Art and Design
Teaching Portfolio

Kristen Puhl
I believe that teaching children art is like baking a cake...
To make a perfect cake, the right ingredients must be mixed together in the right amounts, and baked in the right environment...
...combined in an environment with a healthy balance of discipline and the opportunity for fun...

...In an art classroom, ingredients such as art history, multicultural awareness and design processes and principles...
...topped off with fair and accurate assessment of creativity, craftsmanship and effort...

...Combined with the magic ingredient of caring for children...

...And a love for art...
...creates the recipe for a successful art classroom.

-Kristen Puhl
Kristen Puhl
Art and Design Teaching Portfolio
Peanut Butter Ripple Cake

Peanut butter fans will be delighted with this attractive cake.

PEANUT BUTTER RIPPLE CAKE

1 pkg. Pillsbury Coconut Almond or Coconut Pecan Frosting Mix
1 cup flour
1/4 cup peanut butter
1 cup water
1/4 cup cooking oil
4 eggs
Powdered sugar

Preheat oven to 350° (325° for colored fluted tube pan). Using solid shortening or margarine (not oil), grease and flour 12-cup fluted tube pan (non-stick finish). In large bowl, blend first 3 ingredients at low speed until crumbly. Reserve 2 cups; set aside. To remaining crumb mixture, add next 4 ingredients. Beat 2 minutes at highest speed. Pour 2 cups batter into prepared pan; sprinkle with 1 cup reserved crumb mixture. Repeat. Bake 55 to 65 minutes or until toothpick inserted in center comes out clean. Cool upright in pan 45 minutes; turn onto serving plate. Cool completely. Sprinkle with powdered sugar. 10-inch ring cake.

HIGH ALTITUDE — 5200 Feet: Add 3 tablespoons flour to cake mix; increase water to 1 cup plus 2 tablespoons. Bake at 375° for 50 to 55 minutes.
All lessons in this curriculum were created and taught by me during my student teaching experience. I feel that I have developed strong lessons in the areas of multiculturalism, art history and design.

I began to develop group-oriented lessons, such as the “Edible Color Wheel” for third grade that resulted in a tasty treat rather than an artifact. I plan to explore this type of lesson further, as well as technology-oriented lessons.

After some reflection, I’ve decided that it might be more interesting to develop lessons that could be more broadly interpreted by the student to vary the end result of the project further from the project example. This would allow the students more room for creative expression.
During my student teaching experience, I taught four classes of children ages 3-5 with delayed development or learning disabilities.

These lessons were developed primarily to promote motor skill development and shape recognition.
Cotton Ball Snowmen

This lesson utilizes fine motor skills and teaches children to use bottle glue, while observing the season of Winter.

Materials:
- Blue Construction Paper
- 5” diameter white circles
- 3.5” diameter white circles
- Chubby crayons
- Black paper hats
- Googly Eyes
- Yarn
- Cotton Balls
- White Glue

Procedure:
1. Glue large circle near bottom of paper.
2. Glue smaller circle near top of other circle.
3. Draw a carrot nose and smile on small circle for face.
4. Glue hat on top of head.
5. Glue googly eyes on face.
7. Glue 10 cotton balls on snowman’s body.
These lessons were created during my student teaching experience at three elementary schools in the Menomonie School District, grades preK-5. My teaching environment ranged from having a new art classroom, to "art on a cart."

Curriculum Ελεμενταρισ
Near and Far Snowmen

African Kufi Hats

Curriculum Ελεμενταρια
Near and Far Snowmen

This lesson teaches children how to make something appear far away or close-up and introduces the horizon line. Skills include: drawing, cutting, gluing and painting without a brush.

Materials:
- Blue Construction Paper
- White Construction Paper
- Crayons
- White Tempera Paint
- Sponges
- Q-tips
- Glue Stick
- Pencils

Procedure:
1. Draw two snowmen on the white paper: one big and one little. Cut out.
2. Draw horizon line on blue paper. Glue small snowman near horizon line, and large snowman near bottom of paper. Use crayons to add eyes, nose, mouth, buttons, etc…
3. Dip sponge in white paint and cover area up to horizon line.
4. Dip Q-tip in white paint to make snowflakes above horizon line.

Curriculum Kindergarten
K Near and Far Snowmen

Noah, age 5

Curriculum Ελεμενταρή Kindergarten
Hi and Hello: heads and hands

The objective of this lesson is to explore the many ways we say hello: with our heads when we speak and with our hands when we wave. Children use fine motor skills when tracing their hand, and when drawing and gluing.

Materials:
- Green Construction Paper
- Skin colored circles (3” diameter)
- Crayons
- Hair colored yarn
- Glue sticks and bottle glue
- Googly eyes
- Hi and Hello cut outs
- Hello! Goodbye! By Aliki

Procedure:
1. Read Hello! Goodbye! By Aliki. Talk about different ways we say Hello.
2. Trace hand on paper. Draw face, glue onto paper.
3. Glue on eyes, hair.
4. Pick “Hi” or “Hello” bubble and glue on. Wave or say “hi” or “hello!”
Hi and Hello

Jacob, age 4

Curriculum Εαρλψ Χηιιδ
Curriculum Ελευθερία: First grade

1. Painting Game
2. Colorful Koi Scrolls
3. Lai See: Chinese New Year Envelopes
Curriculum Second grade
3

Symmetrical Vases

Rousseau’s Jungles  (no link-in progress)

Edible Color Wheels  (no link-in progress)

Curriculum Ελευθερία: Third grade
Schemes in Advertising: Complimentary Colors
Curriculum: Fifth grade
Painting Game

This is a process lesson: the students are able to synthesize randomly chosen information (number, color and line) into directions for a painting.

Materials:
- 12x18 white construction paper
- Red, Orange, Yellow, Green, Blue and Purple watercolor paint
- Paint brushes
- Water dishes and water
- Slips of paper with a number 1-9
- Slips of paper with a color
- Slips of paper with a type of line

Procedure:
1. Talk about five varieties of line: vertical, horizontal, diagonal, curved and wavy. Relate to art prints by Mondrian, Lichtenstein, Sonia Delaunay and Jean Dubuffet.
2. Review numbers 1 through 9 and colors.
3. Directions: Pick one piece of paper out of each hat. You will receive a number, color and type of line. If you got “4, blue, wavy” you would paint four blue, wavy lines. When you complete this, exchange your papers for new ones, and continue four more times. Try to make your lines continue across the entire paper.
Teaching Philosophy
I believe that teaching children art is something like baking a cake. In order to bake a cake, the right amounts of certain ingredients must be mixed in the correct order, and baked in the right environment. All of these variables work together to produce the ultimate result: a perfect cake.

What are the variables that produce a “perfect art class”? The integration of other disciplines such as history, language arts, multicultural curriculum and design education. By combining knowledge from other subject areas and other cultures, students have a better understanding of who makes up the world we live in, and how it works together as a whole.

In what order should the ingredients be mixed? By initially relating lessons to the lives of the students, they become excited and begin to form their own questions. The lesson then becomes relevant and meaningful to them.

What is the correct atmosphere for a class to thrive? One that has a perfect balance of classroom discipline and the opportunity for fun and creative expression.

What’s the magic ingredient? Besides being passionate about art, genuinely caring about each student individually. Rather than teaching “from the box”—using a cake mix, I believe it is important to teach every class “from scratch.” Being spontaneous, and willing to “try new recipes,” or methods and strategies, will keep a classroom interesting and have the students coming back for more!
Assessment

When baking a cake, the ingredients must be measured to ensure the success of the cake. Likewise, students’ progress and achievement must be measured to ensure their success and continued involvement in school. I believe that assessment should be accurate, fair and consistent, and should measure both academic and behavioral progress.

Example of secondary evaluation rubric

I also feel that it is important for students to actively assess themselves, monitor their own progress, and take responsibility for their learning. By the fourth grade, students are capable of reflecting on their performance and learning.

Example of elementary self-evaluation
## Assessment: Secondary evaluation rubric

### Memento Boxes

Name_______________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Craftsmanship</td>
<td>Excellent Craftsmanship. All aspects of box appear to be done with care.</td>
<td>Good craftsmanship, but more care could have been taken in some areas.</td>
<td>Craftsmanship needs improvement. Take your time to do things as well as you can.</td>
</tr>
<tr>
<td>Measuring</td>
<td>It appears you measured carefully, as all sides are even and your lid fits snugly on your box.</td>
<td>More careful measurement in some areas would have resulted in more even sides or a lid that fit better.</td>
<td>The lines and numbers on the ruler are for your benefit. Learn to embrace their potential to help you.</td>
</tr>
<tr>
<td>Surface Decoration</td>
<td>Excellent! Glazing is consistent and adds to the appearance of your box. Leaf was cut out with care and applied well.</td>
<td>Good. Glazing could have been more consistent. Leaf looks good, but could have been cut out with more care, or more texture added.</td>
<td>Take more time to apply glaze in three even coats. Leaf looks as though it needs more texture or should have been cut out more carefully.</td>
</tr>
</tbody>
</table>

Teacher's Comments: 

I believe that rubrics are a valuable tool for grading. A student is able to see a detailed explanation of why they have received their grade, and suggestions for improvement.
African Kufi Hats

This lesson introduces children to the traditional round hat worn by Africans, and simple African patterns. Themes of Kwanzaa, Black History Month and cultural pride are also discussed.

Materials:
- Paper strips 2”x24”
- Paper strips 1”x12” (various colors: red, yellow, green, black, white)
- Markers
- Glue sticks
- Staplers

Procedure:
1. Draw an African pattern on the long strip. Wrap it around your head, overlapping the ends of the strip and secure with staples.
2. Arrange 6 colored strips into a star. Secure in the middle with a staple.
3. Secure each strip to the inside of the larger strip with glue sticks or stapler.

New Vocabulary and Concepts
- Kufi: African word for “crown” and style of hat worn by those of African heritage
- Pattern: design using repeated line, shape or color.

Meets DPI Standards: H.4.4, J.4.1, J.4.8
The twenty-first century is largely based on a visual culture: television, computers and video games occupy children many hours a day. Teaching children how to interpret the visual symbols they encounter, and basing art lessons around their culture engages them and helps them to better apply the skills that they learn.

• **4th grade lesson: Schemes in Advertising**

By incorporating design curriculum into a standard Fine Art curriculum, students not only become aware of the elements and principles of design, but of the design processes used to solve problems and develop new products and ideas.

• **Secondary Project: Information Design**
Schemes in Advertising: Complimentary Colors

This lesson utilizes magazine advertisements to help students identify complimentary color schemes, and teaches them how to mix secondary colors from primary colors.

**Materials:**
- **Complimentary Colors:** colors opposite one another on the color wheel
- Magazines
- 9x12 black construction paper
- Scissors
- Glue stick
- White circles (diam. 2 in”)
- Tempera Paint: Red, Yellow, Blue
- Paint Brushes
- White strips of paper 1”x7”
- Black Markers

**Procedure:**
1. Show examples of complimentary colors used in advertisements or product packages. Review concept of complimentary colors, and have students identify and cut out one example from a magazine.
2. Mount example on black paper. Cut out white circles and mount underneath the picture. Mix red, yellow or blue paint to create complimentary colors.
3. Label the example “Complimentary” (spelled correctly) using the white strip and markers.

**Meets DPI Standards:** C.4.2, F.4.2
Kristen Puhl
puhlk@uwstout.edu

- Education
- Teaching Experience
- Work Experience
- Computer Skills
- Exhibitions
- Studio Work
- Contact Information
Kristen Puhl
puhlk@uwstout.edu

• Education

1997-2003  University of Wisconsin-Stout, Menomonie, Wisconsin
12/03 BS Art Education
Certification: 550 Art PreK-12
Honors: Cum Laude
05/03 BFA Fine Art
Concentration: Studio
Honors: Magna Cum Laude

2002-2003  Artist in Residence, University of Wisconsin-Stout
Recipient of Bud and Betty Micheels Artist in Residence Grant
Explored the areas of performance art, mixed media and digital video

2000-2002  UW-Stout Fine Arts Association, President
Organized events, speakers, art sales, film series and trips to New York, San Francisco and Chicago

Four credits of drawing and painting in London through UW-Stout.
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•Teaching Experience

11/03-01/04  **Elementary Student Teaching**, Menomonie School District, Menomonie, WI
Developed and taught extensive art curriculum based on state standards for students in early childhood through fifth grade

09/03-11/03  **Secondary Student Teaching**, Boyceville Middle and High School, Boyceville, WI
Developed and taught art lessons for students with varying abilities and exceptional needs in grades 7-12. Involved in extra-curricular activities.

2003 Summer  **Camp Blue Bay** Girl Scouts of Nassau County, Garden City, New York
Assistant Program Director: developed and taught programs in arts and crafts, adventure rope course, sports and games and nature. Organized and supervised all-camp activities.

2002-03 Spring  **Visual Arts Classic** University of Wisconsin-Stout, Menomonie, WI
Assisted graphic design professor in evaluating and judging high school graphic design work

2002 Summer  **Camp Chi** Jewish Community Centers of Chicago, Chicago, Illinois
Developed and taught art lessons in painting, printmaking and fibers (4-16 students)
Supervision of girls cabin; planned and hosted programs for groups of over 100 children.

2002 Spring  **Practice Teaching**, Hillcrest Elementary, Chippewa Falls, Wisconsin
Developed and team-taught a lesson to a fourth grade class.
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• Work Experience

2004-present
Substitute Teacher, Menomonie School District, Menomonie, Wisconsin
Substitute in grades early childhood-12, including special education

2004-present
Child Caretaker, Private homes, Menomonie, Wisconsin
Care for children of UW-stout professors, children ages 18 mos-2 1/2 yrs.

1998-2003
Acoustic Café, Menomonie, Wisconsin
Supervisor 1998-2003
Duties: open and close cafe, count register, supervise up to five employees at a time

2000-2001
Chemistry Lab, University of Wisconsin-Stout, Menomonie, Wisconsin
Assisted professor with soy research project
Duties: made soy products, prepared chemical solutions, general lab maintenance
Participated in 2001 Student Research Day, University of Wisconsin-Eau Claire
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• Computer Skills

Illustration: Adobe Illustrator, Adobe Photoshop

Digital Video Editing: Adobe Premiere, iMovie

Spreadsheet: Microsoft Word, Microsoft PowerPoint
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Exhibitions

Juried Exhibitions

2002  End of Year Fine Arts Show
      Furlong Gallery; University of Wisconsin-Stout

2002  Wisconsin Arts West
      L.E. Phillips Memorial Library; Eau Claire, Wisconsin

2002  "Breathe"
      Student Gallery; University of Wisconsin-Stout

Exhibitions

05/03  UW-Stout Student Artist-In-Residence Show
      Exhibition of digital video and photo works with Adam Lehl
      Library Learning Center; University of Wisconsin-Stout

04/03  "Peep"
      Degree exhibition of paintings with Randi Hansen and KC Skinner
      Student Gallery; University of Wisconsin-Stout
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• Studio Work
  • Painting
  • Digital Images
  • Printing
  • Drawing
  • Photography
  • Metalwork
  • Sculpture
  • Ceramics
Kristen Puhl
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• Contact Information

Present
918 1/2 10th Avenue East
Menomonie, Wisconsin 54751
(715) 232-0584
(715) 556-0710

Permanent
N7012 560th Street
Menomonie, Wisconsin 54751
(715) 235-5051
Student Gallery
Student Gallery: Secondary

Click on thumbnails or use arrows

Grades 7 and 8 Landscapes*

Grades 7 and 8 Memento Boxes**

High School Art 1 Radial Paintings*

High School Art 1 Cubism Collages**

High School Art 1 Batiks*

High School Advanced Art Matisse Replica

*Lesson developed by cooperating teacher
**Lesson developed by me while student teaching

Elementary Gallery ➤
Student Gallery: Secondary

Grades 7 and 8
Landscapes
Tempera on paper
Student Gallery: Secondary
Student Gallery: Secondary
Student Gallery: Secondary
Grades 7 and 8
Memento Boxes
Glazed ceramic box and lid
Student Gallery: Secondary
Student Gallery: Secondary
Student Gallery: Secondary
Student Gallery: Secondary
Student Gallery: Secondary

High School
Art 1
Radial Paintings
Acrylic on Paper
Student Gallery: Secondary
Student Gallery: Secondary
Student Gallery: Secondary
Student Gallery: Secondary
High School Art 1
Cubism Collages

My project example (in progress)
Student Gallery: Secondary

High School
Art 1
Batiks
Student Gallery: Secondary
Student Gallery: Secondary
Student Gallery: Secondary

High School
Advanced Art
Matisse Replica
Student Gallery: Elementary

Click on thumbnails or use arrows

Kindergarten

First Grade

Third Grade

Fourth Grade

*Lesson developed by cooperating teacher
**Lesson developed by me while student teaching
Student Gallery: Elementary

Kindergarten: Radiant Radial Snowflakes**
Student Gallery: Elementary

Kindergarten: Milk Carton Architecture**
Student Gallery: Elementary

First Grade: American Sampler Embroidery**
First Grade: American Sampler Embroidery
Student Gallery: Elementary

First Grade: American Sampler Embroidery
Student Gallery: Elementary

First Grade: Chinese New Year Lanterns**
First Grade: Colorful Koi Scrolls
Student Gallery: Elementary

Third Grade: Symmetrical Vases**
Student Gallery: Elementary

Third Grade: Edible Color Wheels**
Student Gallery: Elementary

Third Grade: Monet’s Waterlilies**
Student Gallery: Elementary

Third Grade: Alternating Rhythm Figures**
Student Gallery: Elementary

Third Grade: Rousseau’s Jungles**
Student Gallery: Elementary

Fourth Grade: Native American Coil Pots*
Fourth Grade: Native American Coil Pots
Student Gallery: Elementary

Fourth Grade: Native American Coil Pots
Fourth Grade: Native American Coil Pots
Student Gallery: Elementary

Fourth Grade: Native American Coil Pots
Student Gallery: Secondary
This lesson is part of a unit on Chinese New Year. Lai see are red envelopes given to children containing “lucky money.” The children are encouraged to give their lai see to someone whom they wish good fortune in the New Year.

Materials:
- Red Paper 8.5x11 with lai see pattern
- Scissors
- Glue stick
- Markers
- White paper 4”x2”
- Chinese character stamps
- Ink

Meets DPI Standards: K.4.3, K.4.6, G.4.2

Procedure:
1. Cut on black lines of lai see paper handout.
2. Fold on dotted lines, and glue flap one to flap 2. Fold and glue flap 3.
3. Use 2 Chinese character stamps.
4. Draw images such as koi, monkeys, moons or plum blossoms on white paper. Color and cut out. Glue onto lai see.
5. Write New Year’s wish on white paper, and place message inside lai see. Glue closed, and give to someone you care about!
Colorful Koi Scrolls

This lesson is part of a unit on Chinese New Year. Koi are colorful carp that symbolize gentleness, peace and harmony in families. Students will learn that an image can symbolize an abstract concept.

Materials:
White paper 11”x24”
Pencils
Koi Tracers
Crayons
Blue/green paint wash, brushes
Chinese character stamps

Procedure:
1. Trace 1-3 koi onto white paper with pencil.
2. Add fins, gills, eyes, scales. Add a small tree branch near the top.
3. Color with crayon-hard!
4. Cover with paint wash.
5. Use 2 Chinese character stamps near bottom.

Meets DPI Standards: K.4.3, K.4.6, G.4.2
Colorful Koi Scrolls

Curriculum Ελευθερία

First grade
Symmetrical Vases

This lesson reviews the concept of symmetry. Students create a vase form and sets of matching shapes that they apply to the vase in a symmetrical fashion.

Materials:
- 12x18 construction paper, bright colors
- 9x12 construction paper, bright colors
- Bright paper scraps
- Scissors, glue sticks
- A variety of bright tempera paint
- Sponges
- Paper Plates, newspapers

Meets DPI Standards: C.4.4, F.4.6

Procedure:
1. Choose one large paper and one smaller paper. Fold smaller paper in half the long way, and place a vase form near folded edge. Trace, and cut out.
2. Glue vase near bottom of large paper.
3. Fold smaller papers and cut out shapes. Place shapes onto vase to create a symmetric design.
4. Use sponges and paint to create flowers.
My most recent body of painted collages features images of women and food from vintage magazine advertisements. I present them on a slick, gold leafed surface in order to draw the viewer in, and create a dichotomy between that which was valued in the past, and that which is valued today.

Like Joseph Cornell, I create small, square mixed media paintings that function as objects to be viewed closely. I search through vintage magazines for images that appeal to me, and then arrange them together in ways that evoke meaning.

I am influenced by Henri Matisse’s lush color palette, and strive to make color a dominant theme in my paintings. The gold leaf and color advertisements symbolize qualities that we aspire to. I do not aim to make specific commentaries on what should or should not be valued, but wish to criticize our society’s tendency to set standards for women that never seem to get it right.

As a woman in my mid-twenties, I feel that the definition of a woman in our society is no longer clearly defined. I have two bachelor degrees, but no idea how to make chicken noodle soup. This confusion emanates from the seemingly surreal juxtaposition of pictures in my collages. Like Janine Antoni, I am fascinated with how the stereotype of women in our culture is linked to food, beauty and cleanliness, and how these things may or may not change over time.

My continued goals for my work are to integrate my sculpture, digital video works, paintings and drawings into a cohesive body of work to be exhibited together.
### Schemes in Advertising: Self-Evaluation

**Name_______________________________**

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>I found an ad that used a complimentary color scheme.</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>I mounted the picture onto a black piece of paper.</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>I mixed primary colors to create my complimentary colors.</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>I mixed ______ and ________ to create __________.</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>I mounted my colors to the black paper.</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>I correctly labeled my color relationship.</td>
</tr>
</tbody>
</table>

List two things you learned from this project:

________________________________________________________

_______________________________________________________

Do you think your project is successful? Why or why not?

_______________________________________________________

The evaluation is also helpful in showing the student what is necessary to complete the project as they are working on it.
Critical Teaching Incident
I believe that constant reflection upon strengths and weaknesses of lessons or teaching experiences is essential for personal and professional growth. After teaching a lesson on Guatemalan “animalitos” to four classes of second graders, I realized that not only had I misjudged how long the lesson would take, but also the order of the project. The project involved gluing strips of colored yarn to two pieces of animal shaped felt, and stuffing and stapling them together. I found that after three lessons, the projects weren’t finished, I had 20 staplers stuck full of dried glue, and at least one second grade teacher who wasn’t too happy with me for having to help the kids with the project during art follow-up. After discussing the project with my cooperating teacher and the second grade teachers, we were able to find solutions to the order and timing problems. By stapling before using glue, we avoided glue-y staplers, and only adding yarn to one side of the animalito, we cut down the studio time by half. Open dialogue and being receptive to feedback and reflection proved to save a creative, multicultural project that the kids loved, as well as my relationship with the teachers!
Women are often defined by the rituals they endure, such as cleansing, depilation, beautification, meal planning, preparing, cleaning and entertaining. I am interested in how the ideals related to each of these rituals change from generation to generation. I cannot help but find absurdity in the fact that there is a tremendous amount of pressure on women to conform to ideals that will eventually change.

I have used the medium of digital video in order to capture the redundancy of ritual. The surrealistic narrative created, enhanced by illogical-seeming jump cuts, serves to elevate the notion of absurdity related to the importance placed on superficial feminine ideals. It is my belief that these ideals construct femininity as the artificial product of images, cultural expectations and ingrained behaviors (such as ways of dressing, walking, or using makeup), and belies a true essence of femininity that transcends cultural and historical boundaries.
Kristen Puhl
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• Studio Work

∞παιντινγο

“Mold”
8” x 8”
Collage, oil on panel
©Kristen Puhl, 2003

“Silver Smooth”
8” x 8”
Collage, oil on panel
©Kristen Puhl, 2003

“Fruit Dish”
8” x 8”
Collage, oil on panel
©Kristen Puhl, 2003
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• Studio Work

Ηδιγιταλ ιμαγεσ
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• Studio Work

∞διγιταλ ιμάγες
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• Studio Work

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• Studio Work

∞διγιταλ ιμαγεο
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puhlm@uwstout.edu

• Studio Work

*digitalk images*
Kristen Puhl
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• Studio Work

∞διγιταλ ιμαγεσ
Kristen Puhl
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• Studio Work

 veterial image
These lessons were created during my student teaching experience at Boyceville Middle and High School.

**Curriculum Secondary**

**Middle School**
- Ceramic Memento Box

**High School**
- Cubist Collage
Memento Boxes (3 week lesson)

Materials:
- Clay, Slip
- Rolling Pins
- Burlap or Canvas
- Clay tools
- 1/4 inch spacers
- Plastic bags
- Leaves
- Mat board
- Paper cutter

Procedure:
1. Discuss the properties of ceramics, and the history of their use in the world.
2. Cut 2 templates (length and width of box)
3. Roll out 1/4 inch thick clay slab
4. Trace templates and cut out 2 of each size (let dry)
5. Score and slip slabs, construct box
6. Create template for lid, roll slab, trace and cut
7. Find a leaf, roll slab, trace leaf, cut and shape.
8. Apply leaf to lid by scoring and slipping
9. Bisque fire, glaze, and glaze fire
10. Write one page about what you plan to put into your memento box and why
Introduction Worksheet:

**Name___________________________________________________**

**Memento Boxes**
Exploratory Art. Fall 2004

1. What do these objects have in common?

What are ceramics?

1. After day has been ______ and ______ it is called “ceramic.”

2. Ceramics are _______ and will ______ water.

3. Ceramics are also used in industry. Name two ceramic things that are made in factories ______ and ______

What is the history of ceramics?

4. Ceramics is one of the _______ and most widespread of all crafts.

5. People have been making ceramics for as long as ______ years.

6. Name one country besides America that produces ceramic items: ______

7. Ceramics were used for the cooking and ______ of food (wet or dry) and for eating and drinking.

What is a memento?

8. A memento is an object given or kept as a ______ of or in memory of someone or something.

Reflection Worksheet:

**Memento Boxes**
Exploratory Art

**Name___________________________________________________**

What do you plan to put in your memento box? Do you have anything special that you keep because it reminds you of someone? Something? Is there anything that you hope to be able to put in your memento box one day? Write at least a half page (normal handwriting) describing what mementos will one day be kept in your box.

“I’m going to put ___________________________ in my memento box, because:

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________
# Memento Boxes

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Craftsmanship needs improvement. Take your time to do things as well as you can.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Craftsmanship</strong></td>
<td>Excellent Craftsmanship. All aspects of box appear to be done with care.</td>
<td>Good craftsmanship, but more care could have been taken in some areas.</td>
<td></td>
</tr>
<tr>
<td><strong>Measuring</strong></td>
<td>It appears you measured carefully, as all sides are even and your lid fits snugly on your box.</td>
<td>More careful measurement in some areas would have resulted in more even sides or a lid that fit better.</td>
<td>The lines and numbers on the ruler are for your benefit. Learn to embrace their potential to help you.</td>
</tr>
<tr>
<td><strong>Surface Decoration</strong></td>
<td>Excellent! Glazing is consistent and adds to the appearance of your box. Leaf was cut out with care and applied well.</td>
<td>Good. Glazing could have been more consistent. Leaf looks good, but could have been cut out with more care, or more texture added.</td>
<td>Take more time to apply glaze in three even coats. Leaf looks as though it needs more texture or should have been cut out more carefully.</td>
</tr>
</tbody>
</table>

Teacher’s Comments:
Cubist Collage

Materials:
- 18x24 sheets of charcoal paper, various colors
- Meter sticks
- Pencils
- Chalk pastels
- Watercolor, brushes
- Wallpaper samples
- Old sheet music, newspapers
- Rubber cement or white glue
- Still life with old bottles, instruments, etc...

Procedure:

1. Observe slides of cubist paintings, discuss cubism.
2. Using meter stick, draw intersecting lines to separate paper into sections (up to 6).
3. Observing still life, draw objects by simplifying them into shapes. When your line enters a new section, draw the object from another angle.
4. Fill in table sections with a faux wood grain using watercolor.
5. Fill in other sections with either found paper or wallpaper, chalk pastels or watercolor.
Cubist Collage

Grading Rubric: