

Coat of Many Colors

DAZZLING DESIGNS



GRADES K-2

Overview

Designs in art, architecture, fashion, and technology represent culture and reflect history. Designs can be seen through the galleries of the Country Music Hall of Fame and Museum and can also be found in your classroom. Understanding the purpose of design allows people to learn more about the designer's story, as well as the stories of those who wear or display the design.

This pre-lesson prepares students for the Dazzling Designs program at the Country Music Hall of Fame and Museum. Students are introduced to the importance, function, and meaning of design. They identify elements that make designs unique, and they use their comparisons to learn about intentionality and storytelling in design. Students learn design concepts, and they begin brainstorming the stories that they would like to tell through their own designs. While at the Museum for the Dazzling Designs program, students apply what they've learned in this lesson to create a meaningful personal design. As a post-lesson, students reflect on their experiences using various design elements to tell their story.

TEACHER NOTE

The pre- and post-lessons should be adapted to meet your students' needs. Pre-literate students can respond to questions aloud or with illustrations. Older students can respond in writing.

OBJECTIVES

- Students will identify design elements and the purpose of a work of art.
- Students will compare and contrast different types of design.
- Students will compare and contrast the purpose of artwork.
- Students will interpret the function of design elements.
- Students will present information and opinions of art using supporting evidence.
- Students will prepare their opinions about a piece of art to participate in conversations and collaborations with different peers.

GRADES K-2

STANDARDS

Tennessee English Language Arts: K.W.TTP.1, K-2.W.RBPK.8, K-2.K.W.RW.10; 1-2.SL.PKI.4; K-2.SL.CC.1, 2

Tennessee Visual Arts: K-2.VA.R1.A; 1-2.VA.R1.B; K-2.VA.R2.A, K.VA.Cn2, 1-2.VA.Cn2.A,

Social Studies: K.02, K.06, 1.04, 1.25, 2.04; Social Studies Practices: SSP.01, SSP.02, SSP.03

Science: K.ETS1

Social and Emotional Learning: 1B, 1C, 1D, 3A, 3B, 3C, 4A, 4B, 5B

Pre-Lesson Activity

Students should complete this lesson *before* their field trip to the Country Music Hall of Fame and Museum.

TIME 30 minutes

MATERIALS

- Dazzling Designs PowerPoint from the [Teacher Resource Portal](#)
- Printed copies of gallery walk (six total images) from the Dazzling Designs PowerPoint
- Six extra-large Post-it notes or butcher paper for gallery walk
- Markers

PROCEDURE

1. Print and post the specified artifact images from slides 9-14 in the Dazzling Designs PowerPoint on large Post-it notes or butcher paper in six areas of the classroom. Print a color image for each designated area.

TEACHER NOTE

If it is not possible to print color copies at school, please contact Schools@CountryMusicHallofFame.org, and we will print and mail copies to you.

2. As a bell ringer, students discuss and/or write a response to at least one of the following questions:
 - What is design?
 - What is the purpose of design?
 - Where do you see design?
 - What types of jobs are available for designers?
 - Can design create a feeling? How?
 - Can design solve a problem? How?
 - Can a design tell a story? How?
3. Open the Introduction to Dazzling Designs PowerPoint from the [Teacher Resource Portal](#). As a class, discuss the **first three slides** of the PowerPoint about the basics of design and Nudie Cohn, one of country music's most well-known clothing designers.
4. Continue presenting the Dazzling Designs PowerPoint. Discuss slides 4–8 as a whole class, or allow student groups to discuss the following questions independently:
 - How are these two objects similar?
 - How are these two objects different?
 - What details do you notice?
 - What is the purpose of each design?
5. After students discuss the four sets of images, direct students to the images posted around the room.

6. Provide a marker for each student, and explain the gallery walk procedure to the class. As students view each of the six images posted around the room, they respond to the following questions using words or illustrations:

- Who is this designed for?
- What is the story of this design?
- What feeling is the design trying to show or represent?
- What is the purpose of the color used?

7. Once each student responds to each image, move around the room and reflect on the student responses with the class. You can also use slides 9-14 to guide class discussion.

8. As a closing activity, have students answer the following question in a journal entry, illustration, or discussion with a partner. This question is also found on slide 15.

- What kind of design would you like to create? Be sure to think about color, story, and feeling of your design.



Left: Dale Evans's boots
Right: Dolly Parton suit with wagon details

Post-Lesson Activity

Students should complete this lesson *after* their field trip to the Country Music Hall of Fame and Museum.

TIME 30 minutes

MATERIALS

- Student artwork from the Dazzling Designs program at the Country Music Hall of Fame and Museum
- Crayons or colored pencils and blank paper (optional)

PROCEDURE

1. As a class, students discuss their trip to the Country Music Hall of Fame and Museum. Give students an opportunity to share their favorite artifact or fact they learned.
2. Based on the design they created at the museum, students write or illustrate their answers to the following question(s):
 - What colors or symbols did you include in your design and why?
 - Were you trying to tell a story with your design? What was it?
 - What feeling were you trying to show with your design? How did you do that?
 - Did you create this for yourself or for someone else? Explain.
3. Divide students into groups and have each student share their design and the explanation of their design with their group.
4. Return to the full class, and have students present another student's design from their group. Students should explain their classmate's design in addition to their own positive feedback.



Left: Detail from stage costume designed for Hank Snow; Right: Detail of Pee Wee King's accordion