Lesson Overview:
In this lesson, students are free to explore, examine, and experiment with art materials, processes, and subject matter. During this 60-minute workshop, students will have the opportunity to collaborate, explore a variety of materials, and create artworks inspired by the High Museum of Art’s collection.

Learning Objectives:
Essential Questions
- How can I use various materials to create a work of art?
- How can I adapt to using different materials and processes?
- How can materials and processes be manipulated to achieve various effects?

Students will be able to …
- Solve problems creatively by adapting to various materials
- Formulate their own ideas for art making through a choice-based process
- Work collaboratively to create a work of art

Performance Tasks:
Collaborative art making, material exploration

Mini Glossary
Mixed-media technique: Combining two or more artistic media within a single composition
Elements of art: Line, shape, color, texture, and form

Additional Needs per Classroom/Teacher:
- Examples
- Permanent collection images

Instructions:
1. Introduction of Concepts: Introduce key concepts for the workshop:
   - Artists use a variety of media. There is no wrong way to make art, and there are many ways to approach art making. (This is a great opportunity for the teaching artist to briefly share his, her, or their preferred art form.)
   - Artists make art about things that fascinate, interest, and inspire them.
   - Today’s art classroom is an art lab. Students will experiment and play with different types of materials in the classroom.

2. Stations: Set up 2-3 stations from the options below.
<table>
<thead>
<tr>
<th>Station</th>
<th>Artist Exemplar</th>
<th>Instructions</th>
<th>Materials</th>
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| Paint Scraping | **Takeaway** Gerhard Richter, *Abstract Painting (849-2)*, 1997, oil on canvas, 1999.39                                                                 | Gerhard Richter created this painting by dragging paint across a canvas using a squeegee. Students will emulate this process by dipping plastic cards or cardboard in paint and dragging/scraping it across a sheet of paper. Students should repeat using different colors with the goal of keeping the paint as thin as possible. | - Tempera paint  
- Plastic cards (i.e., hotel keys) or cardboard  
- Paper  
- Fan/hair dryer  
- Permanent markers                                                                 |
| Copper Tooling | **Takeaway** (Grades 3 and up only) Kota Artist, Gabon (Artist/Maker), Reliquary Guardian Figure, 2012.225                                                                 | This reliquary figure is a part of the African Art Collection at the High. The lines and designs on the figure are a form of low relief. Students will draw on copper pieces with pens and pencils to create low-relief textured patterns. | - Newspaper  
- Copper  
- Pens  
- Pencils                                                                                      |
| Mark-making | **Collaborative** Julie Mehretu, American, born Ethiopia, 1970 (Artist/Maker) *Mogamma (A Painting in Four Parts): Part 2* 2013.31                                                                 | Julie Mehretu’s large-scale paintings and drawings layer graphite, ink, and bright planes of acrylic color. The lines often represent movement of people on a map or in a space. Students will work collaboratively to create a work of art inspired by Julie Mehretu. | - Large piece of paper  
- Stamps  
- Art Stix  
- Graphite sticks  
- Colored masking tape  
- Rulers, pencils                                                                 |
| Wall Sculpture | **Collaborative** Judy Pfaff, American, born England, 1946 (Artist/Maker) *Apples and Oranges* 1989.47                                                                 | Judy Pfaff combined shapes, colors, letters, and numbers to create this dynamic wall. Students will create a collaborative wall sculpture using pre-cut shapes, round objects, letters, and other materials. | - Velcro board  
- Shapes and objects with Velcro pieces                                                                                                  |
### Sculptural Animals

**Experiment**

Deborah Butterfield, American, born 1949 (Artist/Maker)
Untitled (#3-85)
1999.110

Deborah Butterfield created this horse using scrap metal that was then burned to give it the coloration we see here. Students will experiment with brown paper and paperclips to create their own animals.

- Recycled paper from tables
- Paper clips

### Found Object Designs

**Experiment**

Gregory Warmack (Mr. Imagination), American, 1948–2012 (Artist/Maker)
Broom Blue Curler
2016.226

Mr. Imagination uses found objects, just as brooms, to create works of art. Students will work individually to design their faces with paintbrush hair.

- Paintbrushes
- Ribbon
- Googlie eyes
- Bottle caps
- Pre-cut shapes

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3. **Logistics:** Demonstrate the art-making activity at each station. Be sure to highlight the exemplar artists from the High’s collection.

**Kindergarten–2nd Grade:** Adjust the following timeline as needed based on the group’s arrival time: 5-minute introduction, 13 minutes per table, 11 minutes at the end for cleanup and reflection.

- Explain to students that they will have a set amount of time to work at each table. The teaching artist will notify them when they have one minute remaining.
- When the time is up, they will clean up their supplies, push in their chairs, and walk to the next table. **For younger children, it will be helpful to demonstrate this process.**

**3rd–5th Grades:** Spend 5 minutes introducing the various stations. Students will choose which stations to explore during the workshop. Remind students to return all supplies and clean their working areas each time they switch stations. Leave 10 minutes at the end of the workshop for final cleanup and reflection.

4. **Reflection:** Suggested reflection questions:

- Which station did you like the most? Why?
- Which station did you like the least? Why?
- Did you find anything challenging as you explored the different art-making techniques?
- Describe what you created today.

**Advance Prep:**

- Make sure tables are prepped with materials

**Cleanup:**

- Put away supplies
- Change paper on the tables as needed
- Stack chairs on the tables
Standards:

**Kindergarten:**
VAKMC.1 Engages in the creative process to generate and visualize ideas.
VAKMC.2 Formulates personal responses.
VAKMC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning.
VAKCU.2 Views and discusses selected artworks.
VAKPR.2 Understands and applies media, techniques, and processes of two-dimensional works of art (e.g., drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.

**1st Grade:**
VA1MC.1 Engages in the creative process to generate and visualize ideas.
VA1MC.2 Formulates personal responses.
VA1MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.
VA1CU.1 Identifies artists as creative thinkers who make art and share ideas.
VA1CU.2 Views and discusses selected artworks.
VA1PR.1 Creates artworks based on personal experience and selected themes.
VA1PR.2 Understands and applies media, techniques, and processes of two-dimensional works of art (drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.

**2nd Grade:**
VA2MC.1 Engages in the creative process to generate and visualize ideas.
VA2MC.2 Formulates personal responses.
VA2MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.
VA2CU.1 Identifies artists as creative thinkers who make art and share their ideas.
VA2CU.2 Views and discusses selected artworks.
VA2PR.1 Creates artworks based on personal experience and selected themes.
VA2PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.

**3rd Grade:**
VA3MC.1 Engages in the creative process to generate and visualize ideas.
VA3MC.2 Formulates personal responses to visual imagery.
VA3MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.
VA3CU.2 Views and discusses selected artworks.
VA3PR.3 Creates artworks based on personal experience and selected themes.
VA3PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.

**4th Grade:**
VA4MC.1 Engages in the creative process to generate and visualize ideas.
VA4MC.2 Formulates personal responses to visual imagery.
VA4MC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning.
VA4CU.2 Views and discusses selected artworks.
VA4PR.1 Creates artworks based on personal experience and selected themes.
VA4PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.

**5th Grade:**
VA5MC.1 Engages in the creative process to generate and visualize ideas.
VA5MC.2 Formulates personal responses to visual imagery.
VA5MC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning.
VA5CU.2 Views and discusses selected artworks.
VA5PR.1 Creates artworks based on personal experience and selected themes.
VA5PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.