**LESSON OVERVIEW**

Summary of the task, challenge, investigation, career-related scenario, problem, or community link

Emily Holt is a Nashville artist that works with wood to create various assemblages. This lesson is inspired by Emily Holt’s work and focuses on the theme of nature. Students will layer scraps of recycled cardboard to create a landscape assemblage.
<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>Identify what you want to teach. Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.</th>
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</table>
| **Tennessee State Standards for Art** | 1. Use a variety of tools in a safe and responsible manner.  
1.2 Use a variety of media.  
1.3 Demonstrate and explain a variety of techniques.  
1.4 Investigate and apply a variety of processes.  
1.5 Recognize and demonstrate levels of crafts personship.  
2.1 Classify elements of art.  
2.2 Apply elements of art.  
2.3 Classify principles of design.  
2.4 Apply principles of design.  
3.1 Select and demonstrate subject matter, symbols, and ideas in one’s own artwork.  
5.1 Analyze and discuss the characteristics and merits of one’s own artwork.  
6.1 Understand and discuss connections between visual arts and other arts disciplines.  |
| **Common Core Connection for Integrated Subject – Speaking and Listening & Language** | SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher –led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.  
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| **OBJECTIVE** | Clear, Specific, and Measurable – NOT ACTIVITIES  
Student-friendly  
1. The student will define assemblage.  
2. The student will create a 7” x 11” landscape assemblage using scraps of recycled cardboard.  
3. The student will use a variety of tools and materials to create their assemblage in a safe and appropriate way.  |
| **ASSESSMENT / EVALUATION** | Students show evidence of proficiency through a variety of assessments.  
Aligned with the Lesson Objective  
Formative / Summative  
Performance-Based / Rubric  
Informal / Informal  
Informal Assessment- the teacher will walk around to monitor student behavior and ensure students remain on task.  
Self-Assessment- the student will score their work on a rubric.  
Self-Assessment- the student will reflect on their work in their journal. |
### MATERIALS

|   | Aligned with the Lesson Objective  
Rigorous & Relevant |
<table>
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<tbody>
<tr>
<td>1.</td>
<td>Paper</td>
</tr>
<tr>
<td>2.</td>
<td>Pencils</td>
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<tr>
<td>3.</td>
<td>7” x 11” cardboard piece for each student</td>
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<td>4.</td>
<td>Scissors</td>
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<tr>
<td>5.</td>
<td>All purpose glue (Elmer’s Glue)</td>
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<tr>
<td>6.</td>
<td>Recycled cardboard (various sizes)</td>
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### ACTIVATING STRATEGY

|   | Motivator / Hook  
An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions. |
|---|--------------------------------------------------|

1. To begin class, the teacher will show examples of Emily Holt’s work followed by a short video of Emily Holt working in her studio.
2. For five minutes students will journal their responses to Emily Holt and her work.
3. The teacher will ask students to raise their hand and discuss their response to Emily Holt’s work.

### INSTRUCTION

|   | Step-By-Step Procedures – Sequence  
Discover / Explain – Direct Instruction  
Modeling Expectations – “I Do”  
Questioning / Encourages Higher Order Thinking  
Grouping Strategies  
Differentiated Instructional Strategies to Provide Intervention & Extension |
|---|-------------------------------------------------------------------|

1. See set.
2. The teacher will introduce the project to the class by showing a pre-made example and stating the objectives.
3. The teacher will demonstrate how to cut, layer, and glue cardboard to create an assemblage. The teacher will discuss how to safely use scissors when cutting cardboard.
4. Each table will contain paper and pencils. On the paper students will sketch out ideas for their landscape.
5. After completing their sketch students will receive a piece of 7” x 11” cardboard, which will be used as the background. The teacher will then pass out scraps of cardboard which will be used to create the layered landscape assemblage.
6. Students will retrieve scissors from the materials station in order to cut cardboard pieces and layout their design on the 7” x 11” cardboard. Before gluing the pieces onto the 7” x 11” cardboard students must receive teacher feedback and approval.
7. Once students receive teacher approval they may retrieve glue from the materials station and begin gluing their cardboard pieces to the 7” x 11” cardboard background.
8. During the last ten minutes of class students will return materials to the materials station and place their work on the drying rack.

### ALTERNATE/EXTRA ACTIVITIES

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- Students may use tempera paint to add color to their cut out pieces before gluing them securely to 7" x 11" background.
- Cardboard pieces could be pre-cut for students with special needs.

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<th>CLOSURE</th>
<th>Reflection / Wrap-Up</th>
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<tbody>
<tr>
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<td>Summarizing, Reminding, Reflecting, Restating, Connecting</td>
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<tr>
<td>1.</td>
<td>In their journals students will compare and contrast their landscape assemblage with Emily Holt’s work.</td>
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<tr>
<td>2.</td>
<td>The students will define assemblage.</td>
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**CROSS-CURRICULAR CONNECTIONS**

1. Writing
2. Language

**Extended Learning**
### Books:
- *Fun with Nature* by Annalees Lim.

### Online Enrichment:
- PBS Kids Nature Games: [http://pbskids.org/games/nature.html](http://pbskids.org/games/nature.html)
- Artsconnected Assemblage: [http://www.artsconnected.org/resource/list#query=assemblage&f_InstitutionTitle=All%20Institutions&d_InstructionalMethod=All&d_Grade=All&w_HasThumbnailMedia=on&w_DisplayResourceType=All&w_Culture=All&w_DisplayCreator=&f_avDisplayCreator=combosort=relevance_desc&sortby=relevance&order=desc&perpage=20&page=1&category=work&spelling=true](http://www.artsconnected.org/resource/list#query=assemblage&f_InstitutionTitle=All%20Institutions&d_InstructionalMethod=All&d_Grade=All&w_HasThumbnailMedia=on&w_DisplayResourceType=All&w_Culture=All&w_DisplayCreator=&f_avDisplayCreator=combosort=relevance_desc&sortby=relevance&order=desc&perpage=20&page=1&category=work&spelling=true)

### Additional Activities:
- PBS Kids Show & Tell: [http://pbskids.org/rogers/R_house/object7.htm](http://pbskids.org/rogers/R_house/object7.htm)

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For additional lesson plans and activities, visit us online at [www.fristkids.org](http://www.fristkids.org).

This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant program under the guidance of education department staff and/or a mentor teacher.

The Teaching Assistant program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit our website at [www.fristcenter.org](http://www.fristcenter.org).