

Creative Roots

Ohio Artists from the CMA Permanent Collection



Darius Steward, American, *Bac N 4th*, 2018. Watercolor on Paper

The Museum To Go program and these educational materials are made possible by generous funding from



Table of Contents

1. Cover Page
- 2 Table of Contents
3. Lesson Overview
4. Lesson Procedures
5. Lesson Vocabulary
6. Lesson Discussion Points
7. Individual Art Projects

Lesson Overview

This lesson aims to **connect** students to their larger community by highlighting the different **places** and **people** that make up their **community**. Students will play a game in which they are asked to recall places of significance in their community. Students will **write** about a place that is significant to them, which will inspire their art. Once students have learned about their community and what it means to be part of a community, they will make a **tape mosaic** of an important place in their community discussed during the game. At the end of the lesson, students will **participate** in a virtual tour of the Canton Museum of Art and learn about how museums are important to communities because they bring many different cultural experiences to the community at large. Students will be introduced to artists from **different backgrounds**, all of which consider themselves **Ohioans**. Students will learn about how these artists have **similar** and **different** experiences, but how they are all part of the same community of artists throughout Ohio.

Lesson Materials

Creative Roots Virtual Tour
Creative Roots Resource Packet PDF
Creative Roots Focus Artworks Powerpoints

All lesson materials are available for download at www.cantonart.org/learn/museum-to-go

Activity Materials

Various rolls of colored masking tape
White paper pre-cut to 4x6
Black construction paper pre-cut to 5x7
Multiple colors of Sharpies
Glue sticks

Game Materials

Notebook paper
Pencils
Ball

Content Standards

Visual Art

2-PR Experiment with Art Materials by using them in unexpected ways

4-PE Identify and Describe how artists from many different backgrounds have impacted Ohio's history

Social Emotional

C2. 3.b Perform activities that contribute to classroom, school, home and broader community

Social Studies

Civic Participation and Skills: 4 –15. Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States



Teacher Resource Packet

4th Grade Level

Creative Roots

A lesson about Art and Community

Lesson Procedure

Game

Students will be split into 5 groups and asked to quietly come up with a list of buildings and places in their community. The instructor will set a two-minute timer, and when the timer goes off, students will put down their pencils.

The instructor will toss a ball to a group and that group will read off a place on their list. The group that mentioned the place will circle it and get a point for that place. The instructor will write the place on the board. Each group that has that place on their list must cross it off. The group with the ball will toss the ball to another group. That group will repeat the process. The ball will go to each group in the same order each time. The group with the most uncrossed places at the end will win the game. The instructor will leave the list of community venues on the board for later use.

Writing Assignment

Students will be asked to reflect on places in their community, and write about a place that is important to them and why. This writing assignment will serve as inspiration for their tape mosaic, as well as an assessment of students' community knowledge.

Demo

The students will watch a demo as the instructor picks a community venue from the board to draw an outline of. The instructor will add elements such as windows and doors, but leave out any smaller details. The instructor will demonstrate putting a pattern in the background of their piece with sharpie, and they will begin making a tape mosaic in their building. The instructor will emphasize that communities have many different pieces, and that making a mosaic relates because it is made up of many different pieces. The students will view a finished example and be asked to take a piece of white paper from the demo table.

Project

Students will make individual projects featuring a place of their choosing from the board. The students will follow the steps shown in the demo to create their tape mosaic. When the students are done, they will raise their hand, and be given a glue stick and a piece of black paper. The students will glue their tape mosaic onto the black paper and write their name, teacher's name, and school's name on the back of their art. Once the student is done with their art piece, they will be asked to complete a survey. When they are done, they will raise their hand and the instructor will collect their work and their survey.

Virtual Tour & Powerpoint with Focus Artworks

The instructor will transition into giving the virtual tour by talking about how museums are important to their communities. Students will view the virtual tour and gather information about the exhibition, Creative Roots, which focuses on art by Ohioans. The students will learn that artists from Ohio may have migrated to Ohio from other places; artists may have lived in Ohio their whole lives, or lived in Ohio for a short time. Artists in Ohio are of all different backgrounds, and their backgrounds have made an impact of the art world in Ohio, as different ways of making and traditions have been carried to this region through their work. Students will view artwork by Darius Steward, Thomas Haverfield, and Mark Soppeland. Students will be asked to identify how each different work of art fits into the category of community. The Instructor will lead students in discussion, pointing out details and talking about personal community vs. larger community.

Wrap-Up

Students will be asked whether or not they learned anything new about what could be included in a community.



Teacher Resource Packet

4th Grade Level

Creative Roots

A lesson about Art and Community

Lesson Vocabulary

Community

A group of people living in the same place or having a particular characteristic in common

A particular area considered together with its inhabitants

A region in a larger place (think Ohio in the United States)

Personal Community

The support system around an individual (teachers, family, friends, pets)

Mosaic

A piece of art made up of many small pieces



Teacher Resource Packet

4th Grade Level

Creative Roots

A lesson about Art and Community

Lesson Discussion Points

Game

- What are some important buildings or places in your community? Try to think about some places that are really important to you.
- Can you think of categories that are forming as you are thinking about places in your community?

Writing Assignment

- What is a place in your community from the board, your paper, or your brain that you feel connected to? Why do you feel connected to this place?

Demo (have students gather around)

- Choose a place that is important to you from the board. If there is another place you can think of now that we've talked about community, you may choose that place instead.
- You can choose a community place, or something that represents place. For example, if you go to the YMCA for swimming lessons, you can choose to make a pool instead of the YMCA itself.

Virtual Tour

- Museums are important to the communities they serve because they bring people exhibitions that focus on issues the community might be facing, such as poverty, inequality, discrimination, human rights, etc. and challenges the public by giving them new ways to think about and discuss these issues.
- Museums provide education to the community.
- Museums often provide the chance for the public to go hear experts speak about topics relevant to the museum (natural history, art, science, American history, artifacts, regional history, etc).

Powerpoint

- How are these art pieces showing community?
- The difference between personal community and the larger community we live in is that a person's personal community is people-focused and often involves a person's family, friends, teachers, and other people who enrich their lives. The larger community we live in is often more focused on place.

Wrap-Up

- Do you think about Community differently than you did at the beginning of this project? If so, how has your view of your community changed?



Teacher Resource Packet

4th Grade Level

Creative Roots

A lesson about Art and Community

Individual Art Projects

Materials

-After the demo, each student will get a piece of white paper and a couple of sharpies from the demo station.

Tell the Students

-As students are writing, they will be given a piece of white paper on which they will draw in pencil something that represents the place they wrote about. (example: If a student chose their sports field, they may want to draw things related to the sport rather than an entire sports field)

-Tape, black Paper, and glue are at a station in the room where students can go and retrieve materials as needed.

-Students should take short pieces of tape back to their desks to tear into smaller pieces for their mosaics so the rest of the students can also use the colors they need.

-Students will write their name, the name of their teacher, the name of their school, and the title of their piece (should be the name of the place which they chose to represent).

-The tape can be tricky to work with. Make sure students stick the tape to the side of their desk or table and tear from there to make sure it doesn't stick to itself.