

Lesson Title: Changing Concrete

Grade Level: 5th

Estimated Completion Time: 3 sessions

Lesson Overview:

In this lesson, students will explore change overtime through visual arts culture and artistic documentation of South Florida. Students will be introduced to the Florida Highwaymen, Xavier Cortada, and Coral Morphologic's artworks and explore how art reflects and affects change. In response, students will reflect on changes in Miami-Dade County's land overtime through the creation of a mixed media piece that combines modern architecture in the local city and explores native habitats.

Enduring Ideas/Essential Questions:

How can art reflect and explore change? How can art reflect the past and present of a space, or of a person?

National or State Learning Standards:

NAEA: VA:Cr1.2.5a; VA:Cr2.3.5a; VA:Re.7.2.5a; VA:Re9.1.5a; VA:Cn10.1.5a; VA:Cn11.1.5a
Next Generation Sunshine State Standards: VA.5.C.2; VA.5.S.1; VA.5.O.2; VA.5.H.1; VA.5.H.2; VA.5.F.2; VA.5.F.3

Lesson Objectives:

Students will (1) learn about visual arts culture, romanticized landscapes to Eco-Art, and discuss how art documents change; (2) create a mixed media piece combining architectural drawing with a visual lens into the landscape that was before.

Tools & Materials:

Pencils, Paper, Ink Pens, Scissors Glue, Watercolor, Markers, Colored Pencils

Introduction:

To begin this lesson, reflect on the change in land within South Florida overtime through the change in visual arts culture and Eco-Art. Project images of the Florida Highwaymen's paintings, highlighting when they were made and how they reflect the romanticized almost untouched landscape. Then, project a slide that depicts local contemporary Eco-Artists, Xavier Cortada and Coral Morphologic. Ask students: How can art represent change?

Procedure:

Day 1:

- Begin the class period with the Introduction lesson.

- Once the Introduction lesson is finished, project images of local buildings and city centers to act as examples for students.
- Instruct students to choose a modern/contemporary building in Miami and begin to sketch a drawing of it.
- Display images of architectural drawings to give students an idea of space and detail.
- Once they have finished their pencil sketches, instruct students to use black ink pens or black thin sharpies to go over their architectural renderings.

Day 2:

- Begin the class period by projecting Coral Morphologic's The Reefline and give students an overview of the project, then have a brief discussion with students asking them: how can art affect change?
- Then, project a slide that identifies the different types of environment native to Miami: coastal wetlands, marshes, hardwood hammocks, pine forests, and mangroves.
- Then, ask students to research on their tablets which of these natural environments are native to the area they chose for their building.
- Once identified instruct students to draw a circle on their new paper and begin creating an artistic rendering in color of the environment before.

Day 3:

- Instruct students to work on finishing their environmental rendering.
- Once finished, students will be instructed to cut out their circle and glue it onto their architectural drawing from session 1.
- When this is completed, have students work on the self-reflection worksheet (Attachment A) till the class period is finished.

Distribution & Clean-Up:

If possible, have the required materials for the activity ready to go for the students before they come into the classroom. For clean-up, have students place their finished projects and reflection worksheets (Attachment A) in separate stacked piles on their work tables for easy pickup, and drawing/coloring materials together in their according container.

Assessment:

Questions to consider when assessing students' learning and performance/participation in the project and lesson include: To what extent did the students engage with the project through architectural details, form, and line? How successful were the students in making part 2 of the project different through style and color? Also, refer to students' reflection worksheets in assessing the learning outcomes of the lesson, see Attachment A.

Artists or Works of Art Studied:

- Florida Highwaymen: Roy McLendon, *Tall Pines*, ~1963
(<https://www.floridahighwaymenartwork.com/product-page/tall-pines-by-roy-mclendon-20x48-on-upson>); *Country Road*, 1972
(<https://www.floridahighwaymenartwork.com/product-page/country-road-by-roy-mclendon-24x30-on-upson>); Harold Newton, *God Sky*, 1970s
(<https://www.floridahighwaymenartwork.com/product-page/god-s-sky-in-yellow-amp-purple-by-harold-newton-25x30-canvas>)
- Coral Morphologic, *Projections of a Coral City*, 2022
(<https://www.projectionsofacoralcity.com/>); *The Reefline*, 2024-
(<https://www.thereefline.org/#phases>)
- Xavier Cortada, *Underwater HOA*, 2018
(<https://cortada.com/wp-content/uploads/2024/07/Underwater-HOA-Cortada.pdf>)

References:

<https://www.floridahighwaymenartwork.com/>

<https://www.thereefline.org/#about>

Appendix/Attachments:

SELF-ASSESSMENT reflection

Project name:

Name:

Class:

Date:

Behavior: Listened and engaged with the lesson and was respectful to the teacher, classmates, and materials



Craftsmanship: Used my time wisely and created an artwork I am proud of



Creativity: My art shows a unique image of an environment in Miami, using creative details, lines, and color



Project Objective: My final artwork shows change in landscape overtime and combines two different types of art



Free Response Questions:

How can art reflect and explore change?

How can art reflect the past and present of a space, or of a person?

What does my art show?
