

The Arts Initiative Urban Arts Space  
**LESSON PLAN OVERVIEW**  
Samantha Parker Salazar

2015

Instructors: Trina Langsenkamp, Cali Sanker  
School: Ohio State University Urban Arts Space  
Unit Lesson Title: Samantha Parker Salazar  
Length of Class Period: 90min  
Date of Lesson: January 24, 2015

**Overview:**

Exploring materiality and dimension through the installations and print work of Samantha Parker Salazar.

Academic Content Standards Addressed:

Kindergarten

1st Grade

2nd Grade

3rd Grade

**CRITICAL ISSUE/BIG IDEA:**

**Anticipatory Set** (what do the students already know and why is this relevant?)

The students will have a wide range of personal experience with different paper materials and/or collage techniques. It will be important to build upon each individual student's knowledge base to help them understand which techniques create which affects, and how that affects the piece overall. Students may have a range of experience when it comes to constructing three-dimensional pieces out of flat forms such as paper. It will be critical to observe and facilitate those who are beginners with paper construction.

**Central Focus:** Students will explore how a traditionally 2-dimensional material such as paper can be transformed to occupy a space and create volume, dimension and form in an environment, much like the installations of Samantha Parker Salazar.

**Learning Outcomes:**

- Observing art in a gallery setting and discussing what they see
- Identifying shapes, patterns and materials
- Use multiple flat medias to create 3-dimensional pieces
- Understand tactile functions of paper in space
- Define "installation" and understand the process of the artist

### **Essential Questions:**

- How can something 2-dimensional be used to make something 3-dimensional?
- What are installations, and how do artists prepare to create one?

### **ACTIVITIES/SEQUENCE:**

#### **(Stage One): Performance-based Assessment Objectives**

- Students are first told to look around the exhibit. They are encouraged to use their “gallery walk” stance so as to not touch any of the artworks. They observe the collages on the wall, and then as a group take a seat under the installation, Waking Red. Students can look up and around the piece, commenting on the shapes, colors, materials and patterns they see. (10 minutes)
- Samantha then talks to the students about how she created the work. She defines words such as “site-specific” and “installation”, describing how this piece was created for this particular spot in this particular gallery. She explains how she starts with site visits, then draws out some sketches in her sketch book to begin planning. She briefly talks about printmaking, and how she cuts each individual line and shape with an xacto knife. She then talks about construction of the piece and her process of putting them together in an area. (5 minutes)
- They move on to talk about the other installed piece, Skyview. Students make observations on what they see, and some of the differences between this piece and Waking Red. Samantha talks about her inspiration for this piece, some of its other locations as an installation, and how she typically transports these large works. Students ask the artist questions, and she answers them to the best of her ability. (10 minutes)

#### **(Stage Two): Performance-based Assessment Objectives**

Instructors will engage students in questions that explore the materials in the installations. Students will be asked to describe what different kinds of materials they see and how Samantha has used them in unexpected ways. Students will be asked what kinds of lines, patterns, and colors they see created with these materials.

#### **Academic Language Vocabulary:**

-Installation: 3-dimensional art works put in specific areas to transform the perception of space.

-Site-Specific: art created to exist in a certain space

-2-Dimensional: art created to remain flat, such as painting or drawing

-3-Dimensional: art that occupies more than a flat surface, such as a sculpture

-Space: distances or areas around, between or within components of a piece

-Printmaking: process of making artworks by printing, normally on paper

-Pattern: A repeated mark or design

-Collage: artwork made from an assemblage of different forms or medias

-Negative Space: The space around and between the subject of the image

### **Preparations**

#### **Materials/Resources for the Teachers:**

- five to seven work tables depending on class size
- One table (removed from others) for paper materials
- thick drawing or watercolor paper
- assorted colored/patterned paper, such as construction, wrapping, newspaper or maps
- coffee filters
- tissue paper
- markers
- glue sticks
- small cups of liquid glue with sticks for application
- scissors
- hole punchers

#### **(Stage Three): LEARNING ACTIVITY**

- The students are then seated at the tables that already have the scissors, markers, hole punchers, coffee filters and glue spread out for them. They are introduced to the project and shown the examples. (5 minutes)
- Instructors then demonstrate different methods the students may want to use in creating 3-dimensional collages, such as different ways to bend, fold, twist and connect paper, as well as how to create areas of negative space by cutting and punching out areas. (10 minutes)
- Students are each given a piece of watercolor paper and are called by table to go up and collect any colored paper, tissue or scraps they would like to use to create dimension on their flat paper. (5 minutes)
- Students begin by drawing with the markers on their paper. Instructors encourage the students to consider what kinds of colors, patterns and nonrepresentational shapes they would like to use. They are reminded that they will continue to build on top of this drawing, so some pieces may be covered up. (10 minutes)
- As students begin to finish their initial drawings, they can start adding on layers and 3-dimensional elements with the paper provided. Instructors circle the room and assist students as they need help. (30 minutes)
- As the students wrap up their projects, they are given the option to leave them in the gallery to hang alongside Samantha's or to take them home to share with others. Those who choose to leave their work in the gallery write their name and age on their pieces so viewers know who created their art.

#### **Closure and Review:**

-The instructors hang the work of the students in the gallery and the new artists discuss their creations. They are asked to discuss how they used the flat materials to make

images that pop off of the page (literally). The lesson closes with any final questions for Samantha.

## **ACADEMIC CONTENT STANDARDS ADDRESSED – KINDERGARTEN**

### **Ohio Department of Education Visual Arts Standard**

#### **ENDURING UNDERSTANDINGS:**

**K:** Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

#### **PROGRESS POINTS:**

**K:** B. Explore a range of art concepts and artworks and construct meaning about the works.

C. Connect making art with individual choice and understanding personal cultural identity.

D. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.

E. Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks

#### **CONTENT STATEMENT - Perceiving/Knowing**

**K:** 4PE Distinguish between common visual art forms (e.g., painting, drawing, sculpture

5PE Identify and name materials used in visual art.

6PE Recognize and point out basic elements of art in their own artworks and that of others.

7PE Explore their environments and experiences for artmaking ideas.

#### **CONTENT STATEMENT - Producing/Performing**

**K:** 1PR Explore and experiment with a range of art materials and tools to create and communicate personal meaning.

2PR Generate ideas and images for artwork based on observation, memory, imagination and experience.

3PR Discover, select and combine art and design elements to communicate subject matter in various visual forms.

4PR Reduce objects into basic shapes and lines in relation to the whole image.

#### **CONTENT STATEMENT - Responding/Reflecting**

**K:** 1RE Describe their artworks and efforts and share their artmaking processes.

2RE Show confidence and pride in their artistic accomplishments.

6RE Recognize and point out the similarities and differences between artistic styles.

**ACADEMIC CONTENT STANDARDS ADDRESSED – 1st GRADE**  
**Ohio Department of Education Visual Arts Standard**

**ENDURING UNDERSTANDINGS:**

**1: Critical and Creative Thinking:** Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

**PROGRESS POINTS:**

**1: B.** Explore a range of art concepts and artworks and construct meaning about the works.

**C.** Connect making art with individual choice and understanding personal cultural identity.

**D.** Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.

**E.** Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks

**CONTENT STATEMENT - Perceiving/Knowing**

**1: 2PE** Explore and describe how a selected art object was made.

**4PE** Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary.

**5PE** Identify and discuss what an artist does and find examples of works by artists in their schools and communities.

**CONTENT STATEMENT - Producing/Performing**

**1: 1PR** Demonstrate beginning skill and craftsmanship in the use of art materials and tools.

**5PR** Use selected art and design elements and principles to explore ideas, feelings and relationships.

**CONTENT STATEMENT - Responding/Reflecting**

**1: 2RE** Revise works of art to a level of personal satisfaction.

**3RE** Share their artmaking processes with peers.

**4RE** Explain how personal interests and experiences are reflected in the subject matter of artworks.

**5RE** Discuss the meanings of visual symbols, images and icons observed in artworks

**ACADEMIC CONTENT STANDARDS ADDRESSED – 2nd GRADE**  
**Ohio Department of Education Visual Arts Standard**

**ENDURING UNDERSTANDINGS:**

**2: Critical and Creative Thinking:** Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

**PROGRESS POINTS:**

**1: B.** Explore a range of art concepts and artworks and construct meaning about the works.

**C.** Connect making art with individual choice and understanding personal cultural identity.

**D.** Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.

**E.** Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks

**CONTENT STATEMENT - Perceiving/Knowing**

**2:** **1PE** Notice and point out details and respond to expressive features in artworks.

**3PE** Compare the form, materials and techniques in selected works of art using descriptive language.

**CONTENT STATEMENT - Producing/Performing**

**2:** **1PR** Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.

**2PR** Envision what cannot be observed directly and depict it visually.

**4PR** Demonstrate flexibility in their creative processes and use of art materials.

**5PR** Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).

**CONTENT STATEMENT - Responding/Reflecting**

**2:** **5RE** Describe how an artist uses the elements and principles of design to create expressive impact in a work of art.

**4RE** Share their personal interpretations of the meanings conveyed in various works of art.

**ACADEMIC CONTENT STANDARDS ADDRESSED – 3rd GRADE**  
**Ohio Department of Education Visual Arts Standard**

**ENDURING UNDERSTANDINGS:**

**3: Critical and Creative Thinking:** Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

**PROGRESS POINTS:**

**3: C.** Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.

**D.** Express personal responses to artistic works giving reasons for their interpretations and preferences.

**E.** Provide and use feedback to improve and refine their artworks.

**CONTENT STATEMENT - Perceiving/Knowing**

**3:** 2PE Identify the relationships between and among selected elements and principles of art and design.

**CONTENT STATEMENT - Producing/Performing**

**3:** 1PR Demonstrate skill and expression in the use of art techniques and processes.

2PR Use appropriate visual art vocabulary during artmaking processes.

4PR Create artworks that demonstrate awareness of two- and three- dimensional space.

5PR Show increasing attention to the nuances of elements and principles of design when creating personal works of art.

**CONTENT STATEMENT - Responding/Reflecting**

**3:** 1RE Examine and describe how art and design principles are used by artists to create visual effects.

3RE Compare and contrast their opinions of a work of art with those of their peers.

5RE Use feedback and self-assessment to improve the quality of personal artworks.