

Arts and Culture Access Funding Lesson Plan Cover Sheet

Prepared by: United Arts of Central Florida

Instructions: Please complete this form and attach as the cover sheet any lesson plans created and submitted for the Arts and Culture Access Funding program. Lesson plans submitted without this cover sheet will not be reviewed for approval. Any questions or concerns regarding lesson plan submission should be directed to raton@unitedarts.cc

School Year	2023- 2024
Organization Name	Art & History Museum, Maitland
Lesson Phase <i>(please indicate when this program would complement the educator's lesson)</i>	Mark all that apply: <input checked="" type="checkbox"/> Pre-lesson (is this meant to introduce students to the topic) <input type="checkbox"/> During the lesson (is this meant to affirm understanding) <input checked="" type="checkbox"/> Post-lesson (is this meant to review or assess knowledge)
Program/Lesson Title	Historic Architecture Tour & Outdoor Sketching in the Garden
Length of Lesson	Pre-lesson 35 minutes Field Trip on campus (Lesson plan not provided, length approx. 2.5 hours) Post-lesson 50 minutes
Grade Level(s)	K - 5 6 - 8
Lesson Platform	Mark one: <input checked="" type="checkbox"/> Field Trip <input type="checkbox"/> In-School Performance/ Workshop <input type="checkbox"/> Virtual / Distanced-Learning

Objectives: All statements should begin with "Students will..."

Students will:
 Students will have a guided walking tour of our National Historic Landmark campus, and be introduced to A&H's founder, Jules Andre' Smith, artist, architect and visionary of the Maitland Art Center, originally named the "Research Studio" nearly 100 years ago.
 Students will learn about "fantasy architecture" by seeing some of Andre' Smith's murals and viewing and discovering how Andre' Smith created and designed over 2,500 concrete reliefs that adorn the buildings, doorways, walls and walkways of our historic campus.
 Students will learn why Andre' Smith named our campus the Research Studio, and understand that it is a space created as an artists colony for artists to come together to experiment with and create art.
 Students will become artists and learn about the tools of a Plein Air artist (pencils, paper, paint, paintbrush, easels, drawing horse, clip board, etc.)
 Students will experience outdoor drawing (Plein Air art), and learn that it is created by using their senses (sounds, smells, sights) to inspire their very own masterpieces.
 Students will conclude their time on campus by reviewing architectural details with a photo scavenger hunt.

Standards/Benchmarks: Please include the related standards and benchmarks as listed on [CPALMS](#). All standards listed must correlate to Florida standards. Be sure to note both codes and description (e.g.: Enduring Understanding 1 TH.3.C.1 : Cognition and reflection are required to appreciate, interpret, and create with artistic intent.)

"Big Idea: Skills, Techniques, and Processes
 Enduring Understanding 1 VA.K.S.1, VA.1.S.1, VA.2.S.1, VA.3.S.1, VA.4.S.1, VA.5.S.1, VA.68.S.1 : The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art."
 "Big Idea: Historical and Global Connections
 Enduring Understanding 1 VA.K.H.1, VA.1.H.1, VA.2.H.1, VA.3.H.1, VA.4.H.1, VA.5.H.1, VA.68.H.1: Through study in the arts, we learn about and honor those and the world in which they live(d)."
 "Big Idea: Critical Thinking and Reflection
 Enduring Understanding 1 VA.K.C.1, VA.1.C.1, VA.2.C.1, VA.3.C.1, VA.4.C.1, VA.5.C.1, VA.68.C.1 COgnition and reflection are required to appreciate, interpret, and create with artistic intent."

Materials provided by vendor: <i>What supplies do you need to have on your end?</i>	School-based equipment/materials: <i>Be sure to ask for this in advance.</i>
Clip boards Drawing pencils Colored pencils Heavy weighted paper Scavenger hunt print-out	N/A (This program is only available in person on our National Historic Landmark Campus).

Pre-Lesson Plan for Historic Architecture Tour & Outdoor Sketching in the Garden at the Art & History Museums of Maitland

The goal of this pre-lesson plan is to introduce the field trip and generate excitement and curiosity among the students. It provides a foundation for our guided walking tour and activities experienced during the field trip.

Introduction to the Field Trip

Objective: To introduce students to the upcoming field trip at the Art & History Museums of Maitland, focusing on the historical architecture of their founder, artist and architect, Jules Andre' Smith, including preparing for a guided walking tour and outdoor sketching in the garden.

Materials:

- Visual aids
 - Addendum #1 - Architectural Details
 - Addendum #2 - Plein Air Artworks by Claude Monet
 - Addendum #3 - Jules Andre' Smith
- Chart paper and markers
- Paper and pencils for students
- Key Vocabulary words for Elementary Students (optional - use as needed)
- Key Vocabulary words for Middle School Students (optional - use as needed)

Preparation:

- Set up the visual aids in a visible area of the classroom.
- Prepare the chart paper with headings for the discussion.

Introduction (5 minutes):

1. Gather the students in a comfortable area of the classroom.
2. Begin by telling the students that they are going on an exciting field trip to the Art & History Museums of Maitland.
3. Display the visual aids and ask the students to take a few moments to observe them quietly.

Engagement (10 minutes):

1. Ask the students open-ended questions to spark their curiosity and activate their prior knowledge:
 - Have you ever been to a museum before? What did you see or do there?

- Do you know what architecture is? Can you name any famous buildings or architects?
 - Have you ever drawn or sketched something outside? What was it like?
2. Encourage the students to share their experiences and ideas, allowing for a brief discussion.

Introduction to the Field Trip (10 minutes):

1. Explain that the field trip will focus on historical architecture and outdoor sketching in the museum's garden.
2. Show images of architectural details from the Art & History Museums of Maitland's campus and explain that they will get to see and learn about these special features on the field trip. (See Addendum #1)
3. Discuss the concept of Plein Air art and show examples of Plein Air artworks (Addendum #2). Explain that students will have the opportunity to create their own sketches inspired by nature during the field trip. To extend the lesson for Elementary School students, you can reference the book, "Katie Meets the Impressionists" by James Mayhew or "I am an Artist" by Patricia Collins to reinforce observational skills.

Learning Objectives (5 minutes):

1. Write the following learning objectives on the chart paper:
 - Meet artist and architect Jules Andre' Smith through a mini tour of the National Historic Landmark campus. (See a photograph of Smith - Addendum #3)
 - Understand the role of an architect in designing buildings and houses.
 - Discover unique architectural details created by Andre' Smith on the museum's campus.
 - Learn about Plein Air art and how it combines nature and art.
 - Develop observational skills and use their senses to create art.
2. Read the objectives aloud and explain that these are the things they will learn and experience during the field trip.

Conclusion (5 minutes):

1. Distribute paper and pencils to the students.
2. Ask them to draw or write something they are excited to see or do during the field trip.
3. Collect their drawings or writings to display in the classroom as a reminder of their anticipation for the trip.
4. Recap the key points discussed in the pre-lesson and remind the students to bring their enthusiasm and curiosity on the field trip.

Optional - Key Vocabulary Words for Elementary School Students for the lesson plan Historic Architecture Tour & Outdoor Sketching in the Garden

Architect: A person who designs buildings and structures.

Artist: A person who creates art, such as paintings, drawings, sculptures, or other forms of creative expression.

Garden: An outdoor space with plants, flowers, and sometimes sculptures or features for enjoyment or cultivation.

Historic: Something that is related to or belongs to the past, often with historical significance.

Landmark: A notable or important structure or feature that serves as a point of reference or symbol of a particular place.

Mural: A large painting or artwork applied directly to a wall or surface.

Observational: Involving careful observation or examination of something in detail.

Reliefs: Sculptural elements that project from a flat surface, often used to decorate buildings.

Plein Air: A French term meaning "open air," used to describe artwork created outdoors, often capturing scenes from nature.

Scavenger Hunt: A game or activity where participants search for specific items or clues within a given area.

Sculpture: A three-dimensional artwork created by shaping or carving materials such as stone, wood, or clay.

Sketch: A quick drawing or rough outline that captures the basic features or essence of something.

Optional - Key Vocabulary Words for Middle School Students for the lesson plan Historic Architecture Tour & Outdoor Sketching in the Garden

Aesthetics: The appreciation of beauty and the study of principles that guide the creation and perception of beauty in art and design.

Architecture: The art and science of designing and constructing buildings and other structures.

Architectural Elements: The distinctive features or components of a building's design, such as columns, arches, facades, or domes.

Composition: The arrangement and organization of visual elements within an artwork, including shapes, lines, colors, and textures.

Concrete Reliefs: Decorative designs or patterns made by carving or molding concrete surfaces.

Creative Expression: The process of conveying ideas, emotions, or thoughts through artistic means.

Historical Preservation: The practice of protecting and maintaining historical buildings, landmarks, and artifacts for future generations.

Impressionism: An art movement characterized by capturing the fleeting effects of light and color in a spontaneous and immediate manner.

Medium: The materials or tools used by artists to create their artwork, such as paints, pencils, clay, or digital software.

National Historic Landmark: A site, building, or structure officially recognized by the government as having exceptional historical significance.

Observational Skills: The ability to carefully observe and perceive details in the environment.

Plein Air Painting: The act of painting outdoors, capturing scenes directly from nature in natural light.

Symbolism: The use of symbols or images to represent ideas, concepts, or qualities.

Visual Aids

Addendum #1 - Architectural Details

Introduction -

The Maitland Art Center is a National Historic Landmark. This image from our main garden shows a part of our building plus a notable feature of our campus, the reflecting pool in our main garden, where visiting artists and student artists come to create art in this historic space.



Architectural Details of the Art & History Museums of Maitland, created by founding artist and architect, Jules Andre' Smith in 1937.

Concrete Reliefs - Example #1



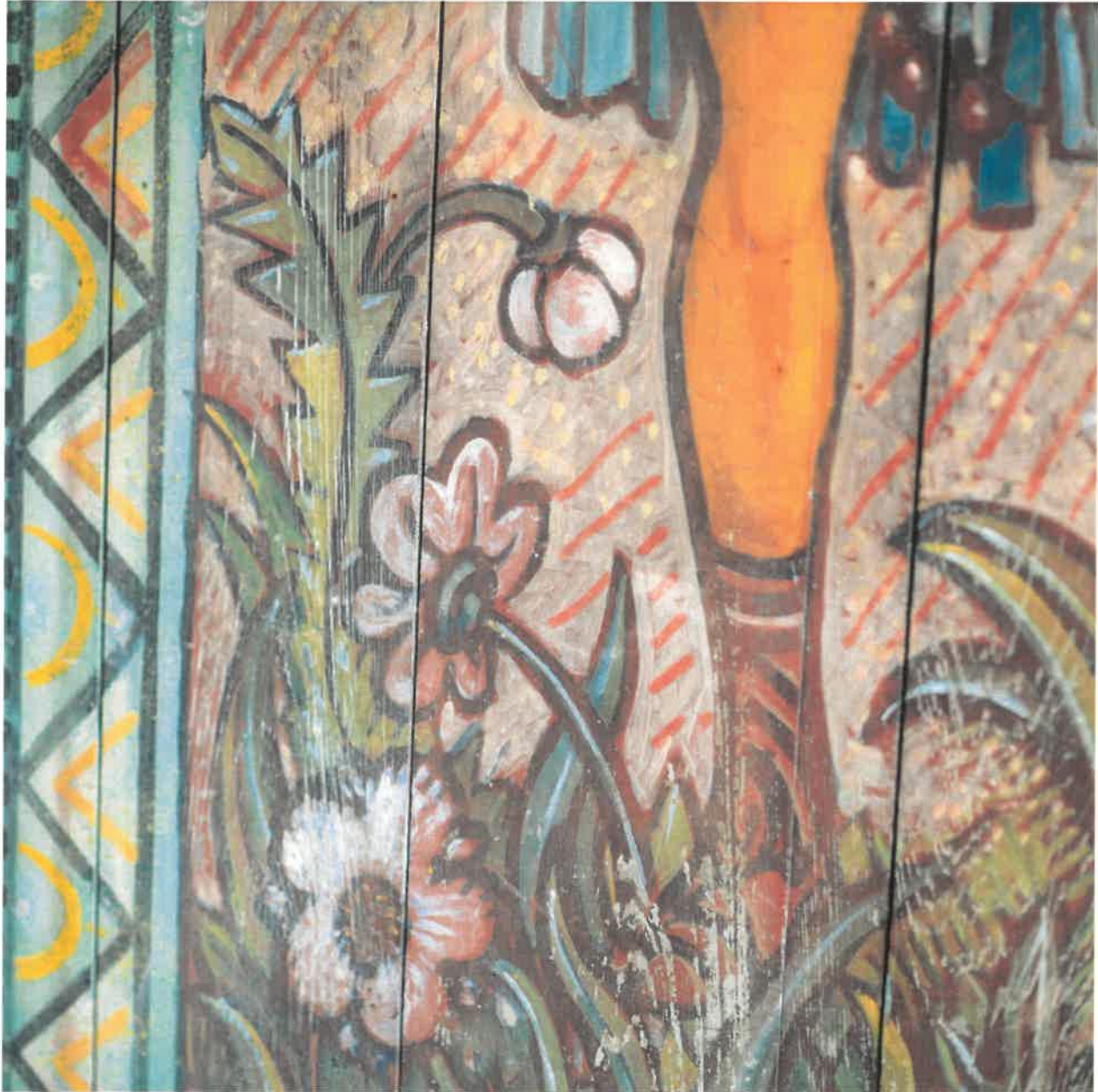
Concrete Reliefs - Example #2



Both images show concrete reliefs, which are decorative designs Jules Andre' Smith made by carving into specially prepared surfaces. Over 2500 concrete reliefs appear on walls, doorways and pathways of the Art & History Museums of Maitland.

Architectural Details of the Art & History Museums of Maitland, created by founding artist and architect, Jules Andre' Smith in 1937.

Murals - Example 3



This image is taken from a small section of one of Jules Andre' Smith's murals on our National Historic Landmark Campus. A mural is a large painting or artwork applied directly to a wall or surface.

Visual Aids

Addendum #2 - Plein Air Artworks

On our walking tour, students can expect to observe floating lily pads and flowers which are notable features of the reflecting pool in our main garden, as you can observe in this image.



Impressionist Artist Claude Monet (1840 - 1926) painted a series of water lilies. This image below is an example painted "Plein Air." Monet painted the pond environment, by observing the plants, trees and bridge.

The title of this work is "A Japanese Bridge (The Water-Lily Pond)", 1899



This is a second example of Claude Monet's Water Lilies, 1916. While the subject of these two paintings is water lilies, you can ask the students what they observe with each painting. How are they alike? How are they different? How do they make you feel.



Students on campus can sketch water lilies, or other sights they observe in our garden.

Visual Aids

- **Addendum #3 - Art & History Museums of Maitland Founder, Jules Andre' Smith (1880 - 1959)**



Jules André Smith sitting in the courtyard outside his art studio on the Research Studio campus (now the Maitland Art Center) on the campus of the Art & History Museums, Maitland, around the 1940s or 1950s.

Born in 1880 to American parents in Hong Kong, raised in New York and Connecticut, and educated at Cornell University, J. André Smith worked for several years as an architect, never giving up on his first love of art. His early passion was printmaking, specifically etching. In 1915, he was awarded a gold medal at the Panama-Pacific Exposition in San Francisco, California. During World War I, Smith continued to work in both drawing and printmaking, selected as one of eight artists by the U.S. government to go to France in 1918 to record military activities. He would later publish those works in a book titled *In France with the American Expeditionary Forces*.

While traveling to Miami in the 1930s, Smith made an unplanned stop in Maitland, Florida. Having experienced a stunning sunset on nearby Lake Sybelia, he decided to travel no further and would go on to design and build his winter home and art studio here, which is now the Maitland Art Center on the campus of the Art & History Museums of Maitland.

Source

Original black and white photograph: Maitland History Museum, Art & History Museums of Maitland, Maitland, Florida.

Post Lesson Plan for Historic Architecture Tour & Outdoor Sketching in the Garden at the Art & History Museums of Maitland

The goal of this post-lesson plan is to review and assess the knowledge acquired during the field trip. It includes both individual and group activities to encourage reflection, discussion, and consolidation of the key takeaways. The assessment activity allows for written or visual responses, providing an opportunity for students to demonstrate their understanding in their preferred format.

Review and Assess

Objective: To review and assess the knowledge gained from the field trip to the Art and History Museums of Maitland, specifically focusing on the historic architecture tour and outdoor sketching in the garden.

Materials:

- Chart paper and markers
- Visual aids (images from the field trip)
- Paper and pencils for students

Review (10 minutes):

1. Begin by asking the students to share their favorite parts or memorable moments from the field trip. Encourage them to provide specific details and explanations.
2. Display the visual aids, such as photographs from the scavenger hunt or their own sketches created during the field trip, and discuss the architectural details from the scavenger hunt or Plein Air artworks they created.
3. Lead a discussion by asking questions related to the learning objectives, such as:
 - Can anyone recall who Jules Andre' Smith was and what he did?
 - What did you learn about the role of an architect?
 - Can you share any unique architectural details you discovered on the museum's campus?
 - What did you learn about Plein Air art and how it combines nature and art?
 - How did you use your senses to create your sketches?

Assessment Activity (15 minutes):

1. Distribute paper and pencils to the students.
2. Instruct them to individually write or draw a reflection on their field trip experience. They should include at least three key takeaways or things they learned during the trip.
3. After they have completed their reflections, collect the papers for assessment purposes.

Group Discussion (10 minutes):

1. Divide the students into small groups.
2. In their groups, ask them to share their reflections and discuss their key takeaways.
3. Encourage each group to select one spokesperson who will present their group's findings to the class.

Class Discussion and Summary (10 minutes):

1. Reconvene the whole class and invite the spokesperson from each group to share their group's findings.
2. Facilitate a class discussion by asking additional questions related to the field trip and learning objectives.
3. Summarize the key points and ensure that the learning objectives have been addressed and understood by the students.

Conclusion (5 minutes):

1. Wrap up the lesson by acknowledging the students' participation and effort in the assessment activity and group discussion.
2. Thank the students for their engagement and enthusiasm during the field trip and the subsequent review session.
3. Emphasize the importance of reflection and continuous learning in their educational journey.