

Museum in a box

Appropriate for grades 3-5, estimated duration: 50 minutes

Enduring idea: Preservation

Rationale: A museum maintains a collection for the purpose of education and preservation. It can collect a variety of things to preserve art, history, culture, biodiversity, personal values, etc. The museum works to keep this information accessible and intact for the public. National parks are similar to museums because they have the same purpose of preservation. They aim to preserve natural resources, biodiversity, and natural formations for the benefit of the public. On a personal level, people preserve objects that have special significance to them. Symbols are another form of preservation because they represent objects or ideas that are personally or universally significant.

Artists: Joseph Cornell

Key Concept: Through museums, we are able to preserve important objects and ideas for the benefit and education of future generations.

Essential Questions: What is the purpose of a museum? What types of things do we preserve? Why do we preserve certain things? What types of things do you like to preserve/collect? Do those objects have personal meaning to you? Do you use symbols to show what you value?

Standards: We will incorporate all four of the National Art Education Association Visual Art Standards as Student Learning Objectives:

Creating: Organize and develop artistic ideas and work.

Anchor Standard - Create personally satisfying artwork using a variety of artistic processes and materials.

Enduring Understanding - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

Presenting: Interpreting and sharing artistic work

Anchor Standard - Convey meaning through the presentation of artistic work.

Enduring Understanding - Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding

Responding: Interpret intent and meaning in artistic work.

Anchor Standard - Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism

Connecting: Relating artistic ideas and work with personal meaning and external context

Anchor Standard – Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding – Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experience.

Objectives:

Students will:

1. **Experiment** (Analyze/Bloom's) with different materials, objects, and symbols to distinguish what has personal meaning or significance. (use a variety of objects and materials in the creation of their box)
2. **Employ** (Applying/Bloom's) appropriate use of scissors and adhesives in the completion of their artwork.
3. **Analyze** (Analyze/Bloom's) their choice of colors, patterns, objects, and arrangement of those elements based on personal aesthetics and be able to articulate their choices.
4. **Create** (Creating/Bloom's) their own "museum in a box" by collecting and assembling objects, images, and ideas that they would like to preserve.
5. **Evaluate** (Evaluating/Bloom's) what is important to them and select objects to include in their boxes that support those values and beliefs.

Materials:

3.5x3.5x1.5" boxes
Patterned/decorative paper
Construction paper
Glue sticks
Markers
Colored pencils
Crayons
Stickers
Scissors
Natural objects such as rocks, leaves, flowers relating to local national parks

Resources: <http://www.enchantedlearning.com/artists/cornell/activity.shtml>
http://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Identity_Boxes
http://www.learntoquestion.com/class/archives/2000-2001/currlesson/text/2000/september/identity_boxes.html

Procedure:

Introduction:

1. Review the purpose of museums (which is preservation) and other similar institutions such as national parks.
2. Ask students what types of things museums preserve and why.
3. Discuss the importance of preserving biodiversity and diversity in general.
4. Ask students what types of things they like to preserve or collect.
5. Discuss the use of symbols personally and universally.

Demonstration:

1. Show examples of “museums in a box”.
2. Discuss what objects can be placed in the boxes.
3. Prompt students to think about what objects they would include that have personal meaning.
4. Demonstrate and discuss the safety factors when using scissors.
5. Demonstrate the application of paper and other objects to the box using glue.
6. Demonstrate the cutting/tearing of paper into shapes that have personal meaning, and applying them to the box.
7. Show diversity in different boxes by counting the number of different objects in them. Encourage students to think about how many different objects they will include in their box.

Work Period:

1. Allow ample work time for successful completion of the project. If students finish early, encourage them to look at what their classmates are doing and including in their boxes. Ask the students why they put certain objects in their “mini museum”, what significance they hold for the student, etc.

Conclusion:

1. Display and discuss: ask a few students to share what they included in their boxes and why.
2. Students take their “museum in a box” home with them. Encourage them to keep adding objects to their box to preserve what is important to them.

Vocabulary: Museum, preservation, biodiversity, collection, diversity, National Parks, personal value/significance, symbols, universal symbols, personal symbols.

Elements of Art and Principles of Design: shape, color, texture/pattern; balance, emphasis, variety, unity

Featured Artists: Joseph Cornell

Community Involvement: This field trip to the SUU Southern Utah Museum of Art and the Garth & Jerri Frehner Museum of Natural History.

Art Integrations with Other Subjects: Math (counting of objects), Physical Science (biodiversity), Social Studies (preservation of history and culture), Literacy (listening, speaking)

Incorporation of Technology: Use of the Internet and presentations to show examples of preservation, “museums in a box”, etc.

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 10, 12, 16, or 20 repetitions with their initial mandala designs. Extensions would also allow further detailing and embellishment with other materials.

Extensions: Encourage students to continue adding to their boxes at home as they find more objects and symbols that they want to preserve or collect.

Reflective Questions:

1. Did I forget any materials, resources, or steps that would have better contributed to the
2. What made this lesson memorable for my students? Why did I choose to teach it?
3. How can I improve any aspect of this lesson next time?
4. Note to Self: Photograph completed artwork of students for future use in a PowerPoint
5. Note to Self: Find a venue in my school for display of these artworks; accompany the art