

## **Lesson Plan**

Sadie, Alix, & Mia

Title: **String & Space**

Grade Level: **1st grade @ High Shoals Elementary School**

### **Lesson Overview**

#### **Description of the Big Idea/Generative Topic for Inquiry to be explored in this lesson and relevant Contemporary Artists (historical artists may be included as well):**

Through string installations inspired by contemporary artist Chiharu Shiota, students will explore themes of space and environment while engaging in movement, play, and collaboration.

Students will explore space and its many definitions through group dialogue and begin to understand space through examples around them. Chiharu Shiota will exemplify installation art with string and illustrate how a space can be transformed through art. Students will have an opportunity to analyze this artwork and discuss its relevance to concepts of space. Students will dive into the space in which they create art, in this case the classroom, and transform the areas around them with uniquely themed string installations. They will collaborate and explore materials and their interactions through the process, while working on a large scale through movement and play.

#### **Relevance for Learners:**

Students are excited to be in the art classroom and excited to create art. The students at High Shoals Elementary School have mostly focused on creating art with two-dimensional material. We want to bring in a new material that will allow the students to see other forms in which art exists. By showing the students string installations by contemporary Japanese artist Chiharu Shiota, they will have a newfound understanding for what art can be. Additionally, working three-dimensionally will allow the students to figure out how they can manipulate the material at hand to convey themes and change the space around them. Exposing the students to new materials will expand their creative minds.

#### **Rationale grounded in Contemporary Theories of Art Education:**

Our lesson plan, String and Space, is grounded in contemporary theories of art education. This lesson is focused around play and choice-based art which is the root of contemporary art. The students will be enduring hands-on experiences of art making with new materials that aren't traditionally used everyday in an art classroom. This project allows the students to take pride in the process rather than just the final product.

#### **Essential Question:**

Through the addition of string and paper, how can you transform the space, emotions, and environment of your classroom?

## **Enduring Understandings:**

*Students will understand:*

- that materials can be used to transform a space
- the space you exist in can be manipulated and altered
- that art can be playful and in the three dimensional realm

## **Lesson Goals:**

*Students will know:*

- that Chiharu Shiota is a Japanese contemporary artist who creates large string installations
- String can be used for art making
- Students will collaborate with each other to create one installation
- Learning about installations as an art form. How can objects that interrupt space be a form of art

*Students will be able to:*

- make a string installation
- transform the space around them with the addition of string and paper
- convey a theme through different colored materials and the way they are placed
- create a playful installation that they are proud of
- display immense amount of create freedom

## **Related Standards**

VA:Cr2.2.2a Experiment with various materials and tools to explore personal interest in work of art or design

VA: Cr1.1.1a Engage collaboratively in exploration and imaginative play with materials

VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art

## **Performance Tasks (Evidence of Understanding):**

- Students will be able to explore the material of string and create an art installation based on the newfound understanding of Chiharu Shiota artwork.
- Students will be able to choose if they want to add paper elements to their installation.
- Students will twist, wrap, tie, and cut string to create elaborate string installations with the goal of transforming the space around them.
- Students will be able to represent a chosen theme.

## **What is the role of the students in the art-making processes within this lesson?**

The role of the students is to create an installation based on only a few “anchor strings”. This allows the students to problem solve and figure out how to build structure, make the installation larger, and to experiment with which directions the installation would grow (up, outward, down, or remain condensed). The students can also generate their own ideas based off of provided themes. The use of themes sparks creativity while still allowing creative freedom in the

translation of the chosen theme. The use of themes gives students a chance to “world build” in a way.

### **Differentiation:**

- This project allows for an array of creative freedom for each student which will be beneficial in allowing students of all levels to display their ideas.
- If students work better while moving around, they might be more inclined to work on the string installation while students that prefer to sit can work on drawings to be added to their installation.
- We will provide additional help and guidance to any student that needs additional help.

### **Important Vocabulary and Definitions** (defined appropriately for grade level):

- **Space:** a continuous area which is free, available, or unoccupied.
- **Installation Art:** an artistic genre of three-dimensional works that are often site-specific and designed to transform the perception of a space
- **Contemporary Artist:** an artist from the present day who is currently alive
- **Playful Art:** a new art form that calls for active participation of the viewer and it offers a range of different types of involvement
- **Three-Dimensional:** something that can be seen from all sides like most objects in the real world
- **Chiharu Shiota:** Japanese performance and installation artist

### **Preparation:**

*Powerpoint Presentation Link:*

[https://docs.google.com/presentation/d/1L8qgrRRVsVeEykiBuvx3xVdmT\\_So4m4O1whIVGjRaks/edit?usp=sharing](https://docs.google.com/presentation/d/1L8qgrRRVsVeEykiBuvx3xVdmT_So4m4O1whIVGjRaks/edit?usp=sharing)

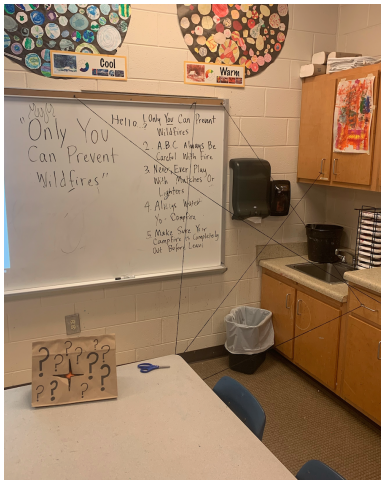
### *Material Needed:*

- 9 balls of yarn
- Paper (provided by Mr. Clinkenbeard)
- Scissors (provided by Mr. Clinkenbeard)
- Makers (provided by Mr. Clinkenbeard)



*Preparing the classroom:*

- Projecting powerpoint prior to class start time
- Creating 3 anchors for 3 string installations (pictured below)



**Clean-up Procedures:**

When 5 minutes are left of the class period, we will begin the clean up procedure:

- Students will be asked to put their supplies away; scissors and any writing utensils. There are designated drawers where these supplies go in Mr. Clinkenbeard's classroom.
- Students will be asked to clean up any scrap yarn and paper left on the ground.
- Students will leave their sculpture where it is but push in any remaining chairs and ensure the room is clean


**Assessment:**

- The students will be assessed on their ability to use teamwork and problem solving in order to build a standing structure from the yarn and their ability to incorporate a theme with color, drawings, and placement.
- During the lesson we will walk around and talk with the students to ensure they have a correct understanding of the lesson.
- During the closing time at the end of the lesson, we will have an understanding of what students gained from this play-based project and what they learned from observing others.

*Create assessment criteria that evaluate student understanding of:*

- Installation (creation of installation and installation as an art form)
- Collaboration
- Representation of themes with color and drawings

## LEARNING PLAN

The Teacher will:	The Students will:
<b>Prior to the Lesson</b>	
<p>We will arrive 10-15 minutes early to allow time to set up for the lesson. We will have Mr. Clinkenbeard put the powerpoint up on the projector. We will ask him to advance to the next slides for us (as it is located away from the board).</p> <p>We will designate 3 areas for the string installations. We will hang up 3-4 pieces of black string to act as an anchor for students to build off of. This will also help in keeping the students' installations contained in their area.</p>	<p>Students will begin to arrive at the end of set up. They will enter as normal and sit down at their normal seats. Some students will be intrigued by the new additions of string to their art room. We will encourage students to find their seats and that we will answer all questions shortly.</p>
<b>Content Delivery (time: about 6 minutes)</b>	
 <p>“Hello Class! We saw you all a few weeks ago, but if you don’t remember, we are Mia, Sadie, and Alix. Today we are learning about space. What do you think of when you hear the word space? (STUDENTS RESPOND) We are going to talk about spaces such as: the playground, a kitchen, the backyard.”</p>	<p>Students raise their hand and when called on, they respond to the question, what is space?</p> <p>Students responded with answers such as:</p> <ul style="list-style-type: none"><li>“Outer space”</li><li>“Space is the personal bubble you have around you, like personal space”</li><li>“The space from the floor to the ceiling”</li><li>“A parking space where you park your car”</li></ul>



“Here is an example of a space. How would you describe this space?”

Students raise their hand and when called on, they respond to the question.

Some responses we heard:

“Boring!”

“Empty”

“Looks like it would be cold”



“Here is the same space, but with an art installation made of string. How would you describe the space now? How does it make you feel? Did you know art could look like this?”

Students raise their hand and when called on, they respond to the question.

Some responses we heard:

“This looks like blood”

“It looks really scary”

“It looks like there is a person in the middle bleeding”

### Chiharu Shiota

Changing the space:

- Color
- String/Material



“The artist who made this installation is Chiharu Shiota. She uses string to fill rooms and sometimes adds paper or other materials. Why do you think she uses string? Why do you think she uses the color red?”

### How can we change our space in this classroom?



+



“Now we are going to think about how we can change our own space by adding string to it. How can we change our space? Any ideas?”

Students will answer the question “Why do you think she uses string? Why do you think she uses the color red?” Some possible answers could be:  
“She wanted to create a room that looked scary”  
“Maybe she used red because it looks like blood”  
“She used blood to make us feel frightened”

Students will answer the question “How can we change our space? Any ideas?” Some possible ways they could respond:  
“We can create string cities where we can have little characters live”  
“We can create a house out of string”  
“We can make a string sculpture of our own”



“Now we are going to make our own string installation in this classroom! Over here we have a few strings already placed that you all will get to build off of. We’ll call you over one table at a time. You’ll each get a ball of yarn from this mystery bag and be able to add it to

the sculpture. You can tie knots, twist it, interweave it, or whatever you think looks best!”



“We will be adding paper to our installation just like how Chiharu Shiota does - yours might look something like this! You can get creative and add what speaks to you.”

**Possible themes:**

**Water      Fire      Forest      Ocean**

**City      Desert      Home      Sky**

**Work with your group to pick a theme!**

“Here are a few possible themes for you guys to choose from. Remember to think of the color of the string, the movement of the piece, and what you add with the paper. We have three installations already started for you all. Now you can split into 3 groups and get started! Are there any final questions?”

Students will ask questions if they have any. Some possible questions could include:

“Can I work alone?”

“Can we make this a competition?”

“I can’t tie knots”

**Making Time (time: 30 minutes)**

Alix will be at a table that will have all of the string for students to pick from. They will tell Alix what color they want and she will cut them a large piece of string. This method was used to prevent kids from fighting over the yarn or using too much at a time.

<p>Sadie and Mia will be roaming around the groups to help them tie knots, encourage creativity, and observe their process.</p>	<p>Students will have 30 minutes to work on their string installations. The groups will consist of 4-7 students each. The students will work together to come up with a plan and execute their theme. Students will also be encouraged to work with paper to add onto their sculpture.</p>
<p><b>Clean up, Sharing, and Lesson Closure (time: 10 minutes)</b></p>	
<p><b>Clean up:</b>  “Everyone eyes on me! We have 10 minutes left of class so we are going to begin the cleanup process. Please put all your materials away (scissors and markers) to the appropriate drawers. Everyone should pick up 10 pieces of scrap yarn and trash off of the ground and throw them away. Make sure that your table is clean and all your chairs are pushed in. We will leave your string installations up so we can share with everyone what you have created.”</p>	
<p><b>Sharing Time:</b>  “Thank you guys for cleaning up! We are now going to give every group a chance to share what theme they chose and what they did with their string. Pay attention so we all have a chance to share.” **We will help guide the sharing time and the discussion in order to allow time for everyone to share</p>	<p>Students will have time to share what they did with their yarn, the theme they chose, and how they conveyed their ideas.</p>
<p><b>Lesson Closure:</b>  “Now that you have spent some time playing with the space around you by adding string, what do you all think about string installations? Do you have a new appreciation for the art by Chiharu Shiota? What are some other ways that we could have transformed the space around us?”</p>	<p>Students answers could include:  “Her work must have taken a while to complete”  “We could add lights and other elements to our installations to draw more attention to them”</p>
<p>Once the students leave, we will take final photographs of the string installations and then take them down. We chose to take the instillations down after they had all</p>	

just spent so long working, we didn't want them to immediately take it down.

### Students at Work

