

Lesson Plan: Our Guam Art Museum 1

The importance of sharing art (Part 1 of 4)

Subjects: Art, History, Social Studies, Music
Time required: 50 minutes (This can be expanded and separated into two days.)
Related links: Guampedia [Art](#) and [Music](#)

Grade-level: Elementary [3-5], Middle [6-8], High [9-12]
Materials required: Flipchart or chalk board, markers or chalk, internet connection (optional), computer and projector (optional)

Description

With this lesson students will learn about the numerous places to view artwork on island, and begin discussing the importance of sharing and preserving artwork.

Note: This lesson series will work well following the [Art Around Us](#) lesson series, also available on the Guampedia website.

Objectives/Skills

- Students will learn about the numerous places to view artwork on Guam.
- Ideas of art preservation and art accessibility will be discussed.
- Students will discuss the importance of having artwork available to the larger community.

Questions or Assessment

- Where should I go to view artwork on Guam?
- Is it important for a community to preserve and share its artwork?
- How does/has Guam preserved its artwork?
- How would I preserve and share Guam's artwork?

Procedure

Teacher prep

Set-up a projector to a laptop with an internet connection. (optional)

Introduction to Art Galleries on Guam (10 minutes)

1. Consider, along with your with students, the numerous places they can go on island to view artwork.
2. Ask the students to share if they have been to any galleries.
 - If some students have been to galleries, have them share their experiences in regards to:
 - What did it feel like to be in the gallery?
 - What did you learn?
 - Did you have any good questions while in the gallery? (e.g. "why is this painting so abstract?", "why does this picture have only dark colors?").
 - Did you see any artwork that moved you? If so, describe it.
 - Who did you go with? Did they enjoy it as well?
 - What was the student's favorite part of the gallery? Least favorite part?
 - Would the student want to go back? Why or why not?
 - Do not necessarily have the students answer all these questions. These are more guidelines for eliciting thoughtful responses.

Discussing the Importance of Preserving and Sharing Art (15 minutes)

Having learned of the places on Guam to view artwork, ask students to discuss the importance of having art galleries and museums. Some possible prompts to ask of the students are:

- Is it important to preserve our culture's artwork? Why or why not?
- How does artwork affect us? Can art change our minds? Make us feel emotion? Teach us?
- What can we learn from artwork?
- Is it important for all people have access to museums and galleries?
- Do you think there are enough galleries on Guam to preserve our cultural artwork? Is an art museum needed? Why or why not?

Introduction to Our Class Guam Art Museum Project (10 minutes)

1. Tell students that they will be creating their own art museum.
2. In this art museum, students will curate examples of artwork on island, and include profiles of local artists.
3. Have students openly discuss what types of artwork they may want to include in the class museum.
 - List the art forms on the board.
 - Ask the students to group these art forms under common themes. These themes are up to you and the class, but you should aim to create groupings that will allow for some clear categories.

- For example, if the class listed “[CHamoru music](#)”, “[spoken word](#)”, and “[Kantan Chamorita](#)”, you may want to group these topics under “Aural Art”. This will eventually be used by the students to organize their reports and presentations into themes for the class museum.
- Ask students to begin brainstorming on artists they would like to include in the museum.

Homework Assignment (10 minutes)

Ask students to go home, research artwork present on Guam, and to choose an individual to profile. Remind students that these profiles will be included in the classroom Guam Art Museum.

1. Remind students of the resources available to conduct research, including:
 - Direct interviews of subjects or expert
 - Textbooks, newspapers, and encyclopedias
 - Internet (including [Guampedia](#))
 - Libraries
2. If students have completed the “Art Around Us” lesson series, have them expand upon their earlier presentation by profiling a second artist who does similar work. Or, have the students write longer profiles on the same artist they profiles earlier.

Recap (5 minutes)

Recap what we’ve done and learned in the lesson:

“We’ve learned about the numerous art galleries on Guam, and we’ve discussed the importance of having them. We’ve delved into questions about the significance of preserving and sharing our cultural art, and we’ve begun to create our own classroom Guam Art Museum. Please spend some time at home further developing your artist profiles, for we will be soon including them into our museum.”

Ask students for their favorite parts of the lesson.

Lesson Plan: Our Guam Art Museum 2

Sharing our findings about local art (Part 2 of 4)

Time required: 55 minutes

Description

For this lesson, students will take a virtual field trip to see art on Guam.

Note: This lesson is optional, and not crucial for completion of the overall lesson series.

Objectives/Skills

- Students will see art on Guam, virtually.
- Students will record their feelings about the artwork, anything they may have learned, and questions they have.
- Students will discuss the strengths and weaknesses of the gallery, and use the information to better shape the classroom Guam art museum.

Questions or Assessment

- How does the artwork affect me?
- How can we use this information to better design our classroom museum?

Procedure

Teacher prep

Visit art on Guam virtually. Here are some links:

- [Guampedia Art](#)
- [GAX Guam Art EXhibit](#)
- [Pow! Wow! Guam Murals](#)

Pre-tour Preparation (7 minutes)

1. Recap with students the goal of this virtual trip:
 - We are here to learn more about the structure of virtual galleries on island. We are to take notes to better inform the design of our own classroom museum.
 - Be sure to ask good questions, take copious notes, and explore!
2. Have the students each write down one thing they plan to learn (e.g. how do art galleries display music?, how are profiles of artists posted?, what type of art will move me the most?).

Touring the Gallery (30 minutes)

1. Tour the art. Be sure to keep students focused on the task at hand: to research ideas for the classroom Guam art museum.
 - Encourage students to be inquisitive.
 - When possible, remind students to think about their classroom Guam art museum, and to take notes accordingly.

Post-tour Discussion (10 minutes)

1. Discuss with the students some of the following:
 - How was the art organized?
 - What surprised you about the exhibit? What did not?
 - What did you like best about it? How can we include that into our classroom museum?
 - What did you like least about the exhibit? How can we avoid that in our classroom museum?
2. There are no right or wrong answers to these questions; the aim is to get students to think critically about their trip, and to begin shaping plans for their classroom museum.

Homework Assignment (3 minutes)

Have each student write a one-paragraph thank you letter to the exhibit organizers for their work and send by email.

Recap (5 minutes)

Recap what we've done and learned in the lesson:

“Today we visited one of Guam’s virtual art exhibits. We prepared ourselves with questions and goals, we toured the exhibit and took notes, and after the tour, we discussed issues we learned. We’ve been able to learn some important things from this experience, and we’ll be using this information when designing out classroom Guam art museum.”

Ask students for their favorite parts of the lesson.

Lesson Plan: Our Guam Art Museum 3

Building our Guam art museum (Part 3 of 4)

Time required: 55 minutes (This can be extended and separated into two days.)

Materials required: Flipchart or chalk board, markers or chalk, poster board, crayons and colored pencils, scissors, construction paper, tape, glue

Description

With this lesson students will outline their plans for an in-class Guam art museum, and develop a thematic structure and layout. They will also further strengthen their artist profiles, brainstorm on additional objects, images, and artwork to include in the museum, and begin creating their exhibits in groups.

Objectives/Skills

- Students should be able to identify the goals for their classroom museum.
- Students should also be able to cite strengths and weaknesses of the art exhibit visited during the field trip, and use this information to shape their plans.
- Students will categorize their artist profiles in a clear manner, and begin creating their exhibits.

Questions or Assessment

- What are our goals for this classroom museum?
- What have we learned that can help us create an effective exhibit?
- How best can we go about categorizing and organizing our museum?

Procedure

Teacher prep. None

Organizing our Guam Art Museum (20 minutes)

1. As a group, discuss the goals of the classroom Guam art museum:
 - What is your audience? (Most likely, you may be able to have another class visit your classroom to attend the museum’s “grand opening”)
 - What do you wish to teach? (Is there an over-arching theme, such as “cultural preservation” or “resistance”? This is not necessary, though, and probably only applicable for a classroom of advanced high school students)
 - What do we want to emulate from the exhibit we visited on the field trip?
 - What aspects of that exhibit do we want to avoid?

2. By this point, students should have also completed their artist profiles. Have each student briefly share with the class their artist name and the type of artwork the artist creates. List these names and types on the board.
3. Having listed them on the board, have the students suggest ways of organizing the artists into common groups. Feel free to use the themes suggested from the similar exercise in the first lesson of this series.
4. Having grouped the artists under common themes, break up the class into groups accordingly. Each student shall be assigned to a group according to the corresponding theme relative to their artist.

Creating our Exhibits (30 minutes)

1. In groups, have students plan out their exhibits. Be sure to allocate one section of the classroom to each group (so that they can begin visualizing their exhibit space).
2. Have them use poster board to display their profiles.
3. Encourage students to bring in images (such as pictures of the artist or their work), objects (such as a friend's hand-written poetry), or sounds to include in the exhibit.
4. **Note:** It is likely that students will not have all their materials on the first day, and that planning and creation of the exhibits will take longer than planned.

You may extend this day's lesson over two days, and effectively have a longer "work session" in the process. As such, students will have more time to work on their exhibits, and forgetful students can have another day to bring in their images, objects, and sounds.

Recap (5 minutes)

Recap what we've done and learned in the lesson:

"Today we set the foundation of our museum by creating an organizing structure for our exhibits. We then discussed our goals and aims, and informed these decisions by information we gathered during our field trip. Lastly, we began work on our actual exhibits, and by this point we are nearly ready for our grand opening!"

Ask students for their favorite parts of the lesson.

Lesson Plan: Our Guam Art Museum 4

The grand opening (Part 4 of 4)

Time required: 55 minutes (Time may be varied according to scheduling needs.)

Materials required: Small portable stereo for playing music (optional)

Description

With this culminating lesson, students will conduct a grand opening of their classroom Guam art museum. Following the grand opening, students will also have an opportunity to recap what they have learned.

Objectives/Skills

- Students will complete this lesson series by holding an open house (can be virtual rather than in classroom) for their newly created classroom Guam art museum.
- Students will be available to answer questions of guests.
- Students will review what they have learned throughout this lesson unit, and share ideas for how they would improve were they to do this project again.

Questions or Assessment

- How did our plans for the museum actually work out when implemented?
- What ideas that we gained from our field trip actually helped? What ideas did not?
- How did it feel to answer our guests' questions?
- Do we believe our exhibits taught our guests anything?

Procedure

Teacher prep

Organize to have outside people attend your grand opening (e.g. another class, parents, or a senior citizen's group).

Grand Opening (40 minutes)

1. Have your students quickly set up their exhibits in their designated locations around the classroom, and have them stand by their exhibits in order to answer any questions that may arise. If the exhibit is online students need to be available to answer questions.

2. Welcome the outside group, most likely another class, to the grand opening. Mention that your class has worked hard to provide an enjoyable educational experience for them.
3. Explain to the guests the layout of the museum, and then allow them to peruse the museum on their own.
 - Be sure to keep an ear out for critical comments by your guests. Sometimes visiting students may be unintentionally critical, and your students may be upset by some of these comments. Walk around and provide supportive comments to your students (e.g. “Good job answering that question”, etc.).
 - If there appears to be a lull in areas of the room, feel free to approach some guests and ask them questions about a nearby exhibit (e.g. “What do you think about this?”, “Had you known about that?”, etc.).
4. Once time is up, thank the guests for visiting, thank your class for curating a good museum show, and allow the guests to leave the classroom.

Discussion Following the Grand Opening (10 minutes)

1. Once the guests have left, bring your class together and congratulate them on a job well done.
2. It is possible that some students may be upset by comments made during the grand opening (visiting students from other classes may have been critical of their work). Be sure to remind students that people will always have differing opinions about how things should be done, but that you are proud of the work done by the class, and each student should also be pleased with their results.
3. Ask students of their thoughts on any of the following prompts:
 - What went as planned? What did not?
 - What would you do differently next time? What would you keep the same?
 - Did it appear that the thematic categorization was useful? Did the guests understand it, or were they confused? Would you adjust it in any way?
 - Do we think we taught our guests anything?
 - How did it feel to actively preserve and share our island’s art?

Recap (5 minutes)

Recap what we’ve done and learned in the lesson:

“Congratulations students! We successfully held the grand opening of our classroom Guam art museum! During the last few classes, we learned about the types of art on Guam, the galleries that preserve and share them, and methods by which this is all done. We even conducted a field research trip by visiting one of these local galleries. Ultimately, we used this research to create our own curated museum show, and we were able to preserve and share some of Guam’s deep artistic history with another class. Good work!”

Ask students for their favorite parts of the lesson.