Lesson Name: Claes Oldenburg & Coosje van Bruggen, Monument to the Last Horse, and Making Monuments
Grade Levels: Pre-K and Elementary
Guiding Inquiry: In what ways can art serve as a vehicle to memorialize a loved one or a special memory? What expressive techniques are available to artists to create a monument? How might sensorial memories, storytelling, or oral histories aid an artist in crafting a monument?
Materials: Quick drying clay, wooden blocks of various sizes, Elmers glue, tempera paint

Lesson Objectives:
• Students will consider the purpose of a monument and how a monument might convey aspects of a person or animal’s life, personality, interests, or service.
• Students will observe methods an artist may use to capture the memory of a person or animal, which may or may not involve creating a portrait of the person or animal. In this vein, students will be asked to pay close attention to surface detail, scale, and placement of Coosje van Bruggen and Claes Oldenburg’s monument.
• Students will connect a memory to their artmaking, learning to visually represent a lived experience in clay.

Procedures:
1. To begin, Chinati Educators will show students van Bruggen and Oldenburg’s Monument to the Last Horse, a sculpture that memorializes Louie, the last cavalry horse of Fort DA Russell. Through an inquiry-based discussion, students will consider Oldenburg’s choice of particular details, the sculpture’s texture, and its placement on Chinati’s grounds. Students will learn the word monument and consider various forms monuments can take. In response to this monument, students will be asked to imagine who Louie was and what his life might have been like while serving as a cavalry horse. Provided with sketchpads, students will make quick sketches of Louie, activating their imagination and allowing them to explore how a monument might spark a deeper understanding of the person/animal it memorializes. Educators will also emphasize that an animal or pet can be a loved one that is as much part of one’s family as a person.

2. Returning to the Chinati Art Lab, students will partake in two activities: clay sculpture and wood block construction. The wood blocks will serve as pedestals for their clay pieces. Students will be asked to think about a favorite memory with or of a loved one. Depending on the time of year or what students have been exploring in the classroom, this lesson can be tailored to address particular holidays, seasons, or relevant curricular themes. Provided with quick drying clay, students will be given the opportunity to represent their memory in 3-dimensions, utilizing sculptural methods learned from viewing surface detail, scale, and placement of van Bruggen and Oldenburg’s piece. To aid students in honing their idea, Chinati educators will provide paper and pens for students to sketch their sculptures, as well as converse with students as a group and individually throughout the process of making.

3. After the clay and wood block pedestals dry, students will be invited to paint their sculptures with tempera. Students will connect a memory to their artmaking, learning to visually represent a lived experience in clay.

Learning Outcomes:
• Artists combine a variety of details in an artwork to represent a person or an animal, not always utilizing a traditional portrait to capture who that person or animal was in life.
• Artists use memory as subject matter for artwork.
• Artists play and experiment with scale, color, placement and different media to evoke a range of emotions, ideas, and sensory reactions for their viewers.
• Artists, and people, remember loved ones and important events through numerous means, that are special and unique to each person and/or culture. Along these lines, students will be able to discuss the symbolism of their work and how it holds value to them.
TEKS Fine Arts Alignment:
§117.102. Grade K (b)- 1 (B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including repetition/pattern and balance, in the environment.
§117.102. Grade K (b)- 2 (C) use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, constructing artworks, and sculpting, including modeled forms.
§117.102. Grade K (b)- 4 (B) (B) express ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers.

§117.105. Grade 1 (b)- 1 (B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments.
§117.105. Grade 1 (b)- 2 (C) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms.
§117.108. Grade 2 (b)- 1 (B) identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance.
§117.108. Grade 2 (b)- 2 (C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.

§117.111. Grade 3 (b)- 1 (B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity.
§117.111. Grade 3 (b)- 2 (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.

§117.111. Grade 3 (b)- 3 (C-D) connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and investigate the connections of visual art concepts to other disciplines.

§117.111. Grade 3 (b)- 4 (B) use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums.

§117.114. Grade 4 (b)- 1 (A-C) explore and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art; use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and; unity; and discuss the elements of art as building blocks and the principles of design as organizers of works of art.

§117.114. Grade 4 (b)- 2 (A-C) integrate ideas drawn from life experiences to create original works of art; create compositions using the elements of art and principles of design; and produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of art media and materials.

§117.114. Grade 4 (b)- 3 (A & D) compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions; and investigate connections of visual art concepts to other disciplines.

§117.114. Grade 4 (b)- 4 (A-B) evaluate the elements of art, principles of design, intent, or expressive qualities in artworks of self, peers, and historical and contemporary artists; and use methods such as written or oral response or artist statements to identify emotions found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums.

§117.117. Grade 5 (b)- 1 (A-C) develop and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art; use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and discuss the elements of art as building blocks and the principles of design as organizers of works of art.

§117.117. Grade 5 (b)- 2 (A-C) integrate ideas drawn from life experiences to create original works of art; create compositions using the elements of art and principles of design; and produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials.

§117.117. Grade 5 (b)- 4 (A-B) evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists; and use methods such as written or oral response or artist statements to identify themes found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums.