

The goal of art is the vital expression of self.
Alfred Stieglitz

Women Beyond Borders: Sample Lesson Plan

I. Title of Artwork & Artist's name

Women Beyond Borders, 1992-present, International women artist.

II. Title of Lesson

Women Beyond Borders

III. Theme

Women Beyond Borders is an unprecedented grassroots collaboration involving over 800 artists, curators, critics, and sponsors, begun in Santa Barbara, California in 1992.

IV. Objectives/ Outcomes

Art Aesthetics & Art Criticism:

Students will describe and express their feelings about their theme for their box with a title, and paragraph or poem.

Art History:

Students will investigate the historical background of Women Beyond Borders by viewing the web site, looking at catalogues, slides, watching a video and hearing a short illustrated lecture.

Art Production:

Students will make a Box expressing their own chosen theme using a variety of mixed media materials.

V. Procedures:

Motivation:

Show the video of Women Beyond Borders.

NOTE: With children, make them feel welcome, focus the lesson on one piece at a time & or limit the number of pieces viewed. Try to have everyone participate, let them know that they are welcome and we are interested in their opinions about art. At the end of the lesson take a few minutes to review the main ideas of the lesson.

1. Art Aesthetics & Art Criticism:

Procedure:

Students will describe and express their feelings about their theme for their box with a title, and paragraph or poem.

Examples of what some of the Women Beyond Borders artists have written will be discussed before they write about their work of art.

2. Art Criticism / Art History/ & Art Aesthetics:

Activity 1:

Questioning Strategies are used to engage the students' interest in the artwork. *Bloom's Taxonomy*. The following list includes some possible sample questions that could be used for *criticism, history and aesthetics*.

WHAT DO YOU SEE? (General question)

1. KNOWLEDGE- (REPEATING FROM MEMORY. REMEMBER. LIST, NAME, LOCATE, WHO, WHAT, WHEN, WHERE.)

Art Criticism:

- Ask the students to turn their backs to the artwork after viewing it for a minute. Ask them what they remember about the artwork. Be specific.
- What kind of materials is this artwork made of? Name them.
- What colors, lines, shapes, forms, texture, value, and space do you see?

Art History:

- When was this made? How do you know?
- What country do you think this artwork was made in?
- Who made it? When? How do you know?

2. COMPREHENSION - (REPHRASING, COMPARING, INFORMATION, EXPLAIN, DESCRIBE, COMPARE AND CONTRAST, REPHRASE.)

Art History & Art Criticism:

- Compare and contrast one box with another.
- Find a box that is an example of art that conveys a specific message and one that is more general?
- Explain why you think the artists choose to make her box in the manner that she did.

WHAT'S IT ABOUT? (General question)

3. APPLICATION- (PROBLEM SOLVING IN A NEW SITUATION. USING APPROPRIATE PRINCIPLES. RULES, CONCEPTS, SOLVE. WHAT IS, LIST, CHOOSE, SOLVE, AND APPLY.)

Art Criticism:

- What is the message of this box? (Ideas: design, feelings, expression, personal, and narrative, universal, social.) Explain your idea.
- What if she had made it more realistically, would you respond to it in the same way?

Art History:

- By looking at any box can you tell what country the artist who made it is from?
- When was this exhibition started? Date? Country?
- Name four countries that participated in this exhibition.

Art Aesthetics:

Choose one box and consider these questions:

- What is or isn't beautiful about one of the boxes? Why do you think so?
- Is this a valuable work of art? Why do you think so?

4. ANALYSIS- (IDENTIFYING LOGICAL ORDER OF COMPONENTS. ORDER. WHY, DECIDE, GIVE REASON, DESCRIBE METHOD, HOW CLASSIFY.)

Art Criticism:

Choose one box and consider these questions:

- Do you see balance, contrast, emphasis, movement, pattern, rhythm, and unity? (Ask each one separately.)
- Does this artist create the illusion of this being realistic? Is it or is it not important that the work look realistic?
- Give reasons why you might imagine that the artist made the box the way she did.
- Describe how you think she made this box.

Art History:

- Women Beyond Borders started in 1992. Women continue to make boxes. Can you find reoccurring themes among the boxes? Name a few. Example - family, country, etc.

-Do you think this exhibition, Women Beyond Borders, is telling about a part of the history of women? If you do, tell how.

Art Aesthetics:

Choose one box and consider these questions:

-What would happen if the artist had painted the box in bright primary colors? Would it change the value of the artwork? Would it be more or less beautiful?

-What do you think this box is about? How does it make you feel?

5. SYNTHESIS- (COMBINING KNOWN COMPONENTS INTO A NEW IDEA PLAN. CREATE, DEVELOP, DESIGN, IMPROVE UPON, IMAGINE, SUPPOSE, PREDICT, WHAT IF, HOW, ESTIMATE.)

Art Criticism:

Choose one box and consider these questions:

-If you could add something to this box what would it be and why would you add it?

-If you could take something away from this box what would it be and why would you take it away?

- What if you could talk to the person who made this box, what would you want to talk about?

Art History:

Choose one box and consider these questions:

-Imagine what it would be like to live in the country where this box was made. Do you think it influenced the women who made this box by living in that country? How?

Aesthetics:

Choose one box and consider these questions:

-What if the women who made this box made it look more realistic, like a photograph? How would that change your response to the box? Would it be more or less successful?

6. EVALUATION - (FORMING A JUDGMENT OR OPINION BASED ON SPECIFIED CRITERIA. JUDGE.)

Art Criticism:

Choose one box and consider these questions:

-Considering the craftsmanship of the box. Do you think this is a successful artwork?

Art History:

Choose one box and consider these questions:

-This box is an example of one woman's response to the theme of this exhibition. Do you think that this is an important work of art?

Art Aesthetics:

-Which box in the exhibition is your personal favorite? Explain why.

3. Art History:

Women Beyond Borders is the possibility that all women are honored for their untold voices and visions and that women support one another in this quest.

Modern technology facilitates this collaboration and in turn the building of a global community, opening the way for a new dimension of understanding as we move toward the 21st Century.

4. Art Production

Make a box 'in the manner of Women Beyond Borders'.

Objectives:

1. Students will learn about constructing a box.
2. Students will learn the value of expressing intimate subjects in art making.
3. Students will learn how to make box of their own design, based on their choice of a theme.
4. Students will title their work with a title that expresses their idea.
5. Students will write about their work of art.

Motivation:

Show examples of Women Beyond Borders boxes.

Materials:

Small box, wood, cardboard, or other material

Miscellaneous materials to express theme: found objects, colors, paint, collage materials, etc.

Time:

At least one hour for the art production, more time for the other parts of the lesson.

Procedure:

After art history, art criticism and aesthetic exercises students will make their own box, 'in the manner of ', Women Beyond Borders.

VI. Curriculum Resources:

Women Beyond Borders boxes used as inspiration.

VII. Vocabulary:

Abstraction:

A relative term, for it is present in varying degrees in all works of art, from full representation to complete non-objectivity. (A term given to the visual effects derived by the simplification and or rearrangement of the appearance of natural objects or nonrepresentational work arranged simply to satisfy artists needs for organization or expression.)

Nonobjective, nonrepresentational art:

A type of art that is entirely imaginative. Art derived from anything visually perceived by the artist. The elements, their organization, and their treatment by the artist are entirely personalized and, consequently, not associated by the observer with any previously experience natural objects.

Representational art:

A type of art in which the subject is presented through the visual art elements that the observer is reminded of actual objects.

Gallery:

A space devoted to the exhibition of works of art.

Museum:

A building or place where works of art are kept and displayed.

VIII. Process for Evaluation

History:

Students will display their art history catalogue, timeline and boxes in the classroom and invite parents and other classes to their exhibition.

Aesthetics:

Students will share the writing activity based on their own work and study of Women Beyond Borders. They will discuss the writings comparing and contrasting the different reactions to the same work of art.

Criticism:

Students will make a Venn diagram comparing one of the other works of art in the exhibition.

Production:

Students will display their finished boxes along with a title and description and ask parents and other classes to view their artwork.

IX. Interdisciplinary Connections

Language Art:

Write a paragraph describing the similarities and differences between Women Beyond Borders exhibition, and the traveling art exhibits. Start with a Venn diagram.

Have the students write Art Criticism pieces of the exhibit. Publish them in the school newspaper or a local newspaper.

Psychology:

Learn about Women Beyond Borders art as a way to express feelings, emotions and ideas in a visual way.

Geography:

Locate some of the countries and cities that WBB has been exhibited in on a map. Research the geography of each area.

Social Studies:

Discussion, research and/or writing exercises on social issues that lead to the Women Beyond Borders exhibition.

Music:

Select music that expresses the qualities evoked by a work of art or group of works of art from a particular country from the exhibition. Play several kinds of music and let the children choose the one that they feel best expresses the feelings that they get from the work of art. Have them explain why.

Performing Arts:

Help the children create a short play based on Women Beyond Borders.

Science & Math:

Measure and construct a box.

History:

Research the times and events of the period in which the artworks were created.