



Lesson Plan Quick Look

Title of Lesson: Design Your Own Museum

Photo/Image: "Intel Center for Technology and Visual Arts, NHCC." Image courtesy of NHCC Art Museum.

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Content Area(s): Visual Arts, Mathematics

Grade/Age level: All ages

Duration: 1-2 class periods

Materials/Cost, if any: Page 2

Standards: Page 2

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Grade Level/Age:

All ages

Duration:

1-2 class periods

Materials Needed/Cost:

pencil, colored pencils and/or oil pastels, paper, tracing paper, scissors, ruler, glue, recycled containers and/or building blocks or toys, a stick or piece of chalk

Handouts:

No handouts

Standard Addressed:

[Visual Arts](#): VA:Cr1.1, VA:Cr1.2, VA:Cr2.1, VA:Cr2.3

[Mathematics](#): Geometry K-2

Depth of Knowledge/Bloom's Taxonomy:

apply, create, understand

Background:

Museums are places that tell stories, facilitate experiences, and educate communities about a variety of subjects. There are many different types of museums here in New Mexico and around the world. Museums can be about culture, art, history, science, and much more. They can be many different sizes and can cover broad topics or be very specific. The National Hispanic Cultural Center houses an art museum that exhibits artworks by Hispanic, Chicana/o, Latinx, and Latin American artists.



Skill(s):

design, spatial reasoning, creative thinking

Essential Question(s):

1. What ideas do you have for your museum?
2. What story can you share about your museum?
3. What happens in your museum?
4. What shapes have you used in creating your museum? How many triangles, rectangles, straight lines, and curvy lines did you use?

Questions for Social Emotional Learning:

1. Imagine walking through your museum. How does it make you feel?
2. How do you feel about designing your very own museum?

Objectives:

Students will...

- Learn about museums and their purpose
- Learn architectural terms and about the process of designing buildings
- Plan, design, and build a model of their own museums

Academic Vocabulary/Word Wall:

Architecture: the practice of designing and constructing buildings and other structures

Artifacts: an object, often made by a human being, which has historical and/or cultural significance

Floor plan: the design of the inside of a building which accounts for rooms, walls, walkways, and galleries

Gallery: the area in which artifacts are displayed

Model: a smaller version of something, like a building, that helps people visualize the full-size product

Site plan: the outside of a museum; including outbuildings, landscaping, and other structures

Brain Drain or Warm Up Activity:

Ask students to form a human arch with their bodies. Use this activity to discuss force and compression in architecture: [Human Arch Activity](#).

For online learning: Ask students to make as many different shapes as they can using their bodies and/or hands and to think about the properties of the shapes they make.

Basic Lesson Description and Procedure:

1. **Brainstorm:** Decide what type of museum you want to make. Sketch and write down



your ideas.

2. **Make a site plan:** Draw the outside of your museum; include outbuildings, landscaping, and any other structures you want to include in your plan. If possible, go outside and trace your site plan in the dirt with a stick or on the sidewalk with a piece of chalk.
3. **Draw a floor plan:** Use a pencil and paper to draw a floor plan for the inside of your museum. Experiment with lines and shapes using a ruler to make rooms, walls, walkways, and galleries.
4. **Make changes:** Overlay tracing paper on top of your original floor plan, and experiment with making changes and finding new shapes to add or subtract to your museum design.
5. **Make a model:** Use building materials (blocks, toys, recycled boxes and cartons) to create a model of your museum.

Assessment/Observation Activity:

Written or oral response:

- Write a short paragraph about your museum or take a teacher/caregiver/peer on a verbal walk-through of your museum. Be sure to write/talk about why you made specific choices and how designing your own museum made you feel. Try to use vocabulary words whenever possible.
- Write/tell a story about your museum. What kind of museum is it? What happens inside of it? What kinds of art/objects are on display in your museum? What kinds of experiences does your museum offer?
- Look at different types of museum architecture online and discuss how a museum's architecture can reflect the type of museum it is, its purpose, and the communities it serves and/or represents. Use written/oral response to check for student understanding.

Lesson Conclusion/Potential Practice at Home:

1. Sketch a layout of the home that they live in.
2. Design a place for their pet(s) to live.
3. Create buildings out of blocks and/or other building materials first and then draw what they have built (for younger students).
4. Mix up various block sets and toys and connect different shapes to make new forms.

Accommodations & Modifications:

Students may want to use a drawing software such as [Google Drawings](#) to complete their designs.

Culturally Responsive Instruction and Modifications:

Look online at different types of museums in different places (include museums in your city or community if possible), discuss and compare the mission statements for each museum. How do the mission statements differ from museum to museum? What do they have in common?



Discuss the purpose of a museum. What do your students think is the purpose of a museum? What do they think museums should do for the communities they serve?

Relevance to families and communities:

Ask students to think about their own experiences with museums. What types of museums have they visited? Who did they visit the museum with? What was their experience like? If your students haven't been to a museum, ask them what type of museum they would like to visit. Ask students to consider what type of museum would best represent their school/family/community and why.

Cross-Curricular Connections:

architecture, math, areas of study that pertain to specific museums discussed in class

Additional Resources:

1. [Architecture and Children](#)
2. [Why do we have museums?](#)

Extension:

Suggestions for older students:

[Mathematics](#): Geometry 3-12

- Have students design their museums on graph paper, ask them to plot the points of the different shapes they choose for their design.
- Require students to use shapes and lines with specific properties in their designs.
- Ask students to use the tracing paper to divide their museum rooms into equal parts to illustrate parts of a whole.
- Ask students to find the area and perimeter of their museum buildings.
- Ask students to create their 3D models using nets and have them find the surface area of their museum buildings

Feedback:

[Take this survey to share your feedback on this lesson plan.](#)