



LANGUAGE ARTS AND VISUAL ART

Discovering Home

Fourth - Sixth Grade

This lesson may be adjusted to fit whatever timeline you need. It can be the focus for one day, or worked on for an hour a day over a week or more.

Objectives

- Unlock personal hopes by considering different houses.
- Create a work of art using an image of a house.
- Search for new perspectives on family narratives through creating art based around a family stories.
- Write a description of memories and stories associated with people they know.

Introduction

This lesson will help students to connect with their family members by participating in a unique art project based around a house, whether that be a house similar to one they live in or different altogether. Students will also seek out unique perspectives about their families in the process of creating this work of art.

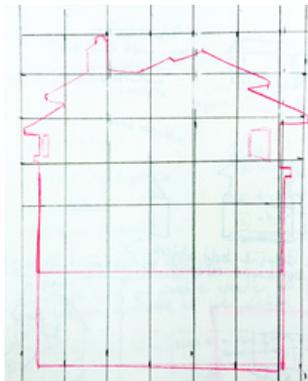
Have students discuss the concept of a house. What does the word house mean to you? How might other houses differ from yours? If you could have your ideal house, what would be included in that house? Ask students to write one page describing what their ideal house would be like. Have a couple of students share their descriptions with the class.

After discussing their houses, give students the task of choosing an image of a house printed out earlier. An image of the full structure would be best. These pictures will be used to create their works of art, and may be anything from castles to trailers to what looks like a grandmothers' house.

Students will participate in a learning activity using the images printed out earlier, which will also include a simple writing assignment as part of the project.

Learning Activity

Have students draw a silhouette of their house. Then have them take some cardboard (cereal boxes work well for this) and create a 9" x 12" scale version of their house on the cardboard.



Philip Henry Barkdull, *Symphony in Colour, Designed Landscape*, 1930, oil on canvas

Materials

- Picture of a House (Have a variety of houses printed out)
- Pencils
- Sketch paper
- Ruler 18" or 24"
- Scissors
- Cereal box (or other material chosen for final piece)
- Glue stick
- Markers/Color pencils/Crayons
- 3" x 5" cards
- Heavier card board or foam core

Images from the Museum

- Philip Henry Barkdull, *Symphony in Colour, Designed Landscape*
- G. Russell Case, *Lone House*
- Paul Howard Davis, *House on the Avenues*

Utah Core Standards

Language Arts:

W.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

Visual Arts:

Strand: CREATE (6.V.CR.)

Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (Standards 6.V.CR.1–6).



Learning Activity

Students will now cut out the silhouette of their house and set it to the side for later. On a separate sheet of paper, have the students write out memories, events, and stories that happened in the house or that the house brings to mind.

The next step is decorating the exterior of their silhouette house, which may be accomplished in different ways. Here are some ideas to consider:

1. Have students find maps associated with areas their families have lived in, and glue or draw those maps onto their house silhouette.
2. Use quilt patterns to create designs on the houses and discuss the role of quilts in American culture.
3. Students may interview parents, siblings, and grandparents to get more in-depth stories/memories, then use additional family photographs to decorate their houses.
4. Discuss the concept of Assemblage and have students attach found objects to their piece. They may glue or sew their objects on, or place them in small bags that will be attached to their house.
5. Students may draw, color or paint additional details onto their house.

Once you know which of the above steps the students will be using, have them use a separate piece of paper to sketch out where they will place everything on their silhouettes, including any symbols or other designs they would like to include. The stories and memories that were written out earlier will also be written onto the exterior of the house. Students may use 3" x 5" index cards to figure out the spacing of the stories. They also have the option of writing

their stories on a separate piece of paper and having that paper hang from the house.

Students will now color their projects. Selecting colors can be intuitive or you can go into color theory and direct students to use certain color themes. Once the coloring is complete, students will write out their stories on their houses or the separate piece that will attach to the house.

Have students cut out a back support from card board or foam core and glue/tape it to the back of the piece to give it additional structural support. Then glue or otherwise adhere any extra objects to the surface.

Conclusion

Have students display their houses around the room. Give the class a chance to walk around and look at each of the houses, reading the stories and looking at what others did differently. Once they have looked around, have students return for a final discussion.

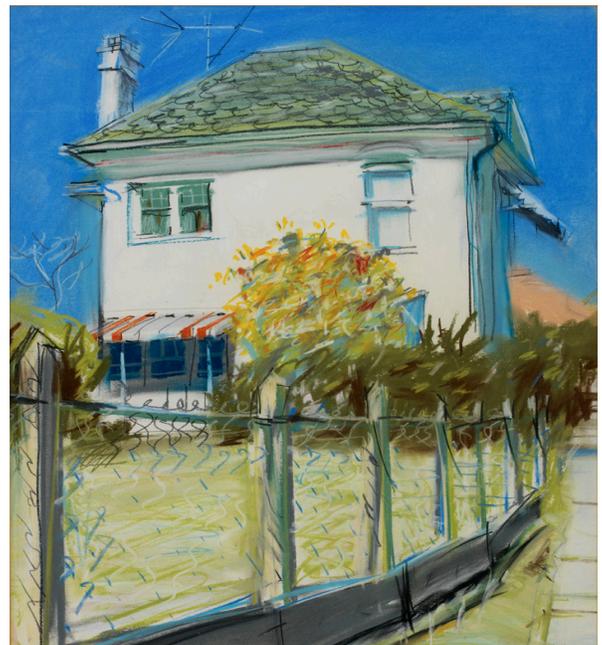
What did you notice about your classmates' artworks? Were there any stories that stood out to you? How did this project make you feel? What types of stories did you choose to include in your piece? Did you receive help from any family members in finding stories to use?

Ask students how houses connect us to family members? In what ways does sharing a space like a house bring us together? How do you interact with the people you live with? What are the benefits of being near to others?

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G. Russell Case, *Lone House*, 1990, watercolor



Paul Howard Davis, *House on the Avenues*, 1984, pastel

Finished Project



We built a grand garden that fed us and our herd of rabbits. Only in a small town could I have handed out over 30 rabbit kittens to children on Halloween. Across the street we built the Bauer's pool and through them learned of a church focused on family. With rope and harness, trees and then the rock cliffs of LaClede were scaled and rappelled. Friendships were formed and welded strong through trash tag, fly's-up, snowball fights, and a variety of sports. Nightmares of squirming worms, too many perch, and many more of dad's hair brained ideas fade but will never go away. Hope was kindled, crushed, and rekindled. The beginning of an identity was formed and my concept of home was solidified. Corner of 4th and Cass - Newport, WA 1988-89

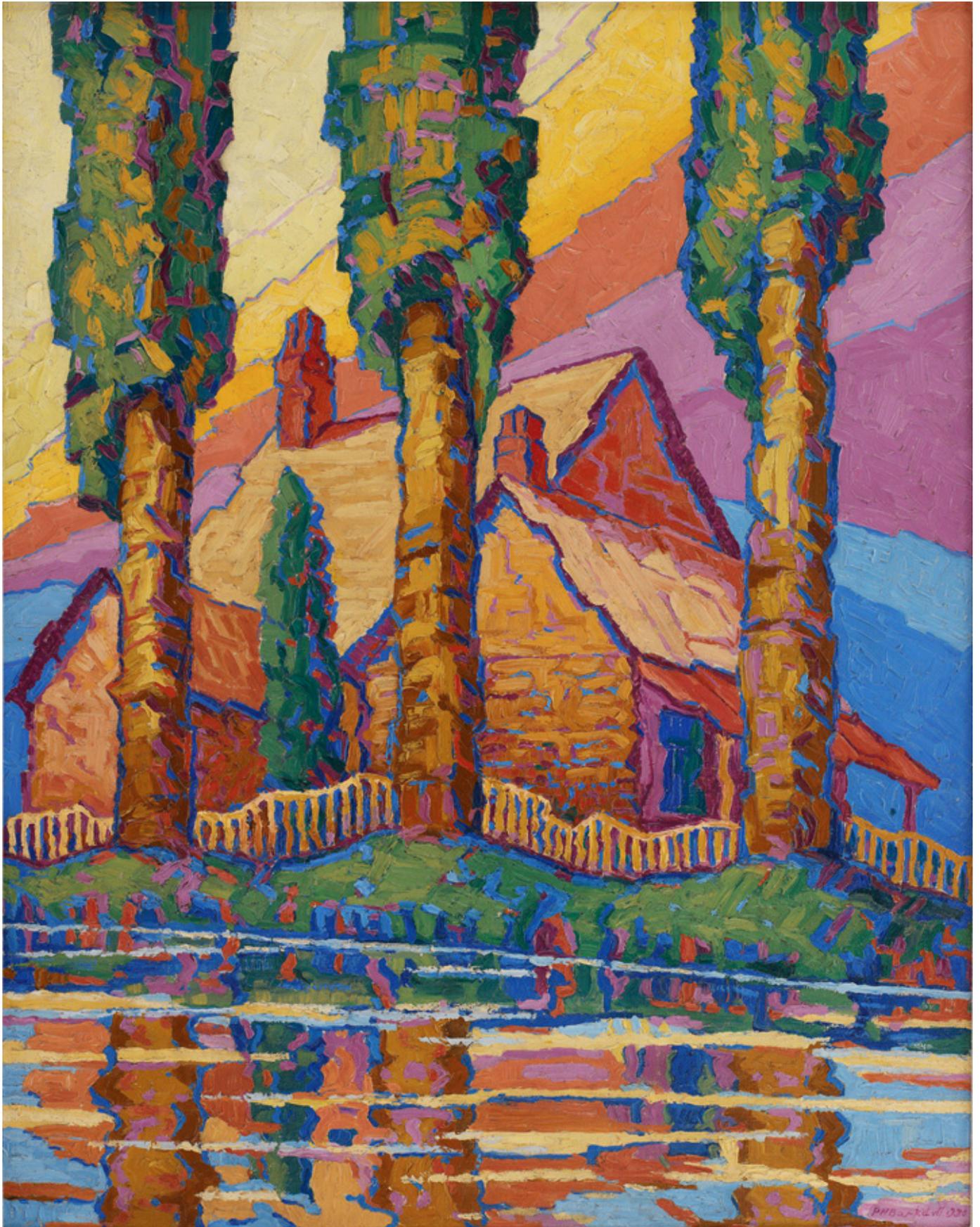




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