The artist Joseph Cornell kept a collection of everyday items that he found interesting to save. This collection allowed him to produce some of his greatest works of art. Following in the footsteps of Cornell, students will create their own museum in a box, which will be referred to as their “treasure box”, in order to give them a beginning of a collection they will be able to treasure for years. This lesson is designed to integrate counting (math), and science (collecting of natural items) with art. It is presumed that the students will have a prior knowledge of the use of artistic materials, such as crayons, pencils, markers, and construction paper. Students will learn about elements of art, such as color and shape, and principles of design dealing with variety and unity.

**Artists:** Joseph Cornell

**Key Concept:** Through drawing and paper collage, students can convey their personal values within their treasure boxes by collecting items which are of importance to them.

**Essential ?s:** What is important to you? What do you collect? What does a curator do? When you return home with your treasure box, what will you add?

**Standards:** We will incorporate two of the 2014 Revised National Visual Arts Standards as Student Learning Objectives:

**CONNECTING (Utah's Contextualizing):** Relating artistic ideas and work with personal meaning and external context

**Anchor Standards and Enduring Understandings: Synthesizing and Relating Knowledge and Personal Experience with Society, Culture, and History through Interactions with, and Analysis of, Art**

Students will explore the collections within SUMA and the Garth and Jerri Frehner Museum of Natural History and complete drawings relating to subjects of personal importance, and include them in their treasure boxes.

**CREATING (Utah's Making):** Conceiving and developing new artistic ideas and work  
**Anchor Standards and Enduring Understandings: Conceptualizing, Generating, Developing Ideas, and Organizing, Refining and Completing Artistic Work**

Using construction paper, adhesives, and other creative materials, students will decorate their individual box, emphasizing the use of color and personal aesthetic.

**Objectives:** Students will have the opportunity to tour both the Southern Utah Museum of Art (SUMA) and the Garth and Jerri Frehner Museum of Natural History, followed by a creativity period for the students to make their own personal museums in boxes.

Students will:

1. Experiment with at least three colors that might be the student's favorites (decoration choices).
2. Employ appropriate use of drawing materials, crafting supplies, and adhesives in completion of their boxes.
3. Create their own treasure boxes using personal design choices.

**Materials:** Markers  
Decorative paper  
Glue sticks  
Construction paper (Pre-cut pieces)  
Colored Pencils  
Crayons  
Stickers  
Scissors  
Rocks or other objects from nature (seashells, leaves, etc.)

**Resources:** <http://www.enchantedlearning.com/artists/cornell/activity.shtml>  
[http://artsedge.kennedy-center.org/educators/lessons/grade-6\\_8/Identity\\_Boxes](http://artsedge.kennedy-center.org/educators/lessons/grade-6_8/Identity_Boxes)

**Procedure:**

Introduction:

1. Review prior skills with drawing materials and adhesives and use of color and crafting supplies that will be necessary in the completion of this project.
2. Ask students what they find important in their lives and relate this to the work done in museums regarding preservation of objects.
3. Demonstrate safety procedures to be observed when using materials.
4. Discuss learning objectives in conjunction with the lesson.

Demonstration:

1. Docent/Teachers will present the work they've done with their own "treasure boxes" to allow the students to view finished examples.
2. Present supplies for students to sketch their "items of importance."
3. Show students ways in which they may decorate their boxes.

Work Period:

1. Allow ample work time within the allotted 45-minute time period for successful completion of the project.
2. Docents/Teachers will move around the room and interact with the students.

3. Students finishing early may be able to talk with the docent/teachers and discuss their finished works.

Closure:

1. "Display and Discuss" – Students will look at their own boxes in comparison with others and discuss the usage of different colors, through personal decision-making (time permitting).

**Vocabulary:** Curator, collect/collection, docent, preservation, museum, treasure, color, shape, variety, unity, drawing, important, safe, art, science, pattern, repeat, sketch, decorate, favorite, nature.

**Community Involvement:** SUMA and the Garth and Jerri Frehner Museum of Natural History will give presentations to educate the students on the importance of preservation. Docents/Teachers will consist of students of Southern Utah University and adult volunteers.

**Art Sample Created by You:** Each of the involved SUMA interns, docents, and volunteers will create their own treasure box to understand the implications of the project and have examples to provide the students as they create theirs.

**Art Integrations with Other Subjects:** Math (counting), Science (conservation, preservation), and Literacy (listening, speaking).

**Accommodations for Students with Special Needs:**

1. For special needs students, I will provide adaptive tools, and I will assign in-class "buddies" to assist students who need more time. For students with hearing difficulties, I will make sure that I speak with adequate projection or use a microphone system; I will also face them when speaking. For students with visual difficulties, I will seat them closer to the source of the information and provide larger fonts with written materials.
2. Was I able to effectively communicate with students whose native language is not English by offering key vocabulary and concepts in other languages on a worksheet or in classroom signage?
3. For highly-motivated and gifted students, I will offer the additional complexity of allowing freedom of use, relating to the supplies, to allow an unlimited resource for creativity.