

# MUSEUM EXHIBIT

ART AND LANGUAGE ARTS  
GRADES: 6 - 8

## BASED ON



Guinea (Baga people)  
*Shoulder Mask (Nimba)*  
Late 19<sup>th</sup> or early 20<sup>th</sup> century  
Wood, originally with raffia attachment  
Gift of Charles and Harriet Edwards with funds from the  
Lawrence Archer Wachs Trust, 1998.43

## OBJECTIVES

- Students will demonstrate their knowledge of past or current African cultures by creating a digital museum exhibit.
- Students will be able to create unique exhibit gallery designs (either digitally or in 2D/3D format) that will represent artifacts specific to students' topical research.

## CONCEPT

The Museum Exhibit project was developed out of an interest to create a link between themes being discussed/researched in social studies, and the digitally-enhanced sequential artwork that students were producing in their digital arts class. The idea behind the assignment was for students to present a museum gallery, in which several artifacts (that were of major significance to people of various African cultures, past and present) were "displayed" for viewing purposes (as artifacts/artwork would be displayed in a museum). The lesson can be approached from either a traditional art or digital art perspective.

**MATERIALS****Traditional Art:**

- Found objects (small, age-appropriate objects, such as buttons, blocks, cloth, pipe cleaners, yarn, clay pieces, popsicle sticks, etc.)
- Glue
- Scissors
- Construction paper
- Shoe box/cereal box/cardboard box (teacher determines scale)

**Digital Art:**

- Computers
- Adobe Photoshop (or Paint, Fireworks, or any other program capable of producing digital artwork)
- Printer (optional) to view student work
- Scanner (optional)

**VOCABULARY**

Sequential Art  
Exhibition  
Gallery

**PROCEDURE**

1. Discuss current/historical issues that pertain to African cultures, both past and present. You may choose to focus on a specific region, or break the topics up as they relate to different regions.
2. Introduce project and discuss expectations with students.
3. Break out into group discussion on day one, or allow students to research online.
4. 1<sup>st</sup> week: finalize research, begin to construct museum exhibits
5. 2<sup>nd</sup> week: have a checkpoint evaluation in the middle of the week, give students realistic goals. Don't evaluate on artistic ability; rather, focus on accuracy in terms of the presentation of the artifacts.
6. 3<sup>rd</sup> week: Have an evaluation day, or two, built in to your schedule. Allow for the students to showcase their work (if you have display cases in your school, those would be fine), either in a three-dimensional format or on the computer.

**ASSESSMENT**

Develop a rubric that focuses on accuracy of content, more so than artistic ability. Consider using two rubrics, one at the midway point of the lesson, and one at the end. The midpoint rubric should allow for some flexibility, but give the students some obvious goals. If you're working with small children, play a video at the halfway point, with the focus being on African culture, past and present. Follow-up the video with an artistic activity, which may incorporate drawing, coloring, painting, and/or assemblage of found objects.

## **NATIONAL STANDARDS**

### **Visual Art**

Grade 5-8 Visual Arts Standard 5

#### **Content Standard**

Reflecting upon and assessing the characteristics and merits of their work and the work of others

#### **Achievement Standard**

- Students compare multiple purposes for creating works of art
- Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry
- Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

### **Visual Art**

Grade 5-8 Visual Arts Standard 3

#### **Content Standard**

Choosing and evaluating a range of subject matter, symbols, and ideas

#### **Achievement Standard**

- Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks
- Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks



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