

Lesson Plan

Title: New Harmony Building and Art Exploration

Date(s):

IN Academic Standards:

- **Art 4.1.5** Locate and discuss art in the local community and throughout Indiana such as town monuments, architecture, sculpture, public art, functional art, and advertisements.
- **Art 4.3.2** Construct meaning and develop well-supported interpretations in works of art based on personal response, properties found in the work, peer perspectives, and research based background information
- **Social Studies:** 4.1.6 Explain how key individuals and events influenced the early growth and development of Indiana. Examples: Indiana's first governor, Jonathan Jennings; Robert Owen and the New Harmony settlement; moving the state capitol from Corydon to Indianapolis; development of roads and canals in Indiana; and the Indiana Constitution of 1851

Materials/Resources: Paper, writing utensils, computers with internet access, camera (phone or otherwise)

Objectives/Learning Targets:

The students will be able to discuss the various styles of art (architecture, sculptures, public art) that is located in the visiting to New Harmony.

A walk through town of New Harmony, students should take pictures of any item that could be described as “art.” For example, Atheneum Visitor Center is a contemporary piece of architecture. Walk through the Roofless Church, Carol’s Garden, Church Park, Murphy Park, Oculus, and both labyrinths. The New Harmony Gallery of Contemporary Art will be another place to learn about styles of art. Students will be able to know the importance of art in the community.

A walk through town of New Harmony, students should take pictures of any building or landmarks that could be described as historical. For example visit the; Granary, Lenz House, Thralls Opera House, Community House 2, Doctor’s Office, Beal House, cemetery or double log cabin. Students will be able to know the importance of the infrastructure in the community.

Assessment: Write a short paper on the artistic, historical and/or functional use of the subject they have chosen. Students may also include why they chose the subject they did and why they think it is historically significant or why they like their subject as an art piece.

Introduction/Motivation/Springboard: Students can be grouped in pairs or small groups and discuss what they would be interested in learning about. Students can review a map of New Harmony and plan what locations they wish to visit and learn about. Have the students go onto the website: visitnewharmony.com to see the actual architecture, sculptures and historic places of New Harmony. On this site, a town map will be shown. Talk about what is missing in this town.

Procedures/Activities/Tasks/Examples:

Questions:

Why was this building or landmark important?

How was the building or landmark used?

Why the art piece is important (what was its purpose)?

Who designed or built the subject chosen?

Why did the student choose the subject they did?

What does it mean to preserve?

Is it important to preserve buildings?

Can a building be repurposed such as the Oculus and be meaningful in a community?

Closure Activity/Extensions/Homework: After students return from New Harmony, students will be assigned a project for assessment. Students will choose to A.) Write a short paper on the artistic, historical and/or functional use of the subject they have chosen. Students may also include why they chose the subject they did and why they think it is historically significant or why they like their subject as an art piece. B.) Review, compare and contrast the pictures taken of the various styles of art. Write a paper about a piece of art that is needed in their community and why and present to the class.

Reflection: Discuss the importance of studying historical landmarks and art in the community. Discuss the different styles of buildings, landmarks or art pieces found throughout New Harmony.