Mamma Andersson:
Memory Banks

GRADE LEVEL: 4 - 6
This lesson can be adapted for various grade levels.
This exhibition contains some mild nudity.
Docents have been trained to avoid works with mature content.

OBJECTIVE:
Inspired by the artwork of Mamma Andersson students will explore the connection between art, literary elements, and point of view.

VOCABULARY:
- Narrative
- Third person narrative
- Limited omniscient
- Point of view
- Perspective
- Objective
- First person narrative
- Omniscient
- Ephemeral

MATERIALS:
- Cardstock or canvas boards
- Glue, glue dots or Modge Podge
- Paint, colored pencils, and additional art making materials
- Scissors
- Interior collage materials (fabric, wallpaper samples, home magazines, etc.)

BEFOREHAND:
- Tour Mamma Andersson’s exhibition, Memory Bank, at the CAC or collect images of her paintings to share with the class.
- Collect materials

“To make a concentrated feeling for something, you have to reduce it to the few small things that can tell a story. Then you can make your own history.”
- Mamma Andersson
PROCEDURE

- Collect the materials for the project.
- Discuss the concept and scope of the project with the students.
- Explain that each student will create a collage image of an interior space.
- Instruct the students to begin their interior canvas by creating a background. This can be elaborate or as simple as a doorway, hall or window.
- Instruct the students to add design elements to the interiors using the materials provided. Remind them to include personal elements in their collage.
- Once the interiors are completed have the students swap project with a partner.
- Each partner will use the shared artwork as inspiration for a short story.
- Instruct each partner to study the shared artwork and consider the following questions: Are there items in the interior that stir a memory and/or remind you of a personal experience? Is there anything in the image that evokes feeling?
- Have the students create a short written narrative about the interior.
- Once complete have the students share their written work with each other and highlight the specific items and elements in the design that triggered their memories and molded their stories.

DISCUSSION

- Discuss the literary element, point of view. Explain it is the angle or perspective from which a story is told. Present the two “voices” that can tell a story - first person and third person.
- Explore the different pronouns each type of narrator uses: First person: I, me, my, mine or Third person: He, she, they, and them.
- Read Jon Scieszka’s The True Story Of The 3 Little Pigs. Discuss how this familiar tale changes when it is told from the perspective of a different character.
  * For older students- explore how the third person narrative is affected by the level of insight they have into the thoughts of the characters. Define the terms omniscient, limited omniscient and objective.
- Discuss Mamma Andersson’s exhibition, Memory Bank, and share images of her paintings with the students. Discuss how she is not only inspired, like many painters, by found images, photos and her own memories but that she also incorporates the images into her work. Discuss how the artist invites us to see the artwork through our own personal lens - using our memories and experiences to craft our own narrative for each canvas.
- Ask the students to create a narrative about the painting calling on their own memories or impressions. They can use either a first or third person voice.

REFERENCES: