



Lessons from the Salvadori Classrooms
LESSON TITLE: A Sense-Able Map
PREPARED BY: Lisa Quatrala (revised by Michael Bettencourt)
TOPIC: School
SSLAM: School / Art / Explore
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A Sense-Able Map

Content Focus: Art

- Aesthetics
- Techniques: Collage
- Techniques: Drawing
- Techniques: Painting







Content Focus: Built Environment

- Mapping

Performance Outcome(s)

- Create a sensory representation of your classroom.

Standards/Interdisciplinary Connections

					
S	S	L	A	M	T
Science	Social Studies	Language Arts	Art - Visual	Math	Technology

How To Read The Symbols: The symbols in **bold** indicate the subject standards that this lesson satisfies.

Lesson Outline (1 - 2 lessons)

1. Motivation
2. The Challenge
3. Read A Map
4. Survey And Map
5. Write A Sense-Able Map Interpretation
6. Reflection
7. Extensions And Variations
8. Middle School Standards

Salvadori Prerequisites

- None required



CONCEPTS

- Maps tell us about spatial relationships and patterns and connections between places and things through images, graphics, words, and symbols.
- In these relationships and patterns, observers can find information that orients themselves in place and time and gives them, literally and figuratively, direction in their lives.
- A work of art can be read like a map, in the sense that an observer can find meaning and direction in the arrangement of images, shapes, patterns, and other artistic elements.

RESOURCES

On-Line

- http://academic.emporia.edu/aberjame/map/h_map/h_map.htm - Brief History of Maps and Cartography
- <http://www.weisman.umn.edu/exhibits/worldview/maps.html> - World View: Maps and Art
- <http://www.nwrel.org/assessment/lessonplans.php?odelay=2&d=2&search=1&grade=0&trait=0&l=20> - A lesson plan on interpreting art
- <http://teachers.ithsnyc.org/swilliams/artpage.html> - Interpreting Art and Making Connections

Books

- Terry Barrett, *Interpreting Art : Reflecting, Wondering, and Responding*, McGraw-Hill (2002)

MATERIALS

Facilitator

- ●: Q&A

Students

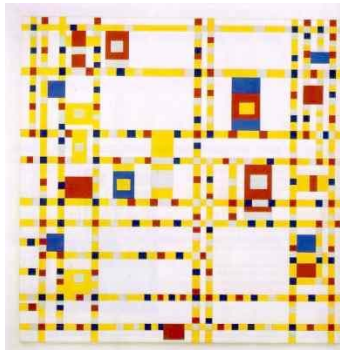
- ●: Student Guide: Map Reading
- ●: Activity Sheet: Talking and Writing about Art
- Maps that vary in content and style of your town or city -- transportation, tourist, geographical, weather, political, contour Drawing tools: Graphite pencils or sticks, charcoal, colored pencils, crayons, pastels, or markers



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- Painting supplies: Paint brushes, paints (watercolor or acrylic), water, jars or paper cups for water
- Collage supplies: Large heavy paper for the base of the map (24x36" or larger watercolor posterboard or butcher-block paper), colored paper scraps (construction paper, paper from newspapers, magazines, or wrapping paper), yarn, glitter, found objects, glue

MOTIVATION



Piet Mondrian
Broadway Boogie Woogie
1942-1943
Oil on canvas
50 x 50 in. (127 x 127 cm)
The Museum of Modern Art, New York

- *Is this a map? Can it be read like a map? How?* ●: Q&A
- *What type of landscape do you imagine it represents?* ●: Q&A
- *What does this map use to communicate information?* ●: Q&A
- *What is a map?*
- *What kinds of maps are you familiar with?*
- *How is reading a map different from reading words?*

Show examples of other ancient and artistic maps provided and ask similar questions.

THE CHALLENGE

Imagine that your classroom is uncharted territory and you are a team of surveyors commissioned to represent this uncharted territory to those who have never been there. Survey and record your group's perceptions. Use all your senses. Try using one sense at a time to



heighten the experience. Then communicate your perceptions to others by creating a “Sense-able” map of your classroom. Remember to use all the tools you have at your disposal to represent your ideas, including graphics, symbols, and scale, etc.

READ A MAP

Interpret the clues within maps of your town or city to gain some experience “reading maps” so that you can create your own map of the uncharted territory of your classroom.

1. Form groups and provide a map for each. (Handout at least a few different maps from your town or city for comparison.)
2. Hand out the ●: Student Guide: Map Reading
3. Groups study, describe and interpret maps.
4. Groups present their findings.
5. Groups then compare their maps with the other groups’ maps and answer the following questions:
 - *How is your map similar to the others?*
 - *How is it different?*
 - *How is your city or town represented differently in each map? And Why?*
 - *How are the same places, streets, parks, etc. represented differently on the different maps? Why?*
 - *Why does each map use a different scale? ●: Q&A*
 - *Does your map tell the whole story of a place? Why or why not? ●: Q&A*

SURVEY AND MAP

1. Students survey the classroom by looking closely at it using all their senses and then draw a map that details their perceptions visually as well as in writing.
2. As a group students discuss their surveys and plan for the sense-able map making.
3. Students photograph specific details of the room to convey specific messages.
4. Students choose appropriate art media to represent their perceptions of the classroom.
5. (Each student can choose from a variety of media that can be assembled into a collage to create the map.)
6. Students use their survey as a guide to create a sense-able map of the classroom.



WRITE A SENSE-ABLE MAP INTERPRETATION

1. Students write an art interpretation essay about their own map. ●: Activity Sheet: Talking and Writing about Art
2. Once the students have written their art interpretation essays and have gained an understanding of the guidelines for interpretation, display the completed sensory maps to prepare for a class viewing and discussion.
3. Students take turns orally interpreting another team's map. [Teacher can use the Art Interpretation Guide to guide the discussion]
4. Groups provide an explanation of their own map once another team has interpreted it.

REFLECTION

- *Why are maps created?*
- *How are maps created?*
- *How well did you meet your challenge? What would you do differently next time?*

EXTENSIONS AND VARIATIONS

- Create a map of your classroom that a blind person could read. What materials will you use? How will you communicate spatial relationships and other visual information?
- Consider how to modify your classroom if one of your fellow students was in a wheelchair. How do you think her sense-able map of the room would differ from yours?
- Measure the classroom. Create a *scaled* sense-able map.
- Write an art interpretation essay about another team's map. ●: Activity Sheet: Talking and Writing about Art
- Explore and survey your bedroom or another room in your home with a family member then create a sense-able map of your home together.
- Create a sense-able map of your neighborhood or your walk to school.



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MIDDLE SCHOOL STANDARDS

Social Studies

- People, Places, and Environment

Language Arts

- Writing (E2a, d)
- Speaking, Listening, and Viewing (E3a, b, c)
- Conventions, Grammar, and Usage of the English Language (E4a, b)

Art - Visual

- Media, Techniques, and Processes
- Structures and Functions
- Subject matter, Symbols, and Ideas
- Connections Between Visual Arts and Other Disciplines

Math

- Representation

MOTIVATION

- Is this a map? Can it be read like a map? How?
The yellow grid can correspond to city blocks and streets. The red and blue rectangles can be read as transportation vehicles: buses, subway cars, trucks and automobiles moving along on the streets or below the streets. The repetition of bright colors suggests a rhythm of movement through street signs and lights. The empty white space can be read as buildings or empty blocks between the streets.
- What type of landscape do you imagine it represents?
Broadway Boogie Woogie represents the bustling streets of New York City and the Jazz craze.
- What does this map use to communicate information?
The map uses repetition and shapes of different sizes and colors.

READ A MAP

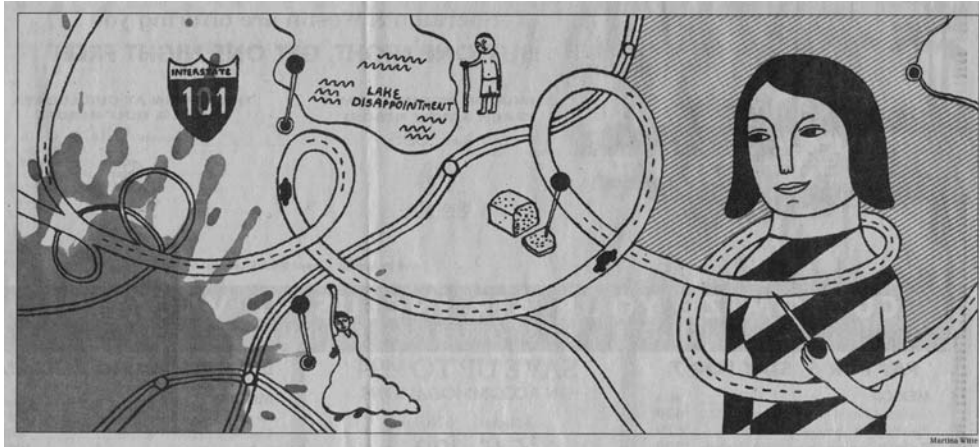
- Why does each map use a different scale?
Each map uses a different scale because each place is a different size. A larger place will have to use a smaller scale in order to fit on a piece of paper. A smaller place will not have to be reduced as much; therefore a larger scale can be used.
- Does your map tell the whole story of a place? Why or why not?
The way a map represents something depends on the viewpoint of the mapmaker and the message and information to be represented. Maps are made to communicate specific information for specific purposes and because of this challenge they represent or map reality differently, by exaggerating things or leaving things out for example.

A Sense-Able Map

Talking and Writing About Art

Well-Charted Territory

Draw a sketch that represents the main idea of your map at the top of a blank sheet of paper.



Well-Charted Territory
Martina Witte, The New York Times, March 9, 2003

Write the answers to the following questions under your sketch.

Graphic Description

- What is the purpose of your map?
- How does it graphically communicate its purpose?
- What makes your map easy or difficult to read? And why?
- What makes your map interesting or uninteresting? And why?

Symbols

- List and label the images, graphics and symbols used to communicate information.
- Draw the symbol that informed you how to orient your map?
- The North arrow should always point up.

Viewpoint

- Make a sketch that illustrates the viewpoint of your map.
- Maps typically provide a bird's eye view of a place.
- What happens to the way things look when you view them from this viewpoint?
- Viewing and representing a place this way provides a two dimensional view of a three dimensional place.

A Sense-Able Map

Talking and Writing About Art

Scale

- How did the mapmaker fit all the information on one sheet of paper?
- A measurable scale was used to reduce the information to allow it to fit on the map. In design scale can refer to a fixed mathematical proportion used in determining measurements and dimensions for drawings and models. Architects use scale drawings and models to explain their structures, and architectural and engineering scales to measure their drawings and models.
- What scale does your map use?
- Is everything to scale in your map?
- Though the map may use a scale some places or things may be exaggerated for the purpose of emphasis or to stress the relationship between different places or things. In design scale refers to how we perceive the size of a building element or space relative to other forms.

A Sense-Able Map

Talking and Writing About Art

Looking at and talking about art is an important part of artistic growth. Typically there are four main types of statements that are made about art; the **description, analysis, interpretation** and **judgement**. Sometimes a fifth type is included at the beginning called the **reaction**.

1. Reaction

Describe how the work of art makes you feel initially.

2. Description

Give the artist's name, title of the artwork, medium used and describe the most obvious objects and **art elements** used. Give the artist's name, title of the artwork, medium used and describe the most obvious objects and art elements used.

3. Analysis

Describe how the objects and art elements are organized, the feelings they create and how they compare to similar or different feelings elsewhere in the work. Consider design aspects such as **emphasis, proportion, balance, repetition, variety** and **rhythm**.

4. Interpretation

Summarize the main feelings, moods and ideas you get from looking at the work of art. The use of analogy may be helpful (It reminds me of...).

5. Judgement

Now it is time for your opinion. Make a decision about the value of the work of art. Is it good or not? Support your opinions with your statements from steps 1-4. Usually critics avoid personal reasons and refer to universal rules that apply to works of art. An art historical reference is often included. Common criteria include **unity, complexity, expressiveness, craft** and **originality**.