

Joslyn Art Museum
Comprehensive Study Lesson Plan

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Theme: Opening the Past with the Present

Focus: Jesús Moroles and his *The Omaha Riverscape*

Objectives:

- Discover how natural materials inspire art.
- Apply Jesús Moroles' art making concepts.
- Identify and describe installation art and compare and contrast with sculpture.
- Understand how artists represent the past in art today.

Instructional Strategies that Strongly Affect Student Achievement – Robert J. Marzano

_____ 01 Identifying similarities and differences	_____ 06 Cooperative learning
_____ 02 Summarizing and note taking	_____ 07 Setting goals and providing feedback
_____ 03 Reinforcing effort and providing recognition	_____ 08 Generating and testing hypotheses
_____ 04 Homework and practice	_____ 09 Activating prior knowledge
_____ 05 Nonlinguistic representations	

Resources:

Check out the **Teacher Support Materials** online for additional resources.

Suggested Materials: Jesús Moroles' *The Omaha Riverscape* framed reproduction or teaching poster, natural materials for musical sculptures, examples of granite, access to internet, images, five senses template, Lewis and Clark map, cardboard, glue, scissors, short boxes (i.e. 8 1/2" x 11" x 2")

Vocabulary: Economics, environmental artists, granite, installation, landscape, map terms (legend, compass, scale), public art, rock cycle, sculpture, texture, and thermal finish.

Procedure:

- **Engage:** Introduce Jesús Moroles. Look at images of *The Omaha Riverscape* (refer to the teaching poster and Images in Teacher Support Materials). Then using the think-pair-share strategy (Lyman, 1981), have the students study and discuss the five Ws and one H about the installation. Show the students Joslyn's podcast or a video (refer to **Webology** and **Videos** in Teacher Support Materials) so they may add to their five Ws and H list.
- **Art Talk 1:** Moroles apprenticed for a year with Luis Jimenez. Compare and contrast their styles of installation art. Include a discussion about the controversy of the Jimenez's *Blue Mustang*. This activity may be paired with **Aesthetics**.
- **Art Talk 2:** Research different environmental artists such as Patrick Dougherty and Andy Goldsworthy. Have your students think about how their installations are different or the same as Moroles' art work. Visit Joslyn to examine *The Omaha Riverscape*, and then venture over to Patrick Dougherty's *Your Story*. While exploring Dougherty's installation, have students discuss their findings.
- **History:** Who is Jesús Moroles? Refer to the **Bibliography** and **Webology** in Teacher Support Materials for additional information.

- **Aesthetics:** Define and describe installation artworks. Refer to local public art. Have students brainstorm public art they have seen around Omaha. Hand out images to see if kids recognize them, and encourage them to look for these works. They need to answer the question: is it really art?
- **Production:** Discuss Moroles' "tearing process." Have students complete sketches of the *The Omaha Riverscape* focusing on texture and lines. Then hand out the short boxes; they will be the frame in which the students will create their landscape sculpture. Hand out sheets of 8 1/2" x 11" cardboard. Students should tear the cardboard to reveal the interior while retaining a straight edge or two. Next, layer the pieces of cardboard in their frame (do not glue the landscape to the frame). Have students pay attention to create lines as they place and glue their layers together. Finally students should pop their landscape sculpture out of the frame, and put all of them together to create a wall. Try different arrangements by connecting lines. Refer to **Teacher Support Materials** for images of this activity.
- **Close:** Show the students multiple images of Moroles' *The Omaha Riverscape*. Better yet, schedule a field trip to Joslyn Art Museum to view the installation in person. Have students experience the artwork through their five senses. They should record their interaction with it using the five senses template.

Extensions:

- **Cultural Connections:** Moroles studied old maps before creating *The Omaha Riverscape* and was inspired by Lewis & Clark's 1806 map of the confluence of the Platte and Missouri Rivers. Discuss the history, importance of maps and how they have evolved. Explain the different parts of a map such as legend, compass, scale, and have students create a map of the classroom. For homework, have them map their bedroom.
- **Fine Arts:** Using art to make music. Sometimes Moroles plays his art like an instrument (refer **Webology**). Have students make a sculpture out of natural materials with the intention of using it as a musical instrument. Have groups of 2-3 create a musical pattern or rhythm and then share with the class.
- **Language Arts:** Poetry Café. Refer to the **Closing** activity above, have students create poetry using descriptive adjectives and vivid verbs from their experience with the installation. Then using *The Omaha Riverscape* in Joslyn's Peter Kiewit Foundation Sculpture Garden as a stage and backdrop, hold a poetry café.
- **Math:** Have class research the price of granite. Using the information about how much granite was used in the installation (refer to the **teaching poster**), estimate the cost of raw materials for *The Omaha Riverscape*. Research the contribution of natural minerals to our economy today. Students could focus on different regions and countries.
- **Science:** Discuss the rock cycle and the different kinds of rock. Map out the rock cycle to show where granite fits. Continue discussing granite's properties, then discuss the tools needed to manipulate the materials such as diamond saws and thermal finish. Refer to Moroles' tearing process to expose the untouched granite.

Selected References: Go online to **Teacher Support Materials** and review the **Bibliography, Webology** and **Videos**.