

Teacher(s)	Rachel Latuff in Collaboration with Healing Minnesota Stories	Subject group and discipline	Visual Arts	
Unit title	Hidden Narratives Public Art Project	Middle or Secondary Level	Unit duration	2-3 weeks.

Inquiry: Purpose of the unit (IB School Format)

Key concept	Related concept(s)	Global context
Communication	Representation	Fairness and Development

Statement of inquiry

Create art for display in prominent public spaces to communicate missing images and narratives of Minnesota and its diverse people to promote fairness and development of all people.

Inquiry questions

Factual—What are some examples of artwork that gets displayed at the state Capitol and other public spaces? What public art do you notice in your own community? Who decides where we put public art and what art gets displayed?

Conceptual—Are there recurring themes and symbols in public art? What stories and concepts about our community get told through the art? What do our public art choices say about how we see ourselves as a community? Why do our choices for public art matter? What is one of your favorite pieces of public art and why do you like it? How can your artwork make an impact in the way people think about—and see—Minnesota?

Debatable—How can public art perpetuate stereotypes and hinder the fairness or development of certain people or cultures? Does our public art reflect our community in general or are there missing narratives and images? Should art that has hung in the Capitol and other important public spaces for a long time stay indefinitely to honor the past or should public artwork be reviewed and change to reflect changing times?

MYP Objectives

Summative assessment

Criteria A: Knowledge & Understanding:

- Demonstrate knowledge and understanding of the art form studied in relation to cultural, historical and personal contexts.
- Communicate a critical understanding of the art form studied in the context of their own artwork.

Criteria B: Application

Outline of summative assessment task(s) including assessment criteria:

-Students will create a work of art that they feel reflects an important but perhaps overlooked or hidden aspect of Minnesota—whether nature, culture, diversity, people, historic moments or other meaningful topics—to promote fairness and the

Relationship between summative assessment task(s) and statement of inquiry:

Students are communicating their personal ideas and values about fairness and human development in Minnesota through creating a work

<ul style="list-style-type: none"> • Develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions. • Apply skills, techniques and processes to create, perform and/or present art. <p>Criteria C: Reflection & Evaluation</p> <ul style="list-style-type: none"> • Evaluate their work <p>Criteria D: Personal Engagement</p> <ul style="list-style-type: none"> • Demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks • Be receptive to art practices and artworks from various cultures, including their own. 	<p>development of all people. Students will do their own research to choose an image or images and develop a two-dimensional piece of art with the idea it should be displayed in the state Capitol or other prominent public space. Students can use a variety of materials. They write an artist’s statement to explain their intentions. In this summative task, students ultimately are creating a work of art to impact perceptions of Minnesota culture and history—and promote fairness and human development—in a new/contemporary way as it relates to Minnesota youth.</p> <p>-Students will be assessed based on the IB Model: Criteria C: Creativity with an accompanying Rubric</p>	<p>of art that can be publically display in order to impact how our community sees itself. Through the Hidden Narratives Project students’ art is informed by what they learn about current public art and by the work of their classmates, but they still remain guided by the underlining concept of the importance of using art to reflect and impact their ideas of fairness and development for all people in Minnesota.</p>
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Approaches to learning (ATL)

<p>I. Communication</p> <p>III. Research (Information literacy & Media Literacy)</p>	<p>II. Self Management (Affective & Reflection)</p> <p>IV. Thinking (Creative thinking & Transfer)</p>
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Action: Teaching and learning through inquiry

<p>Content and Minnesota Visual Art Standards</p>	<p>Learning process</p>
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1. Artistic Foundations

Standard 3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.

Benchmark(s)

6.1.3.5.1 1. Compare and contrast the connections among visual artworks, their purposes, and their personal, social, cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities.

2. Artistic Process: Create or Make

Standard 1. Create or make in a variety of contexts in the arts area using the artistic foundations.

Benchmark(s)

6.1.5.1 1. Create original two- and-three-dimensional artworks in a variety of artistic contexts.

6.2.1.5.3 3. Develop an artistic statement, including how audience and occasion influence creative choices.

3. Artistic Process: Perform or Present

Standard 1. Perform or present in a variety of contexts in the arts area using the artistic foundations.

Benchmark(s)

6.3.1.5.1 1. Assemble and prepare personal artworks for public exhibition.

6.3.1.5.3 3. Develop an artistic intent, including how audience and occasion impact presentation choices.

4. Artistic Process: Respond or Critique

Standard 1. Respond to or critique a variety of creations or performances using the artistic foundations.

Benchmark(s)

1. Analyze the meaning and differentiation of the term *PUBLIC ART* (Museums, Parks, Graffiti, Famous Buildings, Government Buildings, Public Sculptures). Show Visuals.

2. Discuss art in the State Capitol, particularly the Governor's reception room which was designed to have images of Minnesota's most important moments.

3. Replicate the Governor's Reception Room in the classroom. Create a Governor's desk, hang an American Flag, and have students visualize the room. Have a student be the Governor for the hour.

4. Critique and Discuss the following artwork in the state Capitol including the Governor's Reception Room.

- Discovers and Explorers led to the Source of the Mississippi (Senate chamber)
- Minnesota – Spirit of Government (House chamber)
- Father Hennepin Discovers the Falls at St. Anthony (Governor's Reception Room)
- Treaty of Traverse des Sioux (Governor's Reception Room)

5. Research Minnesota History in various subjects, time periods, and categories.

6. Reflect on what values and aspects of Minnesota are important to them.

7. Create a work of art that they personally feel reflects the importance of nature, culture, diversity, people, history and/or meaningful topics of Minnesota to be publically displayed.

8. Create an artist statement to interpret the finished work of art.

9. Critique the work of other classmates highlighting similarities and

6.4.1.5.1 1. Analyze and interpret a variety of visual artworks using established criteria.

Differentiation***

Students choose a topic of Minnesota that they feel personally connected to as well as create a 2D work of art that showcases their learned skill levels through a variety of mediums and options for communicating their idea(s).

differences as well as overall ideas.

10. Display the Artwork in the community as the “Hidden Narratives Public Art Project” to impacts perceptions of Minnesota history and diverse culture.

Formative assessment

- Sketchbook processing of artwork ideas
- Complete Minnesota Analysis Worksheet to build creative ideas
- Create Artist Statements
- Participate in classroom critique and a Public Art Show
- Write a teacher and students letter to Governor or other civic leaders with accompanying artwork examples and artist statements

Resources

Websites:

Healing Minnesota Stories provides a critique of public art in the Capitol: www.spinterfiath.org/healing-minnesota-stories.html

News Coverage of the Public Art Project:

Channel 12: http://youtu.be/_PAT6cvI-DA

Fox 9: <http://www.myfoxtwincities.com/clip/10193087/student-art-inside-mn-capitol>

Sun Post: <http://post.mnsun.com/2014/06/from-junior-high-to-community-center-to-capitol/>

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>Students have the opportunity to become a voice through public art for their culture and race. They can choose a historical moment that they feel best represents the diversity of Minnesota, making them an important representative of Minnesota. I expect a range of historical Minnesota topics as well as interdisciplinary topics between history and art. Students will have meaningful service learning by communicating a change of public art in the state Capitol. This experience will be authentic because it is directly relevant to the state Capitol's current renovations and public art. This unit may inspire students to build diversity and fairness through more public art in their school and community. Students will learn from others through their research and communication of their chosen historical moment in their art. Each will have a chance to showcase strength as well as become a unified front for change.</p>	<p>The most difficult part for students is beginning their process of finding the right idea. (Some students believe that no person from their race or culture has done anything important in Minnesota.) Researching Minnesota history takes work and covers a lot of ground. It's important to provide students with enough options without giving them TOO MANY ideas. (Some students fell back on iconic Minnesota images such as the Cherry Spoon sculpture.) There needs to be a healthy balance of researching as well as personal creative problem solving. As students begin the creation process it's important for the teacher to constantly reconnect with ideas to help students create a final product that is presentable for an audience. Also, its important to return to the topic of state Capitol artwork because it reinforces why this project matters and that art can be a tool for change. They need to know they are the main source for creating change and their voice and art does matter. Ask yourself, if your student were to go to the Capitol, where in the art would he or she feel represented? All students should feel represented. (As another option, teachers could research the public art in their community's public buildings. They could have their student projects focus on alternative art for their City Hall or County Courthouse.)</p>	<p>The lesson I found makes a heavier impact on the students as the actual pubic art exhibition itself spreads in the community. The most important component to this unit is getting the artwork presented to audience so the students feel their voices are being heard through their artist statement and artwork. When students see their artwork is advocating for change in fairness and development, the quality of their artwork increases as well. After the unit I displayed artwork at the community center and even took them on a field trip to see it being displayed. During this timeframe both Fox 9 News and Channel 12 News covered the Public Art Project, advocating student creativity. This unit is powerful in building network communications, advocacy for cultural competency, as well as growing the Art Program's importance in schools. I also believe that this lesson could be a wonderful joint project with a history class for those who like to pursue interdisciplinary units. I encourage teacher to also write letters to the Governor (or other public leaders in your community) and create a travelling art show to build momentum and create awareness for the growing cultures and diversity in Minnesota.</p>