

# Memory Maps

Secondary: (ages 11 – 14)

Visual arts

Students explore colour and its symbolic and expressive qualities. Students will learn how other artists record their memories and lives. Students will then think of a personally significant memory or place. Each student will make decisions regarding what to depict, how to depict it, and what materials to use.

**Time allocation** About 5 lesson periods

**Subject content** Traditional illustration techniques, including transferring images  
Exploring cultural and artistic context and traditions  
Using lines, shapes, and colours symbolically to record memories visually

**Creativity and critical thinking** This unit has a **creativity** and **critical thinking** focus:

- Making connections between objects, memories, and visual arts
- Playing with unusual ideas to create visual art with expressive qualities
- Reflecting on steps taken to create a piece of visual art and its novelty compared to conventions

**Other skills** Communication, Collaboration

**Key words** sketching; drawing; objects; representation; identity; Rothenberg

## Products and processes to assess

Students produce a visual depiction of a memory and take part in a series of discussions about objects, memories, and art. At the highest levels of achievement, they generate, review, and challenge multiple ideas to create an imaginative product with a high level of personal features in its formulation, techniques, composition, or content. They are able to use lines, shapes, colours, and values symbolically and review and appraise their mutual work and opinions. They are open to the ideas of others and show good awareness of areas of personal novelty and why final choices have been made.

## Teaching and Learning plan

This plan suggests potential steps for implementing the activity. Teachers can introduce as many modifications as they see fit to adapt the activity to their teaching context.

Step	Duration	Teacher and student roles	Subject content	Creativity and critical thinking
1	Lesson period 1	<p>Teacher starts by introducing the topic of memory maps. They ask the students to draw a map of their bedroom with markers on a large sheet of paper and to record on the map some things that are important to them.</p> <p>Come back as a group and discuss what maps can record and how it is possible to represent both physical space and ideas, discuss how they feel about things in their bedroom, where they spend most time, what memories are associated with space and objects, etc.</p> <p>Pair up students and have them exchange maps, students will describe what they see in the other student's map, guess one thing about their partner.</p> <p>Teacher ends by showing your own map, ask students to guess what one or two things mean about you.</p>	<p>Drawing skills</p> <p>Interpreting and discussing visual art</p>	<p>Play with unusual and radical ideas about what objects can represent</p> <p>Making connections between objects and conceptual ideas and memories</p> <p>Considering several perspectives on the content and expression of visual art</p>
2	Lesson period 2	<p>Open with video Art 21: Susan Rothenberg, "The Studio", discuss what she is recording and why? What materials does she use and why? What colours does she use? What do these colours say?</p> <p>Teacher tells students they will be making their own memory "maps". They are going to make a map of objects that generate memories for them.</p> <p>Allow students to brainstorm things they want to depict in their map in sketchbook. Students can be encouraged to find unusual and novel ways to depict their objects/memories. The teacher can engage students in discussion – what would be the most obvious way of depicting this? How can you play with this to do something different? What effect does this have? How can you arrange the different objects? What do you think you are saying about these objects/memories by arranging/depicting them this way? Teacher walks around to assist as needed and makes sure students are generating ideas that reflect a</p>	<p>Introduction to the artist Susan Rothenberg and her work process</p> <p>Interpreting and discussing works of visual arts</p> <p>Discussing the impact of colour choices</p> <p>Sketching skills</p>	<p>Generating and questioning ideas for objects and novel ways of depicting them</p> <p>Considering different approaches and perspectives on the expressive qualities of a piece of visual arts</p> <p>Reflecting on the expressive quality and novelty of choices compared to possible alternatives</p>

memory.

<b>3</b>	Lesson periods 3 and 5	Students will finish sketches and start on drafts. They have the freedom to choose desired medium. Teacher will walk around and assist as necessary.	Transferring images to different medium	Creating personally novel visual arts with expressive qualities
<b>4</b>	Lesson period 5	Students will present their ideas to the class and talk about the memory they depicted, what materials they used and why they decided to use those, and the strengths and limitations of their work.	Communicating about a visual arts piece	Reflecting on steps taken and expressive choices made

## Resources and examples for inspiration

### Web and print

- ART 21 video, season 3

### Other

- Sketchbook
- Acrylic paint, gouache, brushes, plastic palettes, water containers, sponges, large roll of white paper, markers, tape
- Sturdy paper/canvas

### Opportunities to adapt, extend, and enrich

- Further links could be made with philosophy (e.g. representation of individual reality)

**Creativity and critical thinking rubric for visual arts**

• Mapping of the different steps of the lesson plan against the OECD rubric to identify the creative and/or critical thinking skills the different parts of the lesson aim to develop

	<b>CREATIVITY</b> Coming up with new ideas and solutions	<b>Steps</b>	<b>CRITICAL THINKING</b> Questioning and evaluating ideas and solutions	<b>Steps</b>
<b>INQUIRING</b>	Make connections to other visual arts concepts and media or to conceptual ideas in other disciplines	1-3	Identify and question assumptions and conventional rules in a piece of visual art (content, style, technique, colour, composition, etc.)	
<b>IMAGINING</b>	Play with unusual and radical visual arts ideas when preparing or creating a piece of visual art	1,2	Consider several perspectives on the content, technique or expression of a piece of visual arts	1,2,4
<b>DOING</b>	Create visual art that shows expressive qualities or personally novel ways to engage a subject matter	3	Explain both strengths and limitations of a piece of visual arts justified by aesthetic, logical and possibly other criteria	4
<b>REFLECTING</b>	Reflect on steps taken in creating a piece of visual art and on its novelty compared to conventions	4	Reflect on the chosen expressive choices of a visual arts piece relative to possible alternatives	2,4