

Objectives

Students will

- Define the meaning of vulnerability
- View and discuss an artwork in-depth that deals with themes of vulnerability and the unexpected
- Brainstorm words and metaphors to describe the artwork
- Create a collage in response to the brainstorm
- Investigate the relationship among the inspiration artwork about vulnerability, the brainstorm, and the collage

Introduction

This lesson will focus on verbalizing emotions and then creating art from that. Some of the questions you will explore with your class in this lesson include:

- How can we express our feelings?
- How can brainstorming and writing words and feelings down enrich our understanding of the artwork, ourselves?
- How can creating art from a brainstorm and/or sketch enrich our understanding of the art, ourselves?

Activity

Look at one of the paintings from the Images list of this lesson with your class and discuss what you see and how you feel when you look at the piece. Pay special attention to elements of emotion and shared experiences expressed in the piece. What symbols, colors, text, etc. are used in the artwork to communicate ideas of belonging or, conversely, loneliness? In addition to looking at themes of the artwork, explore your students' own ideas about belonging and encourage them to share examples of when they felt like they did or didn't belong and why.



Myra Grout Powell, *Entanglement*, 1950s

Materials

- Heavy paper (watercolor, mixed media, etc.)
 - Collage materials with text (e.g. magazines, old books, posters, etc.)
 - Glue sticks
 - Scissors
- Optional:
- Modge Podge
 - Watercolor set or ink
 - Paintbrushes/foam brushes
 - Markers/Colored Pencils

Images from the Museum

- Myra Powell, *Grout Entanglement*,

Other Images

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Utah Core Standards

Language Arts

Reading: Standard 7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Visual Arts:

Standard 1: Objective 2

a. Make thumbnail sketches, storyboards, or verbal descriptions to help organize art ideas before beginning the actual piece

Standard 3: Objective 1

Explore possible content in art prints or works of art

1a. Determine the context by examining the subject matter, themes, symbols, ideas, and meanings in significant works of art.

Standard 3: Objective 2

Discuss, evaluate, and choose symbols, ideas, subject matter, meanings, and purposes for students' own artworks

Activity continued

After your discussion, ask students to choose one word (noun, verb, adjective) or metaphorical phrase to describe the artwork. . Review or introduce metaphors to your students if your class is unsure about this figurative language. Ask each student to write their word or metaphor on a paper, using that word as a starting point have each student create a brainstorm. They should include: thoughts, feelings, ideas, synonyms, antonyms, colors, anything they can think of that is associated with that word.

Suggest that writing creatively about a work of art forces us to look closely at the artwork, reflect on its meaning, make personal connections, and engage our empathy.



Art Making Activity

Once each student has completed their brainstorm, have them create a collage in response. Encourage students to include symbols, colors, and text in their collage that will visually communicate the ideas expressed in the poem. Have multiple art making items available for them to create. Encourage layering of mediums as well as adding text or symbols with paint, ink, etc.

Variation

Feel free to have students create a collaborative work of art by creating small groups to brainstorm together and then each person adding a different element to the collage in response.

Assessment

Have students present their collages to the class. As a class, explore the collage and relationship among the original works of art, the brainstorms, and the collages. Ask students to reflect on the choices they made in their collages and any challenges they faced.

Assessment questions you may want to ask students:
Can you tell me the three biggest choices you made in creating your collage? Why do you feel these choices were important to your final creation? How did your brainstorm help you better understand the original work of art and its themes? How did your collage help you express your emotions?



Emily Larsen Boothe, *She Captures Chaos*, 2017



Myra Grout Powell, *Entanglement*, 1950s



Emily Larsen Boothe, *She Captures Chaos*, 2017 - courtesy of the artist



Andrew Ballstaedt, *I'm Afraid But My Mom is Praying For Me*, 2017 - courtesy of the artist