

**Lesson Plan Title:** Make Your Own Monument!

**Grade Level(s):** K-8

**Field of Specialization:** Visual Art

**Duration:** 45 minutes to an hour

**Objectives:** Students will be able to interpret and develop visual symbols to celebrate personal and public achievements.

Visual Art Standards: Creative Expression and Communication

Benchmark: Demonstrate knowledge of visual art materials, tools, techniques, and processes by using them expressively and skillfully.

Visual Art Standard: Analyzing and Responding

Benchmark: Apply comprehension strategies to respond to works of art.

**Vocabulary:** Hero

Monument

Symbol

**Materials:** Sketch paper, pencils, ModelMagic, sculpture tools

**Procedures:** The group will assemble in front of the ceramic mural in front of the Dayton Aviation Heritage National Historic Park. The instructor will lead a discussion in which students are asked to identify the symbolic images in the mural, and to guess what those symbols are supposed to mean to the viewer. Some of those symbols might include a printing press, a quill pen, an inkwell, a bicycle, and a book. The group should also discuss the individuals depicted in the mural.

If the group is looking at pictures of the monument, they might also look at pictures of the sculpture of Orville Wright holding a propeller, the Wright Memorial in Dayton, Ohio, and others. Students can be asked to dissect these monuments in terms of their symbolic imagery and the historical references they contain as well.

Following this conversation, the group will assemble in an art space. The instructor will ask all students to select their own historical hero. If students like,

they can use Paul Laurence Dunbar, the Wright brothers, or another local hero. Students will need to reflect on the contributions that their hero has made to society, and to develop a symbol or symbols to express their contributions. Students can sketch ideas for a monument on paper first, or begin sculpting their ideas in ModelMagic. The group will be given 20 to 30 minutes to work on a small model of their own memorial to a local hero.

**Assessment:**

The success of this project can be ascertained through the quality of the artwork. The instructor can also ask a series of questions regarding the objectives of the lesson to determine how well students have comprehended the material.

Alternatively, the rubric below can be used to rate each child’s performance during the working period.

<b>Art Rubric</b>		
<b>Category</b>	<b>Possible Points</b>	<b>Points Earned</b>
Craftsmanship	20	
Time On Task	20	
Following Assignment Guidelines	20	
Use of Materials	20	
Clean Up	20	

**Adaptations (For Students with Special Needs):**

**Possible Connections to Academic Subjects:**

**Resources:**

*Children Make Sculpture*, by Elizabeth Leyh

*Make Sculptures!*, by Kim Solga

*1, 2, 3 I Can Sculpt!*, by Irene Luxbacher