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 permanent 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 do artists work collaboratively?
- 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
Mosaic: Decoration on a surface made by setting small pieces of glass, stone, or tile of different colors into another material to make patterns or pictures
Stamp: A block or die used to imprint a mark or design

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 or her preferred art form.)
   - Artists make art about things that fascinate, interest, and inspire them.
- Today’s art classroom has turned into a science lab. Students will experiment and play with different types of materials in the classroom.

2. **Stations**: Set up 3 stations from the options below. Select one per category: collaborative, experimental, and takeaway.

<table>
<thead>
<tr>
<th>Station</th>
<th>Artist Exemplar</th>
<th>Instructions</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shape-and-Tape</td>
<td>Roy Lichtenstein, <em>House III</em>, 1997 (fabricated 2002), painted and fabricated aluminum, 2003.65 v</td>
<td>Create an imaginary neighborhood for the Roy Lichtenstein house. What do you notice about the design of the house? Based on your observations, what might the surroundings look like? Use cardboard, tape, and other supplies to contribute something to the neighborhood.</td>
<td>- Pre-painted cardboard (red, yellow, and blue) - Masking tape - Glue sticks - Pre-cut shapes</td>
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<tr>
<td>Sculptures</td>
<td></td>
<td><strong>Collaborative</strong></td>
<td></td>
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<tr>
<td>Insect Drawings</td>
<td>Jon Eric Riis, <em>Insect Icon Tapestry</em>, 2005–2006, metallic and silk thread tapestry with freshwater pearls, coral, and turquoise beads sewn on leather, 2009.7</td>
<td>Students will work collaboratively to draw an insect inspired by the <em>Insect Icon Tapestry</em>. Each student will begin with a blank sheet of paper. He or she will draw one component of a bug (body, wings, legs, etc.). Using sand timers to track their time, students will pass their drawings to the next person each minute, adding more details to the bugs each time.</td>
<td>- Paper - Colored pencils - Pre-cut shapes (K-2) - Sand timer</td>
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<tr>
<td>Clay Stamping</td>
<td>Bura Artist, Burkina Faso, <em>Vessel</em>, third–eleventh centuries, terracotta, 2004.240</td>
<td>Students will experiment with stamping on clay using a variety of textured materials. Note: clay should be left at the table. <em>Students will not take this back to school.</em></td>
<td>- Crayola Air-Dry Clay - Stamps - Mini sneakers</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Experimental</strong></td>
<td></td>
</tr>
</tbody>
</table>
Kinetic Sand Mosaics  

Experimental  

**Howard Finster, Howard’s Tools Section of Sidewalk from Paradise Garden**, ca. 1981, concrete embedded with metal, glass, mirrors, nails, and wire, 1994.218  

*Inspired by Howard Finster’s uses of found objects, students will create temporary mosaics in Kinetic Sand.*  

*Students will not take this back to school.*  

- Kinetic Sand  
- Water beads  
- Plastic nut and bolts  
- Tools  
- Bottle caps

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**Paint Scraping**  

Takeaway  


*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

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**Painting with Gravity**  

Takeaway  


*Tape pieces of watercolor paper to tabletop mirrors. Students will use eyedroppers to drip paint down the edge of a sheet of paper. Students can experiment with mixing colors and creating various lines.*  

- Watercolor paper  
- Liquid watercolors  
- Paintbrushes  
- Eyedroppers  
- Mirrors  
- Tape  
- Permanent markers  
- Fan/hair dryer

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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: 10-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 10 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.