Ebony G Patterson | Teacher Guide

Women Artists Studio • Lesson 043 • Grades 6–8 • layered installation • 3–5 sessions

Essential inquiry

How can we explore beauty and hidden histories through layered installation and communicate an original idea?

Cultural or technical context

beauty and hidden histories. Research each named artist through credible collection or museum sources. Respect living artists, cultural ownership and attribution. Do not substitute copying a signature style for analysis.

Learning targets

Students will demonstrate layered installation; research the relevant context; create an original artifact or composition; justify at least one change after critique.

Materials and preparation

Artist images shown with credits, pencils, paper and media appropriate to layered installation; provide accessible, lower-cost substitutions.

Differentiation

Students investigate maker and context, test three options, justify their design choices, and document one revision.

Extension beyond Grade 12

Advanced learners may deepen their research, technique and documentation while keeping the same core inquiry.

Ten-step teaching sequence

01. Notice two contrasting examples or observations associated with beauty and hidden histories; name one uncertainty.
02. Investigate who made or uses the source material and what context must be represented accurately.
03. Complete two low-stakes trials of layered installation; label what changed between trials.
04. Sketch three independent approaches to the question: beauty and hidden histories.
05. Select one approach; plan materials, ethical citation, composition and success criteria.
06. Use decorative abundance to draw attention to a researched social issue. Record one decision that differs from the first sketch.
07. Give peer feedback using one visible detail and one clarifying question.
08. Revise at least one element based on evidence; photograph or annotate the change.
09. Present artwork with an artist statement, source credit and medium information.
10. Explain how the technique and concept developed, plus one next studio goal.

Discussion prompts

01. What evidence tells you something important about beauty and hidden histories?
02. How does layered installation change the meaning of the result?
03. Which source is being credited, and whose voice is missing?
04. What feedback prompted a visible or audible revision?

Formative assessment

At entry: one baseline observation. During: two skill trials and a peer critique. Exit: final result, revision evidence and source credit.

Safety and accessibility

Provide accessible participation roles, sensory accommodations and clear consent for any recordings or images.

Reference and standards note

https://nmwa.org/art/artists/
https://www.metmuseum.org/art/collection
Align locally with current grade-level arts standards; do not treat this resource as a verified Louisiana standards crosswalk.

RIGHTS & CLASSROOM USE

Studio Fieldnotes | Educational Resource License

Copyright (c) 2026 Killian Williams-Morantine, to the extent legally owned and copyrightable. Other contributors and rights holders retain their rights.

PERMITTED: An individual educator may download, print, and adapt this resource for noncommercial instruction in their own classroom or program, including private distribution to enrolled students and caregivers.
Keep credit, this notice, and source notes with the material.

NOT INCLUDED: Resale, paid redistribution, reposting full resources to **public repositories, presenting this work as your own, or institutional** bulk licensing without separate written authorization.

EXCEPTIONS: This notice does not limit fair use or other rights under law. **Facts, ideas, cultural traditions, and third-party materials are not** claimed as exclusive property. Source media may have separate rights.

VERIFY: Teachers must check local standards, safety, accessibility, **cultural accuracy, and all music or image permissions before use.**

Full terms: killianwilliamsmorantine.com/rights-and-use.html
Image policy: killianwilliamsmorantine.com/image-credits-and-provenance.html
Permission requests: killianwilliamsmorantine.com/contact.html