BIG IDEA: HEALING AND WELL-BEING
Some art-environment builders have used their work as a process for healing themselves or those around them. Through these ideas, learners explore how art can be a valid process for healing and well-being.

ESSENTIAL QUESTIONS:
• What is well-being?
• Why is well-being important?
• What are ways we can heal and promote well-being?

LESSON OVERVIEW:
Students will create a suspended mobile that incorporates ideas of healing. Using a variety of found objects and text, students will work individually or collaboratively to express healing concepts in a three-dimensional form.

OBJECTIVES:
(Organized by National Core Arts Standards Artistic Processes)

Connecting: Students will demonstrate an understanding of the concepts of healing through the process of art making.

Responding: Students will analyze and discuss Emery Blagdon and his Healing Machine.

Creating: Students will choose from and effectively use a variety of tools, materials, text, and techniques to create a suspended mobile that explores healing concepts.

Presenting: Students will create written or oral reflections related to their process and final product.
DISCUSS:

• Discuss the idea of healing and well-being with students.
  • What are your personal experiences with healing or well-being?
  • What are ways that people can be healed or work toward healing or well-being?
  • What are some ways that you seek healing and well-being?
• Introduce, view, and discuss the work and life of Emery Blagdon. Healing is at the heart of his work. Blagdon’s The Healing Machine was created in an effort to heal himself and others.
  • Imagine yourself in Emery Blagdon’s space. Given his use of electricity, light, and properties of energy, how do you think you would feel if you were inside The Healing Machine?
  • Considering what you know about Emery Blagdon, what objects or processes do you think the artist used to represent healing?
  • What objects might you use to symbolize healing or well-being for yourself?
  • Can you identify ways people show or share healing and well-being (bumper stickers, AIDS quilt, fund-raising walks and events)?

CREATE:

1. Have students reflect on a personal healing or well-being experience. Students may select or design a theme for their mobile based on current or historical events, social issues, or personal experiences. Examples of mobile response themes: illness, cancer, veterans memorial, bereavement, mental health and suicide, natural disasters, healthy living.

2. Gather materials of interest and begin constructing individual components and assembling the mobile.

3. Consider adding personal narrative by incorporating text, photos, poems, and memories to personalize the mobile.

REFLECT:

Students may write a personal reflection in relation to their process and mobile, and how it relates to healing and well-being.

**HEAL MOBILE**

**VOCABULARY:** armature, assemblage, balance, mobile, pattern, repetition, texture,

**ART MATERIALS:**

• **Support materials:** Embroidery hoop, metal fencing or chicken wire, coat hangers, wreath armatures, etc.

• **Mobile hanging materials:** Wire, metal, plastic, copper, beads, buttons, baubles, text embossers, aluminum foil, string, sheet metal, bottle caps, empty plastic or glass bottles (to hold written messages or photos), costume jewelry, chenille sticks, ribbon, fabric, wire fencing, CDs, and personal or found objects.

• **Tools:** Wire cutters, needle-nose pliers, hammers, scissors, hole punch (for sheet metal), tin snips, safety goggles, texture rubbing plates, and gloves.

• **Tip:** Create a temporary stand or hanging device to hold mobiles while constructing.

**RESOURCES:**

• Emery Blagdon documentary [http://netnebraska.org/blagdon](http://netnebraska.org/blagdon)


**CONNECTIONS:**

• Social Studies: Cultural and historical medical practices and treatments