

# ADORNMENT, BEADS, *and* RECYCLED MATERIALS

## 5<sup>th</sup> Grade Lesson Plan



Mingei's extensive bead collection includes beads and adornment throughout time, and across cultures, created from various materials and for a variety of purposes. For this lesson we will focus on comparing and contrasting the design and creative elements in adornment and beads from around the world, exploring meaning about different culture and perspectives expressed through adornment.

Beads have traditionally been used for a variety of purposes, including decoration, tradition, religion, ritual and just as a fun activity. Beads are identified by their materials, the process in which they were made, their surface pattern and their overall shape. They can be made from glass, paper, wood, seeds, bone, plastic, ceramic, stone and metal. Beads are often representative of the culture and people who created them.

## SCHEDULE YOUR VISIT TO MINGEI INTERNATIONAL

This lesson plan was created in conjunction with the Museum's current installation, **BEADS FROM OUR PERMANENT COLLECTION** and is a great pre and post visit tool to use in your classroom. Use the instructions below to schedule a tour and prepare your students for their time at the Museum.

- ✓ Schedule a Museum visit and Docent-led tour through the Education Department. Mingei offers **free** admission for all K-12<sup>th</sup> grade and college groups and transportation reimbursements for Title 1 schools.
  - Email: [sfoley@mingei.org](mailto:sfoley@mingei.org)
  - Call: 619-704-7495
  - Complete an online tour request form: [www.mingei.org/education/museum-tour-request](http://www.mingei.org/education/museum-tour-request)
  
- ✓ Review the information in this guide with your students; build their knowledge, excitement and confidence before they arrive.
  
- ✓ Discuss museum etiquette and review the Tour Guidelines document that will be sent to you when your tour is confirmed.
  
- ✓ Explain to students that a Museum Docent will guide them through the exhibition. Explain that a Docent is a knowledgeable Museum-trained volunteer who will share valuable information with them.
  
- ✓ Explain that Mingei International is a museum of folk art, craft and design that shows work from all over the world, and that "*mingei*" is a Japanese word that means "art of the people."



# 5<sup>th</sup> Grade Content Standards

## Visual Art

- 1.1 Identify and describe the elements of arts in a visual composition.
- 1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment
- 2.7 Communicate values, opinions, or personal insight through an original work of art.

## Language Arts Reading: Informational Text (Common Core)

### Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

## Language Arts Reading: Speaking and Listening (Common Core)

### Comprehension and Collaboration

CCSS.ELA-Literacy.SL.5.1.d

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-Literacy.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

## Topical Questions

- What is a Museum?
- What makes Mingei International Museum unique?
- What objects can you think of that are both useful and beautiful?
- What do you know about beads? What are beads used for?
- What clues do the materials used, and design of the object, tell us about the culture and/or artist that created them?

## Assessment *(Various strategies to evaluate effectiveness of instruction and student learning)*

### Feedback for Teachers

- Informal observation of students observing and analyzing objects at Mingei International Museum
- Informal observation of interaction of students with Mingei International Museum Docents
- Informal assessment of original works of art created by students

### Feedback for Students

- Informal feedback from teacher during class discussion
- Informal feedback from Mingei International Museum Docents
- Informal assessment of original work of art

### Feedback for Mingei International Museum Staff

- Informal observation of students and teacher during museum visit
- Informal assessment from discussions during the Museum tour
- Formal tour evaluations submitted by teachers

## Words to Know

- **Mingei International Museum:** Located in Balboa Park, Mingei International Museum exhibits folk art, craft and design from all eras and cultures of the world. *Mingei* is a Japanese word that means ‘art of the people’ and refers to objects that are created to be both beautiful and useful.
- **Museum:** An institution that collects, takes care of and displays objects of artistic, cultural, scientific and historical importance
- **Docent:** a knowledgeable tour guide, typically on a voluntary basis, in a museum, art gallery, or zoo
- **Design:** the process of coming up with a solution to the question, “how do I?” Design takes into consideration the form (how it looks) and the function (how it is used)
- **Culture** – The beliefs, customs, traditions and arts of a group of people in a particular place and time
- **Materials** - The substances out of which a thing is or can be made (eg- clay, wood, stone, paper. ect.)
- **Adornment** – an item that is created and used as decoration (jewelry, neckties, etc)
- **Bead** – a small object made of glass, stone, wood or other material that has a hole through its center in order to be threaded on a string or wire.
- **Texture** – The feeling, appearance or consistency of a surface (rough, smooth, etc.)

## References

- Dubin, Lois Sherr. *The History of Beads: From 30,000 B.C. to the Present*. New York: Harry N. Abrams, 1987.
- Mingei International Museum: [www.mingei.org](http://www.mingei.org)

## Materials and Preparation

- Attend the 5<sup>th</sup> grade teacher session at Mingei International Museum
- Teacher Packet (lesson plan and image CD)
- Magazines, scissors, glue sticks, straws or skewers, rulers, pencils, string

## Pre-visit Discussion and Activity

Introduce students to Mingei International Museum by discussing what a museum is. Ask students:

- What is a Museum?
- Have you been to a Museum before? What did you see?
- Are all Museums the same? Or do you see different types of things at different museums?
- Why do you think museums are important? (eg: taking care of culture objects and displaying them for people to see)

Tell students that they will be visiting Mingei International Museum in Balboa Park. Explain to students that Mingei International Museum exhibits arts from all over the world, many which were created to be used. Discuss with students what objects of use are:

- What is something that you use on a daily basis? (e.g., your bed, a cup, a bowl, a backpack, etc.)
- Can things that we use on a daily basis be both useful and beautiful? What are some examples? (eg: clothing, jewelry, ect)
- Think of something that you like to wear that is both useful and beautiful (or that you just like the way it looks)
- For what occasion might you wear that item?
- What makes that item different from other items that you wear? What makes it stand out?

Explain to students that they will be looking at beads from Mingei International Museum's collection. Beads are items that are meant to be worn as jewelry, but also serve many different functional purposes within the culture in which they were created, and are made using a variety of unique materials.

Review with students the "words to know" section of this lesson by using images of beads from the Museum's image disc, either projected on a screen or printed out. Project images and allow students to view each image for a full minute before discussing. Ask students to compare and contrast using the following artistic elements, subjects and vocabulary.

- What **culture** and/or country do you think the beads might have come from? Do you think that the beads might have been created locally in San Diego? Why or why not? If not San Diego, where else might they have been created? How can we learn more about the culture in which it was created by investigating each bead or beaded objects **design**?
- If you ran your hand over the surface would the bead feel smooth? Bumpy? Sharp? Cold? Warm? Might there be multiple textures on the same bead? (more than one material used?) How do you think the **texture** effects how this bead might have been used?

- Do you think that these beads were just used as **adornment**? Or, do you think that might have been used for an additional purpose, such as religious purpose or trade? Explore what kind of **adornment** students are wearing and whether those items are purely for decoration or if they have any other purposes.

Explain to the students that they will be going to the Mingei International Museum in Balboa Park to see many beads from many different cultures themselves, as well as many other things. Tell students that they will be given a special tour of the Museum by a Museum Docent (a knowledgeable tour guide, and also the chance to make their own beads back in the classroom following their visit.

Discuss Museum behavior by asking students what they think Museum behavior should be like. Why is this behavior important? (e.g., safety of people, objects, respect of others visitors, etc.) Here are some behaviors to add to the discussion if not brought up by the students:

- Observe the works of art and artifacts respectfully.
- Stay at a safe distance (2 to 3 feet) from all works of art or artifacts.
- Walk and listen to the teacher or docent.
- Speak quietly or whisper.
- Think about others; don't block the view.
- Never chew gum or eat in a museum.

**Now your students are prepared to visit Mingei!**

## Museum Visit

Students will participate in an interactive, discussion-based tour at Mingei International Museum with a trained museum Docent. Students will be asked to recall the vocabulary explored in the classroom warm-up when looking at objects in the Museum (culture, material, texture, bead and adornment), while expanding their knowledge of beads and other art forms from across the world.





# Classroom Follow-up Activity

## PAPER BEADS

### Exhibition Inspiration

Mingei International Museum's Bead Gallery

### Grade Level

5th grade

### Materials

Magazines, scissors, glue sticks, skewers or straws, rulers, pencils, string

### Project Time for Activity

30-45 minutes



### Project Description

Using the Museum's current Installation **BEADS FROM OUR PERMANENT COLLECTION** as inspiration, students will learn from the work created around the world then create their own beads using recycled magazines.

### Objectives

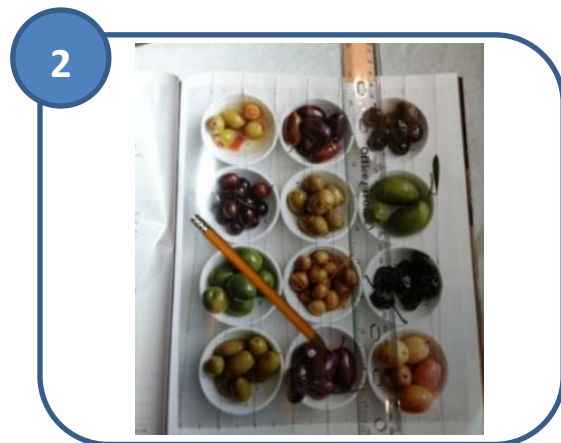
Students will:

- Design and create an original, and functional, work of art that can be admired and used
- Compare and contrast characteristics of different beads
- Discuss and recognize local and world-wide cultural craft traditions
- Learn how recycled materials can be used to make an original work of art

### Procedure



Gather your supplies



Measure mark 1 inch increments on the top and bottom of a page

3



Connect the measurements by cutting on a diagonal to make triangles. Cut out the triangles

4



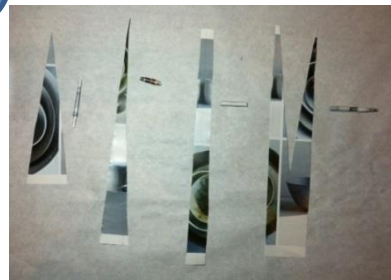
Begin to roll the triangle around the skewer, beginning with the thick end

5



Add glue to the last 2 inches of paper (base on triangle) and continue to roll until complete. Carefully slide off skewer

6



Continue to roll triangles until you have enough beads for jewelry. Keep in mind that differently shaped strips will produce differently shaped

### Debrief and Reflect (Class Discussion or Sketchbook/Journaling Questions)

- Ask student to participate in a Gallery Walk, allowing them to view and comment on each other's work. Display the completed artworks around the room and guide students to each piece (or hold up pieces for them to see). Lead a group discussion and instruct students to offer positive comments on each work. Focus the discussion on some of the ideas discussed in relation to beads both in the classroom and at the Museum.
- After discussing their work with others and seeing other students' works, have students reflect in a short journal entry on if they would now change anything about their design. If they did this activity again, what would they do different?