



**5th Grade Unit Plan**  
Alaina Sanford

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DATE: 12/02/2024

# Unit Plan

**Title:** Lost & Found

**Grade Level:** 5th

**Average Class Size:** 20

**Length of Class Period:** 45min

## UNIT OVERVIEW

**Generative Topic for Inquiry:**

- Lost & Found

**Description of the Generative Topic for Inquiry:**

- During this unit, students will explore how everyday objects gain meaning and can be transformed into art. This will be examined through the theme of lost and found and then redefined.

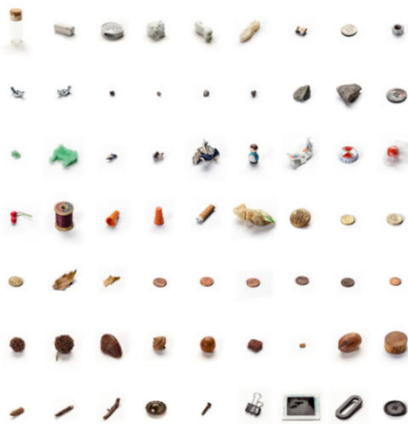
**Essential Question:**

- How do everyday objects develop meaning?

**Relevant Contemporary Artists**

- **Rose Salane** – A New York based contemporary artist whose work often explores the connection between the personal, institutional and mundane through research, categorizing and analyzing found objects. In her piece *60 Detected Rings* (1991 – 2021), Rose Salane purchased rings lost on the NYC subway. She then had the rings evaluated by scientists, pawn shop dealers, jewelers, and psychics to ascribe new meaning to the lost items. It is this work that is the main inspiration for this unit. Through her reexamining of these lost objects, she ascribes new meaning and value to each one. Thus, taking the objects from lost to found.

- **Lenka Clayton** – A British-American conceptual artist based in Pittsburgh, whose work examines out the meaningful and poetic aspects of mundane objects and places found in our everyday lives. In her piece *63 Objects Taken From My Son’s Mouth (2014)*, Clayton categorizes and photographs objects she found in her son’s mouth. Additionally, her work *One Brown Shoe (2013)* creates new objects from everyday household objects. In this she asked 100 married couples to each make a brown shoe using items they had in the house without consulting the other. The result is a mismatched pair of brown shoes that represent more than just the idea of a shoe. These pairs also help depict a marriage or partnership. Her art assignment project, *Lost Childhood Object*, serves as the basis for the “lost” portion of this unit. As based on her assignment, students will recreate objects or subjects they have lost through interviewing each other and then drawing their lost item.



- **Daniel Lind-Ramos** – A Puerto-Rican contemporary artists whose sculptural work is assembled from collecting materials and objects he finds in the street or at the beach in his local community. His work *Maria, Maria (2019)* uses blue tarps left by FEMA after hurricane Marie as well as palm fronds and other organic material to construct a figure

that resembles the Virgin Mary. Lind-Ramos also hosts community events where students, friends and neighbors come collaborate and participate in his practice by dancing and singing in homemade costumes that celebrate the Afro-Caribbean or Afrodescendiente community in Puerto-Rico. It is his focus in found objects and collaboration that I want to bring to our unit by having the students work together in the final art experience to build something new from what is found.



*Maria, Maria, 2019*



*Con-junto (The Ensemble), 2015*

### Relevance for Learners:

- Because this unit is aimed at 5<sup>th</sup> graders, it feels like an important age to remind them that teamwork can come from places other than sports, and that art can be an active and collaborative process. Around this age, students often begin to look inward and begin focusing on how they are perceived by others. Through this unit I want to explore new ways in which we can focus on others as well as ourselves. With its focus on found objects, I hope the students will be able to find new appreciation for the everyday things they may take for granted.

### Articles, book chapters, or resources from class that support the approach(es) to art education you are using in this lesson:

- Marshall, J., Stewart, C., & Thulson, A. (2021). *Teaching contemporary art with young people: Themes in art for K–12 classrooms*. Teachers College Press. Part II – Themes in Contemporary Art
  - This section of the book really helped me focus in on themes for the unit. I took specific inspiration from the themes Self & Others and The Everyday. I feel that



both themes play well into my overall idea of Lost & Found. Through reading about these themes it helped me advance the unit to a more personal space.

- Wiggins, G., & McTighe, J. *Understanding by Design*. Chapter 1. What is Backward Design?
  - I really appreciated this reading because I found that the Backward Design approach was something I was already playing around with, but didn't fully understand. When I began designing this unit, I knew what I wanted the Enduring Understanding to be, but not how to get there. I appreciate backward design's focus less on product and more on understanding and knowledge. So much of this unit is not about the final art product and more focused on students understanding how objects form meanings that are both personal and universal.
- Hathaway, N. (2013). *Choice-Based Art. What is a Center?* [www.artsandactivities.com](http://www.artsandactivities.com). Teachers College Press.
  - Before pursuing my teaching certificate, I really only pictured an art classroom to look one specific way. This article on Choice-Based Art really helped me expand my understanding of how an art classroom can function. I would really love for students to have a choice in materials and mediums for this unit. I want them to be able to develop and execute their ideas the ways they envision them. While I'm not sure if I will have centers, I do want to focus on student autonomy and choice.

### Enduring Understandings:

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.  
Anchor Standard 10 – Connecting
- **Connecting VA:Cn11.1.5a** - Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.
- **Responding VA:Re.7.1.5a** - Compare one's own interpretation of a work of art with the interpretation of others.
- **Creating VA:Cr2.3.5a** - Identify, describe, and visually document places and/or objects of personal significance.

### Students will understand:

- That art goes beyond themselves and can be meaningful to others.
- That objects and art can have multiple meanings and that all can be considered true.
- That art and everyday objects can help us understand other people, cultures and beliefs.

- That creating art can help us better understand ourselves.

**How does this unit demonstrate a commitment to culturally sustaining approaches to pedagogy (refer to Buffington, 2019)?**

- I believe this unit commits to practicing culturally relevant pedagogy because of its emphasis on interpersonal connections. The unit also allows each student to design each art experience to their own culture or feelings. The entire unit aims to explore how everyday objects that are lost or found can have multiple unique meanings depending on who holds it. Because of this, each student may bring their own culture and experience into their artwork. I'm also excited about the contemporary artists we will be studying alongside the unit. Each artist brings their own unique background and culture to their work. Whether that is the how objects relate to culture in Puerto Rico, the transit system of New York City or the world of motherhood.

**How did the Case Study Research Inform your Approach to Planning and Instruction?**

*Consider the value of differentiation and/or Universal Design for Learning*

- The case study research informed my approach to planning and instruction because I now have a better grasp on ways to make my classroom and lessons more engaging. One thing I want to make sure this unit includes is opportunities for physical movement and activity. Specifically, in the second art experience the class will take a field trip down to the Lost & Found. This break in routine will hopefully lead to higher engagement and excitement. The third art experience will also include a lot more movement and activity because they will be working collaboratively in groups. I want to also encourage talking and communicating, even if it brings the overall volume level of the class up. I also want this unit to be relevant to the students and their interests. In the first art experience students will pick a lost item that is personal to them, and hopefully with that connection students will feel more personally engaged and represented. I think it will also be important for me as the teacher to explore these projects along with the students. I believe by having myself engaged at a personal level, it will help the students be more open to sharing and thinking outside the box.

## Overview of Plans for Art Experiences

### Timeframe for Field Trip:

Students will visit the school's lost & found at the beginning of art experience 2

### Art Experience 1

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#### Description:

##### Lost

- For this first art experience I want to introduce the overall unit of Lost & Found. I will pose the question to the class and ask if they have ever lost something that was important to them. They can take a quiet minute to think and then share as a class. We will discuss how they reacted or what they felt. I will then introduce artist Lenka Clayton and we will watch a portion of her video from The Art Assignment (link below). Next, we will break up into pairs. Each student will describe to their partner, in as much detail as they can, what they have lost. I will encourage them to speak in both physical and emotional terms. The pairs will then take the remainder of the class to draw their partner's lost item. When there's 10 minutes remaining in class they will present their drawings to their partner.  
<https://www.youtube.com/watch?v=QgHsYOybXa0>

#### Number of Class Periods: 1

#### Standards:

- **Creating VA:Cr2.3.5a** - Identify, describe, and visually document places and/or objects of personal significance
- **Responding VA:Re.7.1.5a** - Compare one's own interpretation of a work of art with the interpretation of others.
- **Responding VA:Re8.1.5a** - Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

#### Objectives:

- Learn how to listen intently and respectfully to others.
- Learn how to respectfully and artistically interpret another person's vision.
- Learn that sometimes art is not about realistic drawings but about meaning and intent.
- Learn that there is value in making art for others.

#### Learning Tasks:

- Students will make a drawing of their partner's lost object. They should do this in a respectful manner that should reveal that they listened to the person's description and put thought into their work.
- Students will give their drawings to their partner. The purpose of which is to show that art goes beyond self.

## Art Experience 2

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### Description:

#### Found

- The second art experience will be split up between two classes. During the first class students will take a field trip down to the school's lost & found. There we will look through the objects and try to imagine what the person who lost them might have been feeling and if they realize the object is missing. We will discuss what objects mean to people and how connections may be formed. Then, we will return to the classroom for a presentation where I will introduce the work of Rose Salane and her projects surrounding found objects from NYC. I will also introduce Daniel Lind-Ramos and his found object sculptures. Finally, students will be presented with my curated lost & found box. Students will come pick a few items out of the box that speak to them. When they return to their seats, we will talk about what they picked and why. We will then spend the rest of the class brainstorming ways to take these objects and how to create new art with them next class. How can these seemingly random pieces come together to make something new? They will begin making plans and experiment with how they want to proceed with their work.
- On day two the students will spend the class period working on their found sculptures and mixed media pieces. In addition to their lost & found items, they can use materials in the classroom. I will be able to aid with things like hot glue if needed. They can make something figurative, practical or abstract. The point is to create something that gives these objects new meaning.

### Number of Class Periods: 2

### Standards:

- **Presenting VA:Pr6.1.5a** - Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
- **Connecting VA:Cn11.1.5a** - Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.



- **Creating VA:Cr2.1.5a** - Experiment and develop skills in multiple art-making techniques and approaches through practice.

#### **Objectives:**

- Learn how to experiment with different materials and mediums.
- Learn how to look at an object or a work of art from a new point of view.
- Learn about project ideation and exploration.
- Learn about what found object art is and the many ways it can be produced.

#### **Learning Tasks:**

- Students will end the two-day lesson with their own found object piece. They will do this by collecting different materials from the lost & found box and reinterpret those items into something else. They will be asked to define what the objects are before they used them and then speak to what their final work means to them. They will also be able to define what found object art is and how it can be used.

### **Art Experience 3**

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#### **Description:**

#### **Found & Lost**

- For the final art experience students will be asked to bring something from their home, nature or another place of meaning to class (though it must be something they're willing to part with). First, we will briefly discuss why they brought in the item they chose. Next, we will review Daniel Lind-Ramos's found object sculptures. Finally, we will break into small groups and the students will work together to create a new sculpture using the items they brought and other classroom materials. The sculptures don't have to be built to last but at least to withstand the duration of the class. When there's about 10 minutes left in class we will stop, and each group will present their sculpture. They will discuss what they each contributed and the overall meaning and intent of the new sculpture.

#### **Number of Class Periods:**

1- 2 Depending on complexity of sculptures being made and items brought.

#### **Standards:**

- **Creating VA:Cr1.1.5a** - Combine ideas to generate an innovative idea for art-making.

- **Responding VA:Re8.1.5a** - Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
- **Connecting VA:Cn11.1.5a** - Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

**Objectives:**

- Learn about working collaboratively with other artists.
- Learn about project ideation and experimentation.
- Learn about temporary art.
- Learn how everyone can contribute something to the greater whole.
- Learn about how to talk about art to an audience.

**Learning Tasks:**

- Each group will end the class with a sculpture. They will do this by working together to create something new from objects that are individually meaningful to them. At the conclusion of this unit, students should understand and be able to discuss found object art. They should be able to discuss the differences between all three lessons and the contemporary artists they learned about. They should also develop their own answer to the enduring question posed at the beginning of the unit - How do everyday objects develop meaning?

## **What I Value as a Teacher**

### **Core Commitments**

- Every student is a unique, valued, three-dimensional individual who should be treated with respect and understanding.
- Every student is an artist and deserves to develop the confidence and freedom to create and explore.
- As a teacher I will try my best to be open and honest with my students. I will make mistakes, and I aim to own up to those mistakes, just as I expect my students to.
- As a teacher I will prioritize teaching art that is relevant and diverse. Every student should see themselves reflected in the art world.
- Learning is a two-way street. While I expect my students to learn from me, I also will learn from my students.

### **Classroom Dynamics Guide**

- Just as we care for each other, it is important to care for our materials and space. We will all do our part to help get ready and clean up.
- In this classroom there is room to fail and make mistakes. Together we will learn and try again.
- We all have bad days, but we can all do our best to come to the art classroom with an open mind and good attitude.
- Experimentation is encouraged. We will work together to find mediums and practices each individual enjoys.
- There is no room or toleration for racism or prejudice of any kind. Everyone will be accepted and welcomed as they are.

## Plan for Art Experience (1, 2, or 3)

### Title:

- Found (Art Experience 2)

### Essential Question:

- How do everyday objects develop meaning?

### Once Sentence Artmaking Prompt:

- Select items from a lost & found box and make them into something new that is personal and meaningful to you!

### Rationale for this Art Experience:

- This art experience relates to the topic of Lost & Found because students will be selecting a series of seemingly random items from a box and will use them to interpret and create something new. They will first contemplate the original item's purpose and meaning and then, through the process of artmaking, give them new life.

### Enduring Understanding for this Experience:

- Students will understand how people develop ideas and understandings of society, culture, and history through their interactions with and analysis of art and objects.  
*Anchor 10 - Connecting*
- Students will understand that objects and art can have multiple meanings and that all interpretations should be considered and respected.
- Students will understand everyday objects can help us understand other people, cultures and beliefs.

### Standards:

- **Presenting VA:Pr6.1.5a** - Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.
- **Connecting VA:Cn11.1.5a** - Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.



- **Creating VA:Cr2.1.5a** - Experiment and develop skills in multiple art-making techniques and approaches through practice.

### **Objectives:**

Students will:

- Learn how to experiment with different materials and mediums.
- Learn how to look at an object or a work of art from a new point of view.
- Learn about project ideation and exploration.
- Learn about what found object art is and the many ways it can be produced.

### **Learning Tasks (Evidence of Understanding):**

- Students will end the two-day lesson with their own found object piece. They will do this by collecting different materials from the lost & found box and reinterpret those items into something else. They will be asked to define what the objects are before they used them and then speak to what their final work means to them. They will also be able to define what found object art is and how to give objects new life and meaning.

### **Instructional Activity (discussion, feedback, presentation, etc.):**

*Include at least one activity that is designed to have students engage in discussion. This can be discussion about the artists or content you are teaching about (you might include a discussion game, small group activities, etc.).*

- During this art experience the class will take a trip down to the school's lost & found. There we will look through the items and try to place ourselves in the shoes of those who lost them. We will discuss what feelings they might have had and if the item feels personal or meaningful. We will also discuss the perceived value of the lost item (value meaning various things).
- We will then return to the classroom and discuss the work of Rose Salane and Daniel Lind-Ramos via a presentation. We will discuss the various types of found object art and what each artist's chosen objects say about them and the subjects they're interested in.

### **Important Vocabulary and Definitions (defined appropriately for grade level):**

- **Found Object Art** – Art that uses objects that are not usually considered art materials but are reinterpreted and repurposed by artists to create new meaning and work.

- **Value** – The importance, worth or usefulness of something. There is not one correct way to measure value.
- **Artist as Curator** – Someone who is often a specialist in a particular subject or object and is heavily involved in the cataloging, conservation, display and interpretation of that object.

### **Classroom Environment:**

- The classroom should be organized with materials and mediums in places students can access and clean up on their own. While this project has scaffolding in the sense that students must pick objects from the lost & found box, I want them to have choice for the other materials they use.
- For this project I would like to set up a big mysterious box in the front of the classroom that is labeled LOST & FOUND. This will help pique interest and hopefully get the students excited to see what's inside.
- Students will be able to spread out and work where they need to on their found object art once we get to the creating portion of the lesson.

### **Preparation:**

- I will need to curate and find objects and materials for the classroom Lost & Found box.
- I want to display the box prominently to get students excited to explore what's inside.
- I will need to get permission from the school to allow the classes to visit the school's real lost & found box.
- I will want to have a lot of other materials and mediums available to students to enhance they're found object art. This may include:
  - Paint & Paintbrushes
  - Glue (Hot glue gun run by me)
  - Markers, Crayons Pencils.
  - Scrap cardboard and paper
  - Beads and String
  - Scissors and tape

### **Clean-up Procedures:**

- Students will be responsible for putting all materials back where they belong.
- Students will throw away any trash or paper that is not useable.
- Students will gather their in-progress work after day one and place it in the designated spot so that they can continue to work on it next class.

### **Assessment:**

- The initial assessment will come in the form of information gathered prior to beginning the experience. I will ask the class if anyone is familiar with or has done any found object art. I think it's also important to ask if students have worked on projects that are not necessarily product based. Meaning that I want them to understand that a lot of this project will be about the process and the thinking put behind it.
- I would want this project to have a formative and final assessment that is qualitative and student-centered. I want to take a student-centered approach to assessment. During the project, I will observe and ask students how they are doing, what approaches they are taking. Making note of students who are struggling or rushing through the project. At the end of the assignment, I will ask each student to fill out a rubric with how they felt they performed the assignment. The categories will be along the lines of "creativity" "critical thinking" and "exploration." I like the idea of students having a say in how they feel the experience went.
- I also would like to have a brief peer critique where students will share their found object art and other students will respond with positive thoughts and remarks. Considering the nature of this project, it is important that students realize that their peers may see things differently than them and find strengths and interests that they themselves did not see.

### **Differentiation and Universal Design for Learning:**

- For this art experience, students will be encouraged to spread out and move around to build their found art objects. They will be encouraged to stand and look at their projects from multiple angles. They will also have access to a myriad of additional supplies so that students who have different needs can use tools and mediums they are comfortable with.
- We will also have the "field trip" to the lost & found at the school. Students can see first-hand the idea of found objects in their everyday lives. The presentation will also be primarily imagery so that we can discuss concepts as opposed to read about them.

## Artist Information

### Rose Salane

A New York based contemporary artist whose work often explores the connection between the personal, institutional and mundane through research, categorizing and analyzing found objects. In her piece *60 Detected Rings* (1991 – 2021), Rose Salane purchased rings lost on the NYC subway and then had them evaluated by scientists, pawn shop dealers, jewelers, and psychics to ascribe new meaning to the lost items. Through her reexamining of these lost objects, she ascribes a unique new meaning and value to each one. Thus, taking the objects from lost to found.

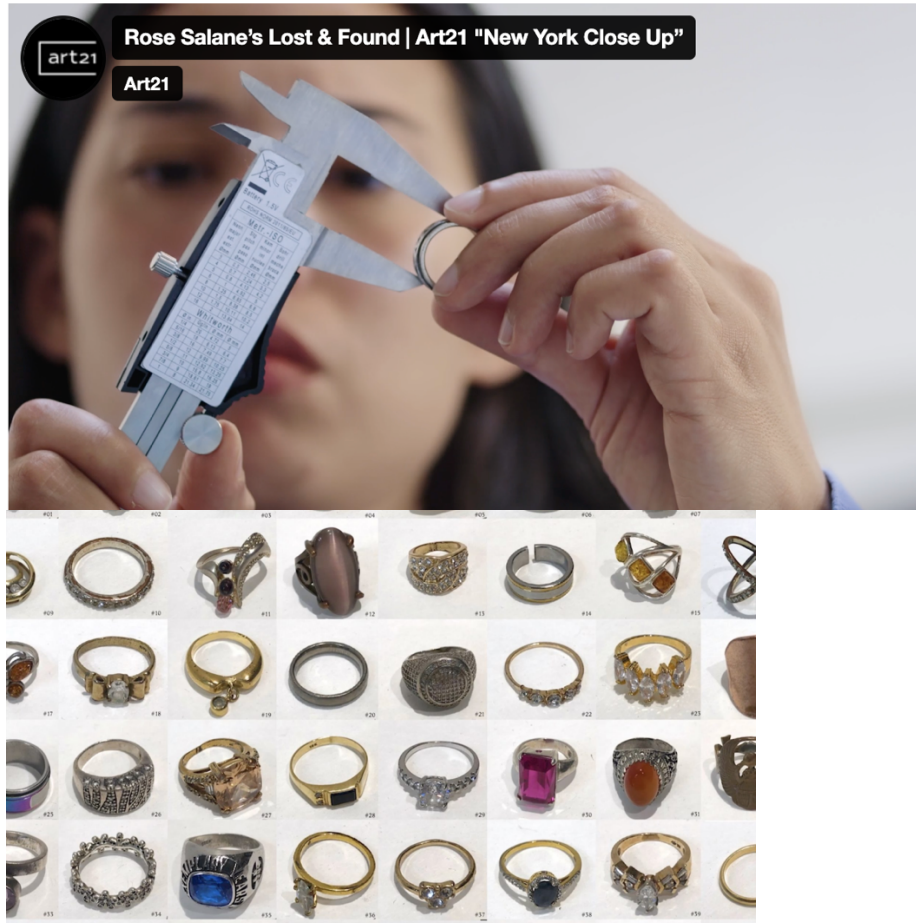
*"I've always been interested in how an object could retell a personal history but also the familiarity in them that can trigger more questions and stories. These objects are just a **small soundbite of a large chaotic city.**"*

- Rose Salane

<https://art21.org/artist/rose-salane/>  
<https://rosesalane.com/>







Production still from the "New York Close Up" film "Rose Salane's Lost & Found." © Art21, Inc. 2022.



## Daniel Lind-Ramos

A Puerto-Rican contemporary artists whose sculptural work is assembled from collecting everyday materials and objects he finds in the street or at the beach of his local community. His work *Maria, Maria* (2019) uses blue tarps left by FEMA after hurricane Marie as well as palm fronds and other organic material to construct a figure that resembles the Virgin Mary. Lind-Ramos also hosts community events where students, friends and neighbors come collaborate and participate in his practice by dancing and singing in homemade costumes that celebrate the Afro-Caribbean or Afrodescendiente community in Puerto-Rico. The class will explore what different objects they can see in the sculptures and what the new object resembles.



*Maria, Maria*, 2019



*Con-junto (The Ensemble)*, 2015

<https://art21.org/watch/art-in-the-twenty-first-century/s11/daniel-lind-ramos-in-everyday-icons/>

## Marcel Duchamp

A 20<sup>th</sup> century conceptual artist, who wanted to “put art back in the service of the mind.” He often used readymade objects and presented them as pieces of art. He is often considered part of the Dada movement, and his work was meant to push the boundaries of the art world. I want to feature his work *Fountain* (1917) at the beginning of the presentation to really spark conversation and discuss how context and placement can change the meaning of objects. While he will not be a main focus of the presentation, I felt he would be an interesting jumping off point.



[https://www.metmuseum.org/toah/hd/duch/hd\\_duch.htm](https://www.metmuseum.org/toah/hd/duch/hd_duch.htm)

## LEARNING PLAN

### (STEPS FOR IMPLEMENTING THE ART EXPERIENCE)

*This is a script of how you will lead the art experience—what you will say and do—and how students will respond.*

Consider:

- *Begin with a “hook” to grab students’ attention and get them engaged*
- *Move to instruction, discussions, learning, and art-making*
  - *Be specific. For example, stating “discuss an artwork by a specific artist” is not specific. Describe what you will say about the work, what questions you will ask the students, what discussion strategies you will use, etc.*
  - *Make sure to describe what students will do in response to your instruction/activities. For example, if you list discussion questions, also list anticipated/desired student responses.*
- *Build in formative assessment/feedback time where needed*
- *Provide closure at the end of the experience. For example, review key concepts, essential questions, etc.*

The Teacher will: (adjust headings and timing as needed)	The Students will: (fill out this section when relevant)
DAY 1	
Prior to the Experience	
<p><i>Before class begins, I will curate a box of lost &amp; found items for each 5<sup>th</sup> grade class. The box could be filled with anything from a broken toy to an individual shoe. These will serve as the jumping off point for their found art objects. I will dramatically label the box “LOST &amp; FOUND” so that as students enter and see this new box in the front of the classroom.</i></p> <p><i>I will also check with the school prior to make sure that we can go view the lost &amp; found box at the school.</i></p>	
Instructional Time (time: 5-10 minutes)	
<p><i>“Alright everyone! Let’s get in and sit down. The sooner we get quiet and situated the sooner we can go on a little field trip.”</i></p>	<p><i>“Ohh where are we going?”</i></p>



<p>"Who remembers what we were working on last week?"</p> <p>"Right! So today we are going to continue this exploration of lost &amp; found and go downstairs to the main office and look at the lost &amp; found box for the school. Please line up quietly at the door and follow me."</p>	<p>"We drew lost objects." "I drew Sam's lost action figure."</p> <p><i>Students will line up at the door and we will head to the main office.</i></p>
<p><i>Once we are in the office and near the lost &amp; found box.</i></p> <p>"Ok everyone gather close so we can all see inside. What are some of the objects you notice?"</p> <p>"What do these objects tell you about the person who may have lost them? What do they mean to them?"</p> <p>"True. How do you think they would feel knowing that they can't see as well?"</p> <p>"Interesting. Ok, how do you feel looking at these lost glasses?"</p> <p>"Now everyone, did you ever expect to get this much information from a single pair of glasses?"</p> <p>"True, but this is our interpretation. Just like in art, we can see things differently than other people."</p> <p><i>Time permitting, we will do the same exercise with other objects.</i></p>	<p>"I see a hat." "There's a jacket." "Someone's glasses"</p> <p>"They probably can't see!"</p> <p>"Probably bad. My mom would be mad if I lost my glasses."</p> <p>"I guess I feel sorry for whoever lost them."</p> <p>"I guess not, but we don't know if it's right though."</p>
<p><i>Once we are back in the classroom we will begin the slideshow presentation.</i></p> <p><a href="https://docs.google.com/presentation/d/19y8natj7b1Pk1V6-9hxrkwAQ3CF3oIw8UTkk4P8zg1Y/edit?usp=sharing">https://docs.google.com/presentation/d/19y8natj7b1Pk1V6-9hxrkwAQ3CF3oIw8UTkk4P8zg1Y/edit?usp=sharing</a></p> <p>"Ok, now that we're back, we're going to look at a few artists who use everyday found objects to make their art. Is anyone familiar with found art?"</p> <p>"Found object art is art that uses objects that are not usually considered art materials but are reinterpreted and repurposed by artists to create work. It's what we are going to work on today! Making our own found object art."</p>	<p><i>Students will be seated at their tables.</i></p> <p>"Is it like a lost &amp; found box but artsy?"</p>

<p><i>The first slide will show Duchamp's Fountain.</i></p> <p>"Does anyone know what this is?"</p> <p>"True, but what if I told you it's also a piece of art that's been in many museums."</p> <p>"This is part of the artist's Marcel Duchamp's readymade art collection. He was cheeky artist who wanted to push boundaries on what we consider art. Does the fact that this urinal is sitting in the museum make it art?"</p> <p>"Many people do agree with you. But similarly, many do see it as art. You see context for an object can change its meaning. If you saw this in a bathroom, you'd know it's a toilet, but in a museum, it becomes a piece of art!"</p>	<p>"Ewww it's a toilet!!!!"</p> <p>"How?? It's just a toilet though. What if someone's peed in there."</p> <p>"No way! I don't get it."</p>
<p>"Now we're going to look at how other artists working today work with found objects."</p> <p>"This is NYC artist Rose Salane. Have any of you ever lost something on the bus or in the car?"</p> <p>"So, this artist bought a bunch of rings that people lost on the subway. As you can see in the picture every ring is different just like people!"</p> <p>"Well, it's interesting you ask that. What this artist did is take every single ring and determined its value. But she did this many ways. She got their monetary value, then she asked scientists to look for any DNA to see the scientific value. And she also asked a psychic to read each ring and describe their personal, sentimental value. Do you think one of these is more important than the other?"</p> <p>"Do you think the money is most important to the person who lost it?"</p> <p>"You may want the money, but other people may feel differently. You see Rose wanted to show is that all these rings had value and meaning in many ways and that each one is important. She presented all the rings with the different values underneath them so that people could read all the interpretations."</p>	<p>"Yeah I lost my favorite Pokémon card!"</p> <p>"That's a lot of rings. Did she get rich?"</p> <p>"Yeah, the money!"</p> <p>"Well no, but I'd want the money."</p>
<p>"Finally, we are going to look at the work of Daniel Lind-Ramos. He's a Puerto-Rican artist who makes sculptures about his culture and where he lives. He gathers a lot of his</p>	

<p>materials from walking around his neighborhood and collecting items and parts of nature.”</p> <p>“Let’s look at this piece called <i>Maria, Maria</i>. What sort of objects do you see in this?”</p> <p>“Good! Now none of these objects would normally go together, right?”</p> <p>“Even though these objects are random, what does the overall sculpture look like?”</p> <p>“True, it has a human form. Now isn’t it interesting that all these objects have come together to make something new?”</p> <p>“well, that’s what we’re going to do today! We will all be selecting found objects and making something new with them.”</p> <p>“Whatever you make should be personal to you. It can be something practical, or something sculptural. You may use other materials in the classroom as well, but you must be sure to include your found objects. Be prepared to talk about what your artwork means to the class! We will get started today and finish up next period.”</p>	<p>“I see a bowl!”</p> <p>“There’s some rope and a lot of coconuts!”</p> <p>“Kinda like a scary person.”</p> <p>“yeah I guess.”</p>
<p><b>Making Time (time: 20-25 minutes)</b></p>	
<p><i>At this time the Lost &amp; Found box will be the center of attention.</i></p> <p>“I will call up tables one by one to select 2 items each out of this lost &amp; found box.”</p> <p>“Once you’ve selected your objects you can begin brainstorming and experimenting with what you want to make.”</p> <p><i>For the remainder of the class students will begin working on their found art object. I will go around and answer questions and help students explore their options</i></p>	<p>“I want all the coolest stuff! Me first!”</p>
<p>“Ok class as we wrap up for the day, please place your objects and materials on a piece of paper with your name on them and line them up here on the back counter. We will start with this again next class!”</p>	<p><i>Students will clean up their projects for the day, being sure to label their work.</i></p>

DAY 2	
Instructional Time (time: 5-10 minutes)	
<p>"Ok everyone. We're going to pick up where we left off last week. Can anyone remind the class what we're working on?"</p> <p>"That's right. We're taking our found objects we selected from last class and creating new art pieces that are meaningful to us. You will have most of the day to work on these but be ready to share with everyone for the last ten minutes of class."</p>	<p>"Uh we're making stuff out of other stuff."</p>
Making Time (time: 20-25 minutes)	
<p><i>Students will continue to work on their found art objects. I will come around to assist however they need and to talk about their process and objects.</i></p>	
<p>"Ok this is a 5-minute warning to start wrapping up so we can share our work with the class."</p>	
Sharing and Closure (time: 10 minutes)	
<p>"Now that everyone's come to a stopping point, we're going to take a quick gallery walk. Everyone leave your projects on your tables and together we'll all talk about what we've made."</p> <p>"Ok where do we want to start?"</p> <p>"Very cool. So, when you look at this do you still see a can and a pair of glasses?"</p> <p>"So, you transformed what the objects meant! Very good!"</p> <p>"Sarah what do you think about Sam's work"</p> <p>"That's very observant and a unique approach that Sam made."</p> <p><i>We will continue around the room until everyone who wants to present has presented.</i></p>	<p>"I'll go first. I had a pair of sunglasses and an empty can. And I just sort of saw this little robot guy so I made him."</p> <p>"I mean yeah, but also it's my robot guy now."</p> <p>"I like that he didn't use the glasses as the eyes."</p>

"One final thing before you go! I have a quick little form I'd like you to fill out. It's so I can know how you felt about this project. You'll look at the categories and give a number one through 4 on how you felt. For example, this one says *I thought outside the box* put 4 if you think you really made some crazy or interesting choices and 1 if you just didn't care. There are no wrong answers, and this is just for me so please be honest."

*I'll pass out the assessment forms and collect them as they leave.*

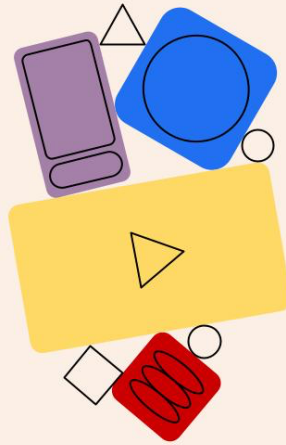
## Slideshow for Art Experience

*(include a link and paste images of the slides here)*

<https://docs.google.com/presentation/d/19y8natj7b1Pk1V6-9hxrkwAQ3CF3olw8UTkk4P8zg1Y/edit?usp=sharing>

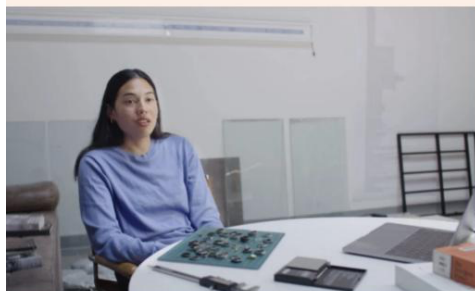
# LOST & FOUND

Creating and understanding  
found object artwork



Fountain, 1917

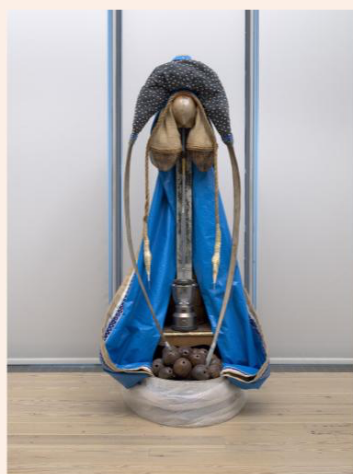
## ROSE SALANE



60 Detected Rings (1991 – 2021)



60 Detected Rings (1991 – 2021)



*Maria, Maria, 2019*



*Con-junto (The Ensemble), 2015*



*"I've always been interested in how an object could retell a personal history but also the familiarity in them that can trigger more questions and stories. These objects are just a **small soundbite of a large chaotic city.**"*  
- Rose Salane

## Assessment

Part of the assessment will be the gallery walk where students talk about their work and the work of others. I think it's important that students work on being able to vocalize their ideas and speak with confidence. These skills are important in more than just art class and can benefit students as they grow.

The second part of the assessment will be the student filled out review. I want this to be a student led assessment. They will know going in that this is not graded and all I want is honestly. Below is a first pass at what the assessment would look like.

Category	Self Assessment on a scale of 1-4 1 being the lowest and 4 being the highest
I understood the overall assignment	
I knew what I wanted to make and felt confident making it.	
I experimented in using different mediums	
I tried thinking outside the box	
I made something creative and unique	
I took my time and didn't rush	
I enjoyed the assignment	
Write any other thoughts or comments here.	

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