



Walk with Artist's Eyes: Ingrid Hernández: House of My Dreams

Art Education Project by Brenda Andrews



Ingrid Hernández is an artist whose practice explores urban transformation, domestic spaces, personal and collective memory, identity, and the ways people experience and transform the places where they live. Her work includes photography and long-term participatory projects that engage people, places, objects, and memory. Handcrafted and tactile materials are important to her practice because they can communicate the time, care, labor, and personal histories embedded in everyday life. Hernández's work encourages us to look at the home not simply as a physical structure, but as a place connected to memory, identity, family, community, and belonging.

Project: House of My Dreams: A Collective Quilt is an exploration into the rich history of textiles and quilt making, exploring how quilts and house quilts have traditionally brought together cloth, stories, family memories, cultural traditions, care, and community.



Grade Level Grades 3–6

Short Description of Lesson Plan

Students will explore the idea of home as both a physical place and a place of emotional connection. Inspired by Ingrid Hernández's investigation of domestic spaces, memory, identity, and community, students will design and construct an individual 10" × 10" textile quilt square representing their House of My Dreams. Students may create



any type of dwelling they imagine—a traditional house, apartment, treehouse, igloo, tipi, tiny house, houseboat, or an entirely imaginary home. Using fabric scraps and tactile materials, students will add visual details and symbols representing ideas such as love, safety, hope, friendship, family, joy, and belonging. The individual squares will eventually be assembled into a large-scale Collective Quilt installation in the museum, creating a collaborative artwork made by hundreds of young artists.

The Big Idea

A house is a structure. A home is a place where we feel we belong. Homes come in many forms. They can be large or small, temporary or permanent, traditional or imaginary. Artists can use ordinary materials—including fabric, found objects, photographs, and household materials—to tell stories about place, memory, identity, care, and community. In this project, each student creates one small piece of a much larger story. One square. One idea of home. One piece of our community.

Essential Question

What would your dream home look and feel like if it were a place of hope, joy, love, safety, and belonging?

Additional questions:

- What makes a house a home?
- Can a home be imaginary?
- What can fabric tell us that words cannot?
- How can colors, textures, patterns, and symbols communicate feelings?
- What happens when many individual artworks become one artwork?

Class Time Required 60 minutes. The lesson is designed as a single 60-minute museum/classroom art experience. Because students are creating individual components of a larger museum installation, the project emphasizes creative decision-making, experimentation, and personal expression rather than finished works.

Learning Objectives

Students will:

1. Explore the relationship between home, memory, identity, and belonging.
2. Learn about Ingrid Hernández and her interest in domestic spaces and community.
3. Examine how artists can use textiles and everyday materials to communicate ideas.
4. Explore different types of houses and dwellings.
5. Design and construct a 10" × 10" textile artwork.
6. Use color, shape, texture, pattern, and symbols to communicate an idea.
7. Contribute an individual artwork to a large-scale collective museum installation.
8. Recognize that individual voices and ideas can become part of a larger community story.

Possible Materials Provided for each class:

- 10" × 10" fabric squares
- Assorted fabric scraps
- Fabric adhesive/glue
- Fabric scissors
- Additional possible materials: Pipe cleaners, Gems Glow-in-the-dark stickers, Buttons, Ribbons, Felt, Yarn, Lace, Fabric markers, Fabric crayons, Small recycled textile materials



Student Resources to accompany Materials: Types of Houses Reference Sheet

TYPES OF HOMES

All kinds of homes can be places of love, safety, and belonging.

SHACK A very simple home made of found materials.	HUT A small home with natural materials.	TINY HOUSE A small home with everything you need.	COTTAGE A cozy home often in the countryside.	BUNGALOW A one-story home with a porch.	RANCH STYLE HOME A wide, one-story home with open living spaces.
TOWNHOUSE A narrow home that is part of a row of houses.	DUPLEX A house with two homes inside.	APARTMENT BUILDING (LOW RISE) A building with many homes on a few floors.	APARTMENT BUILDING (MID RISE) A building with many homes on several floors.	APARTMENT BUILDING (HIGH RISE) A tall building with many homes high in the sky.	SKYSCRAPER A very tall building in the city with many homes.
HOUSE ON STILTS A home built up high for water or flood safety.	IGLOO A home made of snow or ice to stay warm.	TIPI (TENT) A home that can be taken down and moved.	HOUSEBOAT A home that floats on the water.	EARTH SHELTER A home built into the earth for natural comfort.	TREEHOUSE A home built up in a tree.

Lesson Structure

- Introduction and Exploration;** Begin by introducing Ingrid Hernández and asking students to think about the idea of domestic space. **Ask:**
 - What is a home? Allow students to offer ideas. A home might be: a house, an apartment, a room, a neighborhood, a place with family or with friends or pets, a place with pets, a place in nature, an imaginary place.
 - Does a home have to look like a house?
 - Introduce the idea that people live in many different types of structures. Examine Handout - Types of Homes. **Explain:** "Today you are not designing the house you already live in. You are imagining a house—or any kind of dwelling—that represents what home means to you."
 - LOOKING THROUGH THE ARTIST'S EYES** Connect the discussion to Ingrid Hernández. Why might an artist be interested in people's homes? What can a home tell us about a person? What objects might hold memories? Can fabric hold memories? Why might an artist choose materials that people touch and use every day?
 - Introduce the idea that materials can carry stories. A piece of fabric might remind someone of: a favorite shirt, a blanket, a family member, a special place, a celebration, a childhood, a garden, a favorite color.



2. Construction: CREATE YOUR HOUSE OF MY DREAMS

- a. **Step 1 — CHOOSE YOUR HOME** Students choose a house or dwelling from the handout—or invent their own. Remind students: Your dream home can be real, imaginary, futuristic, tiny, enormous, floating, underground, or built in a tree.
- b. **Step 2 — BUILD THE HOUSE** Students begin arranging fabric scraps on their 10" × 10" square. They can create: walls, roof, doors, windows, pathways, gardens, trees, rooms, furniture, landscapes. Encourage students to layer and overlap fabric rather than simply placing pieces side by side.
- c. **Step 3 — ADD TEXTURE** Students add tactile materials:
Pipe cleaners - Can become trees, fences, flowers, lightning, pathways, antennas, or imaginative structures.
Buttons - Can become doorknobs, windows, flowers, stars, wheels, or decorative details.
Ribbons - Can become roads, rivers, curtains, pathways, flags, or borders.
Gems - Can become stars, lights, treasures, windows, or magical details.
Glow-in-the-dark stickers - Can represent stars, dreams, nighttime, imagination, or a magical environment.
- d. **Step 4 — ADD MEANING** Ask students: What makes your dream home a place you would want to be? Students add at least one or more visual symbols representing an idea or feeling.

Examples: ♥ Heart — love 🌱 Plant — growth ☆ Star — dreams 🌈 Rainbow — hope 🛏 Nest — safety
🤝 Hands — friendship 🌳 Tree — family or connection 🌸 Flower — joy

Students can also invent their own symbols.

Important: The symbol does not have to be explained with words. This reinforces the idea that artists communicate through visual language.

2. Reflection and Completion

Have students pause and look carefully at their finished square.

- a. **LOOK** What is the first thing you notice? What materials did you use? What textures did you create?
- b. **THINK** What makes this your dream home? What symbols did you use? What feeling does your artwork communicate?
- c. **CONNECT**

What do you think will happen when hundreds of these squares are put together?

Explain that their square will not remain an individual classroom project. It will become part of a large museum installation.

THE COLLECTIVE QUILT: From One House to a Community

After the classroom projects are completed, the individual 10" × 10" squares will be assembled into a large-scale museum installation. Each student contributes: ONE SQUARE

The museum establishes: A COMMUNITY. The installation will allow for up to 1,000 grade-school visitors to encounter an artwork by Ingrid Hernández and create their own sense of place and belonging. The quilt becomes a visual representation of the idea that there are many ways to imagine home, but everyone deserves a place where they can feel safe, cared for, and that they belong.

Teacher Tips Including Preparation

BEFORE THE LESSON: Review the TYPES OF HOMES hand out and add any ideas the students have.



IMPORTANT TEACHING NOTE: The concept of "home" can be personal. Students should not be required to represent their actual home or family. Instead, invite them to imagine: "The place where I would feel happiest, safest, and most welcome." This allows every student to participate through imagination.

MATERIALS AS STORY

Teachers are encouraged to ask: Why did you choose this material?

A student might say: "The ribbon is a river." "The button is the moon." "The gems are stars." "The pipe cleaner is my garden." The fabric reminds me of my grandmother." "The glow stickers make my house feel magical."

This turns material selection into part of the storytelling.

THE INSTALLATION EXPERIENCE: Because this artwork will eventually be created by more than 1,000 grade-school museum visitors, the installation itself becomes part of the educational lesson.

Students should understand: You are not just making an artwork for yourself. You are contributing to an artwork that will be experienced by other children. This creates an important shift: **MY HOUSE** → **OUR QUILT** → **OUR COMMUNITY**

CA CONTENT STANDARDS

Visual Arts — Creating

VA:Cr1.1

Generate and develop artistic ideas and work.

VA:Cr2.1

Experiment with various materials and artistic processes.

VA:Cr2.3

Use materials and processes to create artwork.

Presenting

VA:Pr5.1

Prepare and present artwork for display.

VA:Pr6.1

Present artwork in a way that communicates meaning.

Responding

VA:Re7.1

Perceive and describe visual characteristics of artwork.

VA:Re8.1

Interpret art by analyzing how visual elements and materials communicate meaning.

Connecting

VA:Cn10.1

Create artwork about personal experiences and ideas.

VA:Cn11.1

Recognize how art connects to history, culture, community, and personal experience.

STEAM Standards:

Science/Engineering: CA NGSS 3–5-ETS1-1, 3–5-ETS1-2, 3–5-ETS1-3

Technology: CA Computer Science 3–5.CS.1, 3–5.IC.22

Engineering: CA NGSS 3–5-ETS1-1, 3–5-ETS1-2, 3–5-ETS1-3

Art: California Visual Arts Standards VA:Cr1.1, VA:Cr2.1, VA:Cr2.3, VA:Pr5.1, VA:Pr6.1, VA:Re7.1, VA:Re8.1,



VA:Cn10.1, VA:Cn11.1

Mathematics: California Common Core 3.MD.2, 4.MD.1–2, 5.MD.1; 3.G.1, 4.G.2, 5.G.1–2

Bibliography / Webography

- San Diego Visual Arts Network (SDVAN)
- Ingrid Hernandez Exhibition Materials
- Oceanside Museum of Art Education Resources
- California Arts Framework
- California Visual Arts Standards
- Next Generation Science Standards (NGSS)

CLOSING STATEMENT FOR THE LESSON: Every home tells a story.

In *House of My Dreams*, each student creates one small story about the kind of place they imagine as home. When hundreds of individual squares are brought together, they become a collective artwork—one large quilt made from many ideas, many imaginations, and many voices. Each square is different. Every square belongs. Together, they create a community.

Cloth and the Human Experience

Cloth is more than a material—it can carry a story, a memory, and a feeling. Across cultures and generations, people have used fabric to remember where they come from, celebrate the people they love, and create a sense of home and belonging. By bringing these individual quilt squares together, we discover that every small square can hold a story—and when the quilt squares are joined, they become part of a larger story about community, connection, memory, and the many ways we experience home.

Trauma-Informed Facilitation Notes

Create a classroom environment where all student's ideas and experiences are valued. Encourage open-ended responses and avoid evaluating artwork as "right" or "wrong." Offer multiple ways for students to participate, including speaking, writing, drawing, or simply observing. Use inclusive language that welcomes diverse identities, cultures, and experiences, and recognize that wearable artwork may represent deeply personal memories or imaginative ideas. Emphasize that the goal is exploration, creativity, and self-expression rather than perfection.

Brenda A. Andrews is a multimedia artist, educator, curator, and arts advocate whose work connects art, education, and community engagement. Through interdisciplinary projects and educational programs, she creates accessible opportunities for people to experience and participate in the arts, encouraging curiosity, critical thinking, experimentation, and new ways of seeing and making meaning.

About Walk with Artist's Eyes

Walk with Artist's Eyes is an educational initiative developed by artist, Brenda Andrews for the San Diego Visual Arts Network in partnership with the San Diego Art Prize and Oceanside Museum of Art. Through artist-inspired lessons, students develop creative thinking, visual literacy, and interdisciplinary connections while exploring the work of contemporary artists.

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