

# Exploring Artist Spaces

Grade level: K – 5th

Created by Claire Caffery  
2017 – 2018 Teaching Artist in Residence

*Tina Freeman: Artist Spaces* | September 8th, 2017 – May 5th, 2018

Supported by a grant from the Louisiana Division of the Arts, Office of Cultural Development, Department of Culture, Recreation and Tourism in cooperation with the Louisiana State Arts Council, administered by the Acadiana Center for the Arts.



PAUL AND LULU  
HILLIARD  
UNIVERSITY ART MUSEUM  
UNIVERSITY OF LOUISIANA AT LAFAYETTE



# Exploring Artist Spaces Lesson Plan

Teacher/Creator: Claire Caffery

Grade Level: K-5th Grade

## Lesson Description:

Become a museum explorer. Explorers and artists use many of the same tools and skills, such as observing, gathering information, and recording discoveries. In this field trip adventure, teaching artist Claire Caffery will lead students on an exploration of the exhibition *Tina Freeman: Artist Spaces*, on display at the Hilliard University Art Museum from September 8, 2017 to May 5, 2018. The lesson plan includes a pre-visit activity that will introduce students to what it means to be an explorer and let them practice their explorer skills. At the museum, students will encounter the exhibition as explorers using their discussion skills and explorer field skills to look at nature inspired artworks. They will investigate how artists are explorers and the different materials and tools artists use. In the museum classroom, students will transform an everyday object into a creative, animal-themed holder for their explorer tools. This art activity will focus on process and connecting with their discoveries in the gallery. In the post-visit activity, students will reflect on their experience with art tools and materials and explain their creative choices. If your class is unable to visit the museum, you can use the attached images to explore some of the same ideas in your classroom.

**Overarching Theme/Universal Concept:** Explore

## Essential Questions:

- How does an explorer approach and study the world around them?
- What do artists and explorers have in common?
- How do artists explore?
- What discoveries do artists make?
- How do artists help us see what we might otherwise overlook, neglect, or ignore?



## Objectives and Focus Questions:

- What tools and materials do artists and explorers use?
- How do I observe and discuss artworks with others?
- What terms and vocabulary do I use when discussing and writing about art?
- How do I and other artists use different art tools and materials to express ideas?
- Can I clearly explain my design choices to others using appropriate art vocabulary and organizational structure?

## Lesson Plan Materials:

- Exploring Artist Spaces Graphic Organizer
- Post-visit Postcard Handout
- Assessment Rubric
- Images



## Standards

### English Language Arts Standards

**Anchor Standard SL 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Anchor Standard W 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### Art Standards

**VA-AP-E4** Recognize that there are many possibilities and choices in the processes for designing and producing visual arts.

**VA-AP-M1** Use elements and principles of design and expanded art vocabulary for responding to the aesthetic qualities of various work.



## Pre-visit Activity in the Classroom

**Discuss:** What is an explorer?

As a class, discuss what it means to be an explorer. The teacher can also choose to have students discuss in groups or pair/share.

- What does an explorer do?
- What tools do explorers use? (binoculars, magnifying glass, sketchbooks, journals, cameras, audio recorders, maps, compass, etc.)
- How do explorers act when they discover new places or things? (Make observations, use their senses, treat places and things they find with respect and care, leave no trace behind, etc.)

### Gather Information

Look at images of explorers' sketchbooks to get ideas. What tools do explorers use? What types of things do explorers observe and record? How do art skills help explorers? How are explorers and artists similar?

### Resources to Investigate:

Lewis- Jones, Huw. *Explorers' Sketchbooks: The Art of Discovery & Adventure*. Thames and Hudson Ltd., 2016.

*Explorers' Sketchbooks: The Art of Discovery & Adventure* video preview.

[https://www.youtube.com/watch?v=5PnN\\_uX1a6c](https://www.youtube.com/watch?v=5PnN_uX1a6c)

John J. Audubon's *Birds of America*

<http://www.audubon.org/birds-of-america>



## Prepare and Practice

Explain to students that they will be taking a trip to the art museum to practice their explorer skills. Discuss how explorers behave and act in new places.

Explorers:

- Observe and use their eyes.
- Gather information and use tools to help them record their findings.
- Protect the artwork for others to enjoy. Stay an arm's length away from the artwork.
- Walk slowly and move carefully when exploring the galleries.

Teachers can have students practice these skills by exploring the classroom or the playground. Students can use notebooks to draw and write about things they find and can use tools such as magnifying glasses to look at familiar items in new ways. The class can also practice explorer skills by researching the museum's website.

<http://www.hilliardmuseum.org/>



## At the Museum

Before entering the gallery, students will look at and discuss several images from *Home* by Carson Ellis and review what an explorer is, what tools explorers use, and how an artist is like an explorer. They will review how an explorer acts and consider how they will act when exploring the gallery. Students will be given an explorer's tool (a pencil) and will practice mark making with their tool in their graphic organizer. Students will also receive a cardboard tube that they will use as a tool for looking in the gallery and later transform in the art making activity.

## Gallery Tour

In the gallery, students will investigate and discuss nature inspired artworks in the *Tina Freeman: Artists Spaces* exhibit. Using a graphic organizer, students will gather information about artworks. They will record the color, shape, and texture of each artwork and consider the overall mood of the artwork. Students will find clues about what tools and materials the artists use by looking at Tina Freeman's photographs of the artists' studios.

## Art Making Activity

In the museum classroom, students will choose an animal that is meaningful to them and will create a functional pencil holder inspired by that animal. Students will sketch out their design choices and choose appropriate words to describe their animal and artwork. There will be an assortment of materials and art tools that students can select and explore when creating their artwork.

### Art Materials List:

- Cardboard tubes
- Cardboard base (rectangular shape roughly 4"x 4")
- Glue
- Tape
- Staplers
- Scissors
- Hole punchers
- Markers
- Water color paints
- Stickers
- Pipe cleaners
- Assorted fabric and paper samples
- Beads, feathers, and other decorative items



## Post-visit Activity

After their visit to the museum, students will complete a postcard activity. On one side of the postcard will be the design sketch that students made at the museum of their animal pencil holder. On the other side, older students will write about the choices they made. Younger students can discuss or give a small presentation on their design choices using their postcard and finished pencil holder.

## Further Resources

Ellis, Carson. *Home*. Candlewick, 2005.

Freeman, Tina. Text by Morgan Malthrop. *Artist Spaces, New Orleans*. University of Louisiana at Lafayette Press, 2014.

Lewis- Jones, Huw. *Explorers' Sketchbooks: The Art of Discovery @ Adventure*. Thames and Hudson Ltd., 2016.

*Why We Explore* National Geographic Society Education Activity

<https://www.nationalgeographic.org/activity/why-we-explore/>





## Exploring Artist Spaces Rubric Grades K-2

### Pre-visit Activity

Student listened, contributed, and collaborated with others in discussing what it means to be an explorer.

Not at all	Once or Twice	Multiple Times
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**Comments:**

### Museum Tour and Art Making Activity

Student listened, contributed, and collaborated with others in discussing artworks.

Not at all	Once or Twice	Multiple Times
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Student used appropriate art terms to describe their own artwork or the artwork of others.

Not at all	Once or Twice	Multiple Times
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**Comments:**

### Post-tour Presentation Activity

Student described their design choices and presented their artwork to classmates either in a small group or whole class setting. Student used appropriate art terms including naming tools, materials, techniques, and art elements and principles.

Not at all	Used One or Two Items	Used Multiple Art Items
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**Comments:**



## Exploring Artist Spaces Rubric Grades 3-5

**Pre-visit Activity-** Student listened, contributed, and collaborated with others in discussing what it means to be an explorer.

Not at all	Once or Twice	Multiple Times
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### **Museum Tour and Art Making Activity**

Student listened, contributed, and collaborated with others in discussing artworks.

Not at all	Once or Twice	Multiple Times
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Student used appropriate art terms to describe their own artwork or the artwork of others.

Not at all	Once or Twice	Multiple Times
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### **Postcard Writing Activity**

In their writing sample, student explained the design choices they made in creating their artwork.

Not at all	Explained one design choice	Explained two or more design choices
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The student used appropriate art vocabulary for describing materials, tools, and techniques.

Not at all	Once or Twice	Multiple Times
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Student displayed appropriate organizational structure. Including a clear topic sentence and three supporting sentences about their creative choices and artwork

Not at all	Student had a topic sentence and one or two supporting sentences	Student had a topic sentence and three supporting sentences
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## Resource Images



Amy Weiskopf. *Still Life with Cabbage and Shell*, 2014. Oil on canvas





Lin Emery. *Anole*, 2016. Polished aluminum





Rukiya Brown. *Metamorphosis – The Awakening*, 2013. Beads, feathers, acrylic stones, sequins, satin and tiger cowry shells





Ery. *Bat*, 1984. String, brass, steel, lead and bone



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