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Found Treasure Mural

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Found Treasure Mural

Created by: Jessi Vickers
 Bunger Middle School, Waterloo school District

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| Grade Level (Req.): 6 th -8 th | Content Area (Req.): Art | Unit (Opt.): Found Art |
| Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • Geography • Technology • Behavioral Sciences | | |
| Time Frame (Req.): 4-6 45 minute class periods. | Goal (Req.): Students will use GPS coordinates to discover “treasures” and develop a mural using the pieces. | |
| | Objective (Req.): Students will demonstrate how to use a GPS and a compass correctly to find various hidden “treasures” and then work together as a class to create a multimedia mural based on the found objects. | |
| Materials Needed (Req.): <ul style="list-style-type: none"> • GPS that with a compass (Contact AEA 267 to provide enough for a class of 25-30) • 12-15 hidden treasures (plastic jewelry, candy wrappers, keychains, paperclips) any small object that could be found and easily collected. • A list of latitude and longitude coordinates for each carefully hidden treasure. • Large sheet of Mural Paper • Acrylic Paint • Paint Brushes • Glue | New Vocabulary (Opt.): <ul style="list-style-type: none"> • Found Object Art • GPS (Global Positioning System) • Latitude • Longitude • Mural | |
| Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What is found art? How can we use ordinary objects to create beautiful works of art? How can a GPS help us to discover hidden “Treasures”? | | |
| Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Begin a discussion by posing a few questions to the class. What is found art and how can ordinary objects transform into interesting and meaningful works of art? What is a GPS and how is it used? What is latitude and longitude? How can I find an object using the GPS? What are coordinates? 2. Once the class has had some time to discuss the GPS, have students get into groups of 2-3 people. Work together to demonstrate how the GPS works accompanied by the compass function. Hide one simple object in the classroom ahead of time and provide the groups with the coordinates for the location of that object. Only give the students 2 vague clues about the object. Example a paint brush might be “I’m long and slender” or “I have long hair at the end”. 3. Let the students enter the provided latitude and longitude coordinates and begin searching around the classroom using the compass as a guide. Once a group has correctly identified the | | |

4. Next, explain to the groups that they will each receive a strip of paper with the coordinates to one piece of "buried treasure" and one clue about that object.
5. The "treasures" can be hidden anywhere around the school property prior to the search day. Depending on the class I would restrict the search to a space where you can still see all your students. A courtyard area or football field might be a good place to hide objects.
6. In groups of 2-3 the students will use their strip of paper to enter the coordinates into the GPS then use the compass to direct them to their object. Be sure to tell students that if they think they may have discovered another group's object to leave it undisturbed and avoid giving any hints to any other groups.
7. Once all the objects have been discovered have the groups place the collection at the front of the classroom where we continue the discussion on found object art. As a class the students must decide how to arrange the objects, add components of the elements of design such as pattern, line, color and value. The students will also have to develop a meaning for the artwork. The students will have large mural paper to work on, glue, and acrylic paint to compose their work.
8. Students will have 2-3 days to complete the mural.
9. Once the mural is completed it will be hung in the front of the classroom where students will participate in a critique.
10. Students will begin by writing down questions to a critique worksheet. Each question will be read aloud to the class and students will get 2 minutes to write down their answers.
11. Critique Questions: 1. What is the first thing you notice? 2. Why do you notice it? 3. As you keep looking, what else seems important? 4. Why is that thing in number 3 so important? 5. How has contrast been used? 6. What interests you about this artwork? 7. List 3 names or titles for this artwork. 8. What was the most successful thing about this artwork? 9. If you could change anything about this artwork what would it be and why? (do not write nothing! Artwork is always evolving!) 10. What did you learn when doing this project? (Do not write nothing everyone learns something!)
12. Once students have written their answers we will discuss each question as a class to analyze our mural.
13. Each student will then get back into their original groups and fill out a rubric (in the student column) that assesses how they used the GPS to enter the latitude and longitude coordinates, how they used the compass to find the clue to identify their object, and how they participated in the creation of the found art mural.
14. Finally the class will select a place to display their mural for the school.
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Formative Evaluation (Req.): Did the students correctly use the GPS and the compass? Did the students correctly identify their object? Did the students participate in the creation of the found art mural? Did the students participate in the critique?

Assessment (Req.):
Critique and Rubric

Class

Iowa Core Curriculum Standards Used (Req.):

- GE 1., Grades 6-8: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- 1. How to use maps and other geographic representations, tools, and technologies, to acquire, process, and report information from a spatial perspective.
- 2. How to use mental maps to organize information about people, places, and environments in a spatial context.
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Five Themes of Geography Used (Req.):

- Location
- Place
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School District Standards and Benchmarks (Opt.):

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21st Century Universal Constructs (Opt.): Adapt to various roles and responsibilities and work flexibly in climates of ambiguity and changing climates.

Other Disciplinary Standards (Opt.):

- Analyze and evaluate the use of the elements and principles of design to derive meaning.
- Select, employ and evaluate the elements and principles of design to communicate ideas and feelings.
- Create original artwork using a variety of sources of visual information to communicate intended meaning.
- Select media, styles and techniques to communicate ideas.
- Apply knowledge of elements and principles of design to solve visual problems in a traditional and experimental way.

Other Essential Information (Opt.):

Other Resources (Opt.):

- Iowa core standards for Art

- AEA 267 for GPS devices
- Iowa core standards and Benchmarks for Geography
- Iowa Core Standards for Behavioral Sciences and 21st Century skills.