



Everything is an Art Gallery Lesson

Hear, Here Northside | Joshua Doster - “Community Art Stump” Story

This activity challenges what art can be by identifying and labeling everyday objects as art.

OBJECTIVES

- Investigate why people make/share/exhibit art & compare types of exhibition spaces.
- Identify everyday objects as art.
- Design/apply formal labels to identify everyday objects as works of art.

MATERIALS

**needed to create*

- Pencils (graphite)
- Black pens
- Erasers
- Cardstock or paper for labels (cut to 2.5 x 4")
- Tape or glue dots for hanging labels

**needed for instruction*

- *Hear, Here* site, [Joshua Doster, Art Stump story](#)
- Everyday Art Label Brainstorming Worksheet
- What is Art? Compare/Contrast Worksheet
- Presentation slides, “Everyday Art Labels”

PROCEDURES

**Instructor Does*

- Hand out, What is Art? Compare/Contrast worksheet for students to complete.
- Visit *Hear, Here* site, Joshua Doster’s story, Community Art Stump. Show images and play audio for students. Have students revisit the what is art? Compare/contrast worksheet to see if they would like to add anything.
- Project presentation slides, “Everyday Art labels” pausing to pose questions to check for understanding and invite students to share from their responses on the compare/contrast worksheet.
- Hand out, Everyday Art Label Brainstorming Worksheet. Provide work time for students to complete. Optional: Provide walking field trip around school.
- Pass out cardstock or paper for label design.
- Provide work time for students to complete their label design & install using tape.
- Complete exit ticket.

**Learners Do*

- Complete worksheet, What is Art? Compare/Contrast
- Listen, ask questions is needed. Revisit What is art compare/contrast worksheet to add if needed.
- Listen and participate in dialogues/share ideas.
- Complete, Everyday Art Label Brainstorming Worksheet.
- Using cardstock or paper label provided, complete design and install using tape.
- Complete exit ticket.

VOCABULARY

- Community Art
- Art Exhibitions
- Art Gallery Spaces

- Objects
- Location
- Embellishment

- Design
- Artwork Labels
- Title

WI CORE STANDARDS ADDRESSED

- Art | Create | Plan (A.A.Cr.8.m) Generate original solutions through exploration and practice.
- Art | Create | Make (A.A.Cr.9.m) Experiment with media, tools, and techniques with refined craftsmanship.
- Art | Present | Develop Meaning (A.A.Pr.7.m) Convey meaning/intent through presentation of exhibition.
- English Language Arts | Writing (W.6.1/W7.1/W8.1) Compose writing, variety of low/high stakes purposes.

DIFFERENTIATION & SUPPORTS

- Adaptive: Hand-over-hand assistance &/or flexibility with typing vs. writing, etc.
- English Language Learners (ELL): [Google Translate](#), copy + paste website URLs/video.

ASSESSMENT

Informal: Visual monitoring and checking in with students one-on-one to check for understanding.

Checklist Rubric:

	Demonstrated "X"	Mostly Demonstrated "X"	Little/Note Demonstrated "X"
Reflect on why people make/share/exhibit art & compare types of exhibition spaces.			
Identify everyday objects as art.			
Design/apply formal labels to identify everyday objects as works of art.			

Lesson Author(s)

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EXIT SLIP

Name _____

1. How did this activity change how you think about art?
2. In your opinion, why do people make/share/exhibit their art?
3. What are some potential unlikely exhibition spaces within your community?