

Intuit

INTUIT:
THE CENTER FOR
INTUITIVE
AND OUTSIDER ART

2014-2015 Teacher Fellowship Program Lesson Plan

Lesson Title: There's No Place Like Home: Collaboratively Building Communities	Instructor Name(s): M.K. Victorson, Dance Margaret Koreman, Visual Art Florian Palucci, Visual Art
Class Title: Visual Arts / Dance	School: Franklin Fine Arts Center
Date Created: 1-25-16	Grade Level: 5
Self-Taught Artist(s) Referred: Ricky Willis and Wesley Willis	

1. LESSON PLAN ABSTRACT

Inspired by the work of artists Wesley and Ricky Willis, students collaboratively explored community building through visual arts and dance. Community is a uniquely important topic to Franklin Fine Arts students because they live in many different neighborhoods across the city. We chose to study the works of Wesley Willis and his brother Ricky Willis, two brothers whose distinct art works live as an homage to Chicago and their neighborhoods. We were intrigued by Wesley's famous drawings of the skyline and by Ricky's sculptural renderings of Chicago structures both famous and ordinary. During this project, students discussed their experiences in their own communities, as well as the social and physical resources needed to create a neighborhood. How do we **build** places that can **connect** people with what they need and with each other?

Students in Ms. Koreman's art class explored the work of Wesley and Ricky Willis, identifying the aspects of a community that these artists depict and interpreting the importance of these places. We learned about Wesley and brother Ricky and their places as fixtures in Chicago. Students considered the resources that a place needs to create a community both spatially and socially by discussing and writing about what they love in their own neighborhoods, as well as what they would change or add to improve them. Working in small groups, students created large cardboard buildings representing places that they want in their own communities. These Ricky Willis inspired sculptures acted as scenery elements in the dance performance that students created with Ms. Victorson.

The fifth graders of Franklin were very fortunate to get to meet and create art with Ricky Willis during our field trip to Intuit. Ricky shared his story as an artist with Project Onward and answered questions from the students. Together we made city buses and trains and other amazing transportation devices.

Students in Ms. Victorson's dance class responded to visual art through choreography. Using the Big Ideas of *Build* and *Connect*, dance students created group body shapes in physical sculpture, based on the visual artwork they were creating. In dance, these students explored recreating architecture through movement and still body shapes. Students will explore worked as individuals and in teams through improvisational movement to create landmark buildings in Chicago. Our final collaboration involved dance making devoted to spatial awareness. Students created movement for a pedestrian, city dance that comes at the viewer from all sides and weaves in and out of the architectur

OBJECTIVES/STUDENT OUTCOMES

- Students will research the works of Wesley and Ricky Willis through a close read via power point, a visit with the artist (Ricky) and regular discussion of the works in dance and art classes.

Intuit Rubric #3: CCSS.ELA-Literacy.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- Student will utilize dance composition and elements as a non-traditional method for constructing visual imagery.
Intuit Rubric #2: CCSS.ELA-Literacy.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Students will create dance and art projects that incorporate their knowledge of outsider artists Wesley and Ricky Willis.

Intuit Rubric #1: CCSS.ELA-Literacy.CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- Students will reflect on connection between their point of view of the city and that of Ricky and Wesley Willis.
Rubric #4: CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Visual Arts Objectives

- Students will discuss the work of artists Ricky Willis, Wesley Willis, and Ana Serrano, with attention to their representation of communities. (VA:Re7.2.5a)
- Students will work as a class to develop guidelines for collaborating during the project, and utilize these guidelines while working. (VA:Cr1.2.4a)
- Students will build a "neighborhood" of places that enrich a community. Each group is responsible for contributing one building/place to this neighborhood. (VA:Cr2.3.6a)
- Students will reflect on relationship between dance and art as mediums for exploring ideas of community building and personal connection. (VA:Cn10.1.4a)

National Fine Arts Standards

VA:Re7.2.5a- Identify and analyze cultural associations suggested by visual imagery.

VA:Cr1.2.4a - Collaboratively set goals and create artwork that is meaningful and has purpose to the makers

VA:Cr2.3.6a- Design or redesign objects, places, or systems that meet the identified needs of diverse users.

VA:Cn10.1.4a- Create works of art that reflect community cultural traditions.

Dance Objectives:

- **Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. (DA:Pr5.1c)**
- **Students will explore movement problems using different stimuli (text, images, sound) (DA:Cr1.1.5a)**
- **Students will create a dance study that expresses the ideas of community found in outsider artists Ricky and Wesley Willis. (DA:Cn10.1.5b)**
- **Students will create sculptural representation of landmarks using body shapes. (DA:Pr4.1.5a)**

- **Students will edit dance studies using dance elements and choreographic devices. (DA:Cr2.15a)**

DA:Pr4.1.5a - Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.

DA:Cr1.1.5a - Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).

DA:Cn10.1.5b - Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea. Explain how the dance study expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.

DA:Pr5.1.5c - Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.

DA:Cr2.1.5a - a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.

2. MOTIVATION/ ANTICIPATORY SET

Through this project, students will consider what makes a community. They will explore what physical resources a neighborhood community needs through investigating the work of Wesley and Ricky Willis. They will identify the aspects of a city depicted by the artists and discuss and interpret the significance of these locations.

What kinds of buildings do you see in this piece of work?

How do people use this place? How can you tell?

What is there in the drawing / sculpture other than buildings that are important to a community?

Why are these parts of a city important to people?

Why do you think the artist chose to make art about this place?

Franklin Fine Arts students have a unique relationship with community. Because of the school's magnet program, the majority of students come from a range of neighborhoods across the city of Chicago. This creates a diverse school with students who call many different communities home. For this project, students will be asked to share their experiences of their communities with their classmates:

What do you love about the neighborhood you live in?

What is your favorite place near your house?

If you could change something about your community, what would it be?

How does knowing about community experiences expand dance/art literacy?

Working collaboratively, students will explore how a community needs not only physical resources, but also social relationships to thrive. As a class, students will draft guidelines for working together that they will use to collaborate effectively.

What can we each do to make sure everyone in the group can share their ideas?

How do we practice respectful listening?

How can we divide the work so everyone in the group has something important to do?

What should we do if we disagree with each other?

Students will be working in small groups to brainstorm and create a large building that depicts a place that they wish was present in their own neighborhood(s). These buildings will become scenery elements in the dance piece they will choreograph and perform.

What do you wish you had close to where you live?

Why would the place you are making be important to the people who live near it?

How can you show from the outside of the building what people would use this place for?

3. ACTIVITIES

1. Measure Prior Knowledge

Dance:

- Teacher and students will review B.E.S.T. elements of dance: Body, Energy, Space, and Time.

- Students will improvise around the elements of Shape, pathway, direction, speed, rhythm, beat, pulse, counterbalance, focus, energy, and level. Teacher will assess student knowledge and sequence activities accordingly.

Visual Art:

- Teacher will present powerpoint and administer pre-assessment on Outsider Art

2. Exemplar

Power Point on Outsider Art, focusing on the unique works of Wesley and Ricky Willis:



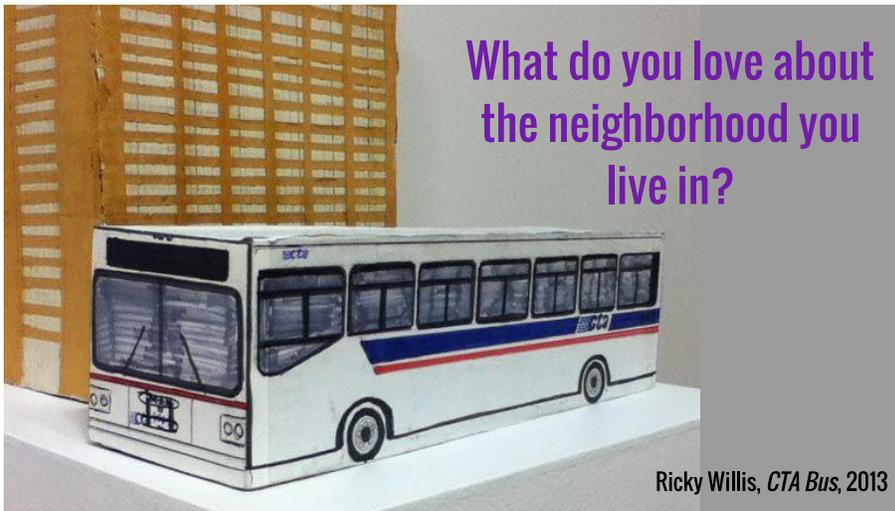
Ricky Willis at work at Project Onward.



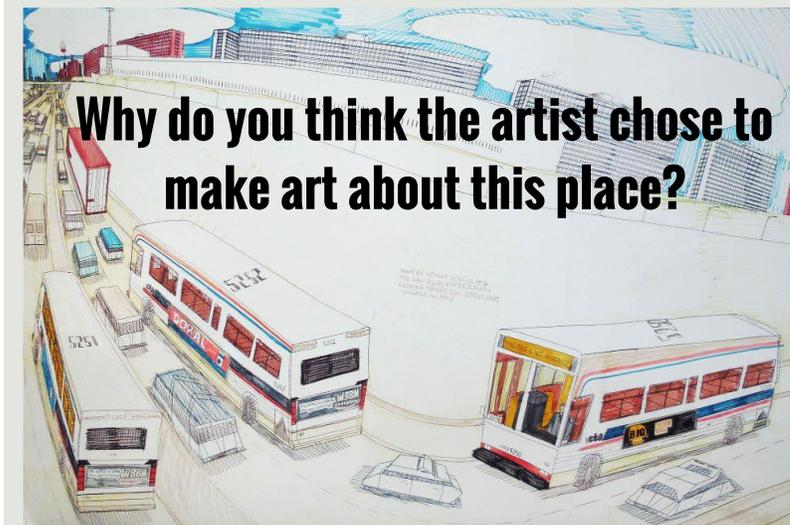
High Rise Condominium by Ricky Willis.



CTA bus by Ricky Willis.



Wesley Willis at work with his music and art. Drawing in background.



Wesley Willis, *It's the Dan Ryan Expressway Looking Toward 51st St.*, 1997



Installation view of *Joy Bus Ride*, 2013

Wesley and Ricky's work together in the *Joy Bus Ride* exhibit at Project Onward.

Dance Activity Plan

Day One: During a combined Dance and Art class, Students will view and discuss a slideshow with the art of Wesley Willis, Ricky Willis, and Ana Serrano. The students will respond to this work with focus on community building and connection. Students will discuss and write about what makes a community, what communities need, and what our community look like using a handout. Students will explore dance improvisation around the key word of **build**, creating sculptural shapes in response to the Willis brothers' artwork.

Day Two: Students have a class discussion about how to collaborate within groups, and create guidelines for working together. Teacher will lead students in dance warm up and facilitate more improvisational group shape building. Students will discuss collaboration in improvisation and how to apply guidelines created in art and dance class. Students will discuss how to address problems and frustration that arise during collaborative work.

Day Three: Teacher will lead a full body warm up with emphasis on *Shape, Locomotor, and Non-locomotor movement*.

Students will work again on the **Shape Exercise: (improvised)** and create a timed body shape (a letter) as an individual, in a duet, in a group .

Day Four:Teacher will lead a full body warm up with emphasis on *Shape, positive and negative space, locomotor, and non locomotor movement*.

Students will work on **Shape Exercise 2: (improvised)** Create a timed body shape as a group; shape will be called out by teacher and will be something common to Ricky Willis' work: bus, water tower, Sears tower, etc. Take turns moving in and out of the shape through the negative space, using different levels and locomotor movements. Students will note dance vocabulary in their sketch books.

Reflection: What was difficult? What would you do if you had time to plan?

Day Five: Teacher will lead a full body warm up with emphasis on *shape, positive and negative space, locomotor, and non locomotor movement*.

Students will work on **Shape Exercise 3: (planned)** Look through books and images of Chicago landmarks with your group. Choose one landmark to build as a group shape. Work with your group members to construct the shape as you would like to show it. Make notes in your sketchbooks about your landmark.

How can we
divide the
work so
everyone has
something
important to
do?



The Willis Tower.

- o Extension: if there is time, add locomotor movement in and out of the negative space of your landmark.

Day Six: Teacher will lead students in full body warm up with emphasis on *connection, pos/neg space, non locomotor movement, locomotor movement*. Also on *rhythm, accent, beat; smooth and sharp energy*. Students will improvise with walking on the beat to music, using smooth and sharp energy and building patterns in their walking to resemble busy people in a cityscape. Students will review their landmark shapes and negative space solo dances. Students will record walking patterns in their sketchbooks.

Day Seven: Teacher will lead students in full body warm up with emphasis on *rhythm* and *beat* as well as *smooth* and *sharp* energy. Students will improvise walking patterns with sharp turns and rhythmic accents as well as unique solo moments and choreography choices. All students will review their landmark shapes and the accompanying negative space solo dances.

Day Eight: Teacher will lead students in full body warm up and teach a short jump for students to incorporate into a solo. Students will create a short, 3 movement solo that incorporates the fish jump and another move chosen by the group (the "dab") and a third movement of their own. Students will practice the solo and add it into their walking patterns. All students will work to solidify the sequence of walking patterns from one group to next, ending in all groups walking and taking their solos. Students will record/notate their solos in their sketchbooks.

Day Nine: Teacher will lead students in full body warm up. Students will review their sequence from walking patterns to landmark group dances and self evaluate their rehearsal process according to collaboration guidelines.

Day Ten: Teacher will lead students in full body warm up. Students will bring in buildings in progress from art class to place as spatial markers for the dance. Students will review the dance in it's entirety so far with the cityscape/sculptures in place. All students will evaluate their rehearsal and troubleshoot problems together.

Days Eleven-Fifteen: Students will take turns leading warm up. All students will review their dance with spatial markers/sculptures in place. Teacher will assist students in structuring final section/ending of dance. Students will contribute non-locomotor movement ideas for the end of the dance. Teacher and students will discuss and decide on a t-shirt design for the performance.

Days Fifteen-Nineteen: Students will take turns leading warm up. Students will review and rehearse their complete dance. Students will discuss where they are at with group expectations for performance and self evaluate their rehearsals. All Students will prepare for a final performance at Intuit.

Day Twenty: Teacher will administer a final assessment/reflection and students will discuss their performances.

Art Activity Plan

Day One: Students will view and discuss a slideshow with the art of Wesley Willis, Ricky Willis, and Ana Serrano. The students will respond to this work with focus on community building and connection. Students will discuss and write about what makes a community, what communities need, and what our community look like using a handout.

Day Two: Students have a class discussion about how to collaborate within groups, and create guidelines for working together. The class will also discuss and choose unifying elements for the entire cityscape. Students will have a presentation on monochromatic colors and complementary colors. They will use this information to choose their color schemes. Students will then divide into groups of three and begin to discuss and sketch what kind of building they will create.

Day Three: Students will present drawings to the larger class for critique. The class will post all drawings on the board and discuss how individual buildings fit within a larger cityscape composition. Students will discuss color palettes, patterns and architectural elements such as doors, windows and signs, to identify how each component works to show what a building is used for in a community.

Day Four: Students begin painting their first layer of color on large boxes. Instruction will focus on how to properly hold a large paint brush and how to create a rhythm with paints in order to fill the large space quickly.

Day Five: Students will continue to paint background colors on their large scale structural boxes.

Day Six: Students will review how the Willis brothers used patterning in their work. Instruction will focus on how to create patterns using various materials such as tape, markers and paint, and how to share space and reach consensus on individual roles within a creative group. The students will then begin to creating patterns on their box-buildings using a variety of materials provided.

Day Seven: Students will continue to create patterns on their painted boxes to form a sculptural cityscape.

Day Eight: Students will review how the Willis brothers and Serrano show the purpose of the buildings they depict in their work. Students will design their windows, doors, signs and architectural components of their buildings.

Day Nine: Students will continue to work on windows, doors, signs etc..

Day Ten: Students will look at and discuss how each building, and how the building fits into the community that the class has created. Critique and make changes for the assignment.

4. MATERIALS

Art Materials:

- large cardboard boxes, acrylic paint, gesso, water, large paint brushes, tape, paper, glue, scissors and large printouts of signs and windows
- Powerpoint on the art of Wesley Willis, Ricky Willis and Ana Serrano
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Dance Materials:

- powerpoint from art class
- visuals of dancers/choreographers using architecture, sculpture, and shape: Pilobolus, Hubbard Street, Martha Graham
- music
- Choreography journals/sketchbooks
- t shirts for costume design

5. Literacy building/ language arts integration

Dance Vocabulary: *Choreography, improvisation, Space, Negative and Positive Space, Shape, Levels, Non-Locomotor and Locomotor Movement, Balance, Focus*

Visual Art Vocabulary: balance, rhythm, patterns, foreground, background, middle ground, perspective, monochromatic, complementary colors

Conceptual Vocabulary: community, unity, collaboration, negotiation, suggestion, listening, compromise,

6. EVALUATION/ CLOSURE

Students will self assess their work using this rubric.

SCORE	EXCEPTIONAL Student always...	BREAK-THROUGH Student consistently...	CAPABLE Student most times...	ADEQUATE Student sometimes...	WITHOUT CARE Student rarely or never...	
	5	4	3	2	1	
Craftsmanship and Creativity	<ul style="list-style-type: none"> • Uses imagination and original thinking • Shows care in quality of work • Willingness to experiment • Reflects on and revises work 					<input type="radio"/>
Attitude and Focus	<ul style="list-style-type: none"> • Works collaboratively • Prove it! –Show what you know • Remains focused on classroom work • Meets deadlines 					<input type="radio"/>
Vocabulary and Concepts	<ul style="list-style-type: none"> • Applies new terms and identifies concepts • Makes connections to big ideas, other artists, other art forms • Actively contributes to classroom discussion 					<input type="radio"/>
Materials and Methods	<ul style="list-style-type: none"> • Demonstrates care when using materials • Demonstrates development of new techniques 					<input type="radio"/> SCORE
Comments						<input type="radio"/> TOTAL SCORE

7. BIBLIOGRAPHY/ CREDITS

Thank you to Project Onward, Robert Lentz, and Ricky Willis for sharing images of the artists' work.

Sincere thanks to Ricky Willis for taking the time to meet the student artists of Franklin and create alongside them at Intuit.

