

## LESSON PLAN FOR JESSICA STOCKHOLDER, ,1994

**TITLE:** EVERYDAY ART

**GRADE LEVEL:** SIXTH, SEVENTH, OR EIGHTH

**ACADEMIC SUBJECT:** VISUAL ARTS

**GOAL/DESCRIPTION:**

Jessica Stockholder is known for creating innovative sculptures with material that can be found in the home or at the local hardware store. After looking closely at her works, students will create their own sculpture based on everyday objects. They will also be exposed to the concept that creating art is possible for all.

**BIG IDEA:**

Students create a sculpture based on study of and inspiration from Jessica Stockholder and her work.

**OBJECTIVES/OUTCOMES:**

Students will learn about Stockholder's style of art, from artists that inspired her (such as Henri Matisse), to the process she undergoes, to how she incorporates humor. Students will utilize materials they have brought from home as well as items in the classroom to create their own sculpture.

**TEACHING PROCEDURE/TIME ALLOTTED:**

One week

MONDAY

The teacher will introduce Jessica Stockholder and give a general overview of her work. The overview will include her background and artists such as Henri Matisse as inspiration (see poster text for information). The teacher will then have the students look closely and discuss the piece.

**Discussion Questions:**

**(also found in poster text)**

The work does not have a title, what would you name it?

Why did the artist attach the art to the wall?

What could the article of black and green clothing on top of the furniture represent?

There is plastic fruit nailed to a section of the work, what do you think that symbolizes?

If you were to create a multimedia work of art based on things found at home, what would you use?

Since Stockholder is using some salvaged material, would she be considered an environmentally conscious artist?

## **TUESDAY**

Class begins with review of pertinent information about Stockholder and her piece. Teacher preps students to plan their own sculpture with questions to assist their planning that may include the following:

What struck you about Stockholder's work?

What can you take from what you have seen and incorporate into your own work?

How can you use common items to create something unique and of significance to you?

Students then begin planning their sculpture.

## **HOMEWORK:**

Students will gather up to five items from home as potential items in their sculpture.

## **WEDNESDAY and THURSDAY**

Students spend both days creating their own sculpture that include items brought from home.

## **FRIDAY**

Students share their sculpture with the class.

## **PLANS FOR DIFFERENTIATING INSTRUCTION:**

Rather than having each student create a sculpture, the lesson could be a collaborative effort. Students could work as a group to create an original work or they could work in pairs.

## **ENDURING UNDERSTANDINGS:**

Jessica Stockholder saw everyday objects as raw material for creativity. Being able to take items from home and from the hardware store and turning them into a personal work of art allows students to internalize the accessibility of being able to be creative.

## **KEY KNOWLEDGE/SKILLS:**

(Declarative) Works of art are not limited to typical material such as pencil, paint, clay, etc. Works can include non-traditional items such as household goods.

(Procedural) Utilizing items not usually associated with art to emphasize creativity and the accessibility of art.

## **EVALUATION/ASSESSMENT:**

(Summative) Students will assess themselves at each stage of the process used to create their own work based on Stockholder's.

## **MATERIALS/TEACHER RESOURCES:**

Poster text for Jessica Stockholder's piece, .

<http://www.pbs.org/art21/artists/stockholder/>

**TEACHER REFLECTION:**

This assignment introduces students to an artist that uses accessible items which then sends the message that art is accessible. The assignment also allows students to be introduced to work by a living artist, which may allow them to be able to relate to art and being an artist more readily.

**DEVELOPMENTAL RATIONALE:**

Most sixth grade students are in the emerging expertise stage of artistic development. In this stage, students become aware of the difference between themselves and their peers and look to separate themselves from adults. They are drawn to art that can be connected to a specific situation or person rather than something broader. There is a tendency for students to be self critical and compare their work to that of other students so it is important for teachers to be sensitive to that possibility.

**STANDARDS:**

**Visual Arts**

- 6.2.6 Design and create an expressive figurative sculpture
- 7.1.5 View and describe ways subject matter is depicted
- 8.2.3 Use various observational drawing skills to depict a variety of subject matter, to include a sculpture.