

**METHODS**

**EXPLORATION | 4100**

**FINAL UNIT PLAN**

## **Public Identity**

By Holly Romano



# LESSON PLANNING USING BACKWARDS DESIGN

**Overview:** For this assignment, you will be experimenting with a method of art education. With your partner or group, you will create an in-depth Lesson Plan using your assigned method, guided by ODE content statements.

## LESSON PLANNING OUTLINE

This outline will be used to guide you through purposeful lesson planning, using Backwards Design (goals-first!).

### Some tips to avoid common mistakes:

#### Content:

- Assure your goals and instruction methods are age appropriate
- All required content must be completed in a purposeful way.

#### Organization:

- Bullet points or numbered directions can be used to keep the document clear, but you must use complete, detailed sentences

#### Language:

- Use academic language and terms from course material within the lesson plan, and check for spelling and fluency
- Create a detailed lesson plan. For example:
  - When drafting teaching portions of your plan, assure you are giving the reader all the steps they need to teach the plan.
  - Do not use vague language.
  - When using statements like, "Check for clarity with students," include example questions or activities to do so.
- You should use language that assumes you are creating this plan for others to use (ie. use "The instructor" rather than "I" or "we").

### Important Note on Academic Misconduct:

All artmaking activities must be your own design. DO NOT copy any lesson or unit plan found on Pinterest, Teachers Pay Teachers, blogs, etc. to create your art making experiences. Using others' work as your own constitutes academic misconduct and will result in 1) a severe reduction in points and/or 2) the plan to be submitted to the Committee for Academic Misconduct for all members of the group.

## Title of Unit Plan: Public Identity

Grade Level(s): 8th grade

Length of Class Period: 45 minutes

Length of Unit: 1 week (7 classes)

Topic or Keywords: Narrative, Stereotype, Biases

**Created By: Holly Romano**

### Unit Plan Overview

#### ODE Content Standards:

- **8.2 PE** Select materials and techniques to independently create works of art.
- **8.3 PE** Make aesthetic decisions using the elements of art and principles of design.
- **8.1 CO** Interpret how community context, beliefs and resources influence works of art.
- **8.3 CO** Discover how cultural differences impact personal perceptions.

#### Enduring Understandings of the Unit

##### Anticipatory Set:

- Visual culture and media can promote stereotypes, biases, and prejudices.
- We need to be aware of a fact versus an opinion.
- It is important to speak-up on our own behalf and share our story.

**Rationale:** In today's news-addicted world, students need to learn how to be able to analyze and criticize information that is being spread. It is also important for them to be able to recognize when stereotypes, biases, and prejudices are promoted in visual culture and media and understand the source of their assumptions. To counter these messages, they can be a self-advocate for groups they are a part of who are being oppressed, and can be allies to those they are not part of. It's best to know people from all different communities, and not make assumptions.

#### Central Focus of the Unit Plan

- Students are interpreting messages in visual culture and media.

- Students are reflecting on their own identities and creating a self-advocacy zine.
- Students will create an identity narrative sculpture to communicate their identity.

### Technology Use in this Unit

Computers for research

## Essential Educational Content of this Unit

### Lesson One Title: Do you see what I see?

**Lesson Description:** Students will observe, reflect, and discuss examples of visual culture that promote or counter stereotypes, prejudices, and biases. Through teacher-guided discussion, students will share their observations and consider how these might show up in their daily lives.

**Length of Lesson: 1 class**

### Lesson Two Title: Share your narrative

**Lesson Description:** Students will consider their own identities and how they might be represented in visual culture and media. They will create mind maps to define their identities, and then select which they want to talk about and share a narrative. Then they will create a mixed media zine.

**Length of Lesson: 3 classes**

### Lesson Three Title: Self representation

**Lesson Description:** Students will create a sculptural artwork that is a self representation narrative based on what they discussed in their zine.

**Length of Lesson: 3 classes**

## LESSON PLAN 1: Do you see what I see?

### Arts Education Method

Art Education Method: Visual Thinking Strategies

**Overview of Method | Objectives, Pros & Cons, and Practical Applications:** Visual Thinking Strategies (VTS) is a method that encourages observation, discussion, and reflection on artwork. The teacher supports the students by asking them guiding questions and allow students to speak from their own perspective and form their own learning. This helps students learn how to observe and interpret artwork. The challenges come in assuring that students are respectful and responsive to their peers and knowing how to navigate tough subjects with the students.

### ODE Content Standards | Visual Art

1. **8.1 CO:** Interpret how community context, beliefs and resources influence works of art.
2. **8.3 CO:** Discover how cultural differences impact personal perceptions.

### ODE Content Standards | Social Emotional Learning

3. **A4.3.c:** Demonstrate basic self-advocacy academically and socially
4. **C1.3.c:** Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective.
5. **C3.1.c:** Discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice.

## Objectives & Assessments

### Knowledge-Based Assessment Objectives

*Students will know/understand...*

- Students will learn visual culture examples of how cats are portrayed in media
- Students will understand how these examples enforce and/or influence beliefs about cats
- Students will know that people might view others whose identities are different from their own
- Students will understand how our own experiences can influence our perceptions of others

### Performance-Based Assessment Objectives

*Students will be able to... solve, simulate, create, assemble, illustrate, experiment, etc.*

- Students will learn about all sources of visual culture
- Students will be able to recognize stereotypes, biases, and prejudices in visual culture and media
- Students will notice how assumptions can be made from visual culture and media
- Students will reflect on the sources for their opinions, biases, and assumptions
- Students will be able to decide the best sources for information

### Performance-Based Assessment Strategies

- Visual reflections in their sketchbooks
- Class discussion observed by teacher
- Student research for visual culture examples

## Academic Language, Accommodation & Visual Culture

### Vocabulary (Define Each)

#### From Visual Arts Content Standards & Objectives

- **8.1 CO:** Interpret how community context, beliefs and resources influence works of art.
  - **Stereotype:** a widely held but fixed and oversimplified image or idea of a particular type of person or thing.
  - **Assumption:** a thing that is accepted as true or as certain to happen, without proof.
  - **Bias:** prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.
  - **Prejudice:** preconceived opinion that is not based on reason or actual experience.
- **8.3 CO:** Discover how cultural differences impact personal perceptions.
  - **Opinion** - a view or judgment formed about something, not

necessarily based on fact or knowledge

- **Fact** - a thing that is known or proved to be true

**From Social Emotional Learning Standard & Objectives**

- **C3.1.c:** Discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice.

**Additional Language Demands & Communication Tasks**

- Oral discussion
- Visual/art journaling
- Written notes

**Specific Accommodations as Needed**

Students can write notes or create visual responses in their sketchbook if they do not feel comfortable adding to the class discussion.

**Art/Visual Culture Examples**

*List of artists, artwork, and media used*

- GMC ad: <https://youtu.be/bfuhFvZsgkc>
- "Stray" video game
- Pusheen
- Grumpy Cat
- Hello Kitty
- Tom & Jerry
- "Cat Stroking for Beginners" poster
- "Mona Lisa" holding a cat meme

**Lesson Preparations**

**Materials & Resources for Educator**

- Slide presentation

### Materials Needed for Students

- Sketchbooks

### Safety Procedures

- Ensure the students understand how to have respectful discussion in class and to allow varying opinions

## LEARNING ACTIVITY & PLAN

### Classroom & Environment Set-Up

*Alongside art supply set-up, discuss classroom environment and culture*

- Students sit in their selected seats with sketchbooks and writing tools
- Slide show presentation is prepped

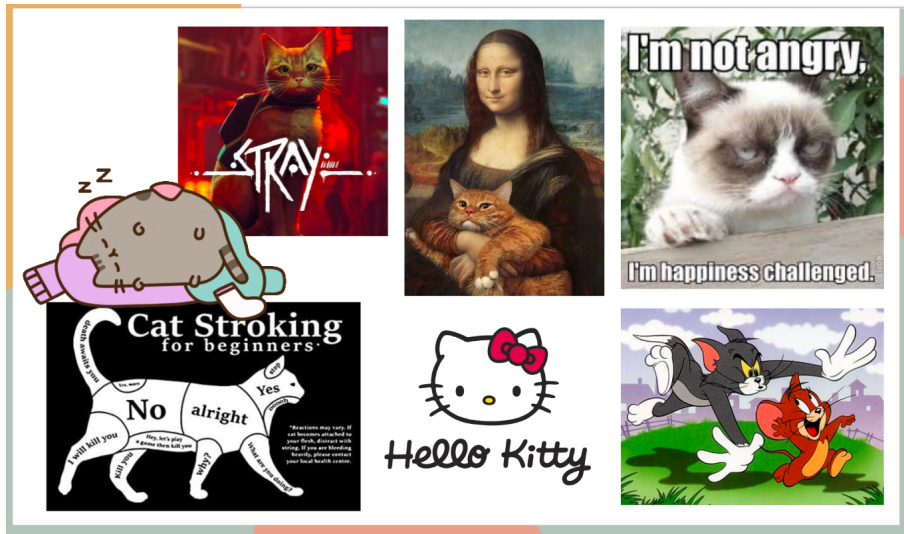
### Lesson Introduction

1. **Class will begin by watching this video:** <https://youtu.be/bfuhFvZsgkc>
2. **Teacher:** "What's happening in this ad? What makes you think that? Why is this ad funny?"
3. Students answer and discuss (10 minutes)

### Teaching & Learning Procedures

*This section should include as much detail as possible, and have time markers. Remember, always write lesson plans so another educator could teach it.*





**Teacher:** "Let's talk about cats. I have up here on the board some visual culture and media examples for cats."

**Teacher:** "Does anyone here have limited or no experience with cats? Those of you with limited to no experience, what would you say are characteristics of cats?"

**Students:** answers (teacher writes characteristics on the board)

**Teacher:** "Okay, now, how many of you have, or have had, a cat for a pet? What would you say are characteristics of cats?"

**Students:** answers (teacher writes characteristics on the board)

**Teacher:** "Of those of you who have experience with cats, is there anything up here that you don't feel is true or accurate?"

**Students:** answer

**Teacher:** "Those of you who have limited or no experience with cats, where do you think you formed your opinions from?"

**Students:** answer

**Teacher:** The lens we use to build our perceptions of things we have not experienced is highly influenced by many sources in our visual culture:

- Social media
- Television
- Video games
- Movies
- Advertising/marketing
- Memes
- YouTube
- Magazines
- Books/comics

**Teacher:** "It is very important to consider your source when learning about something you are unfamiliar with. Visual culture and media can easily push stereotypes, assumptions, biases, and prejudices, especially in our world of social media where there is minimal control over what is shared, and things can be shared immediately to mass amounts of people.

"Here are definitions of what those words mean:

- **Stereotype:** a widely held but fixed and oversimplified image or idea of a particular type of person or thing. (ex. All cats are mean)
- **Assumption:** a thing that is accepted as true or as certain to happen, without proof (ex. Black cats are bad luck)
- **Bias:** prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair (ex. Dogs are better than cats)
- **Prejudice:** preconceived opinion that is not based on reason or actual experience (ex. Cats are boring)

A very important common thread here between all of these definitions is to note that **none of these are based on facts**. They are all based on opinion. You should be sure to understand the difference between a fact and an opinion. Can someone give me an example of a fact? (student answers) And how do we know that is a fact? (student answers) Can someone give me an example of an opinion? (student answers)"

### Lesson Conclusion

**Teacher:** Let's look these examples of cats in visual culture (slide). Are any of these based on stereotypes, assumptions, biases, or prejudices? What about fact or opinion?"

**Students:** Give their answers and reasons for their thinking

### Clean-Up Procedures

Students put away notebooks

### Closure, Review & Anticipation

*How will students be prepared for the next day of learning?*

**Teacher:** "Until we meet next, use your critical thinking skills to notice visual culture your experience on a day-to-day basis. Consider how it helps shape your opinions and thoughts about things. Consider 'What is the message here?'"

## EXTENSION ACTIVITY

### Overview of Extension Activity

Students can research and find their own example of visual culture that is promoting a stereotype, bias, or prejudice. They will write a reflection piece about this example.

### Extension Activity Goals & Objectives

Students demonstrate through their research and reflection that they understand a stereotype, bias, or prejudice is when they see it in visual culture.

### Classroom & Environment Set-Up

*What additional set-up is needed that would not be present during the initial lesson?*

Access to classroom iPads

### Introduction to Extension Activity

*How will you transition and introduce this activity?*

**Teacher:** "Now I want you all to be detectives and investigate current visual culture, something from the past year, and see if you can find an example of it promoting stereotypes, biases, assumptions, or prejudices."

**Teaching & Learning Procedures for Extension Activity**

*This section should include as much detail as possible, and have time markers. Remember, always write lesson plans so another educator could teach it.*

**Teacher:** "You can look through the magazines in the classroom or use your Chromebooks to research your visual culture examples. When you find one that you want to react to, you can tear it out or print it to the classroom printer. Then, in your sketchbooks I want you to answer these questions:

- What is this sample for?
- What is the stereotype, bias, or prejudice you feel it is promoting?
- What do you see to make you feel this way?
- How would you fix it?

**Conclusion & Clean-Up to Extension Activity**

*Include a quick assessment and opportunities for students to consider their learning.*

Students finish assignment and turn in sketchbooks

**This Extension Activity is Based on the Work By: Me**

## LESSON PLAN 2: Own your narrative

### Arts Education Method

#### Art Education Method: Visual Culture & Media Literacy

**Overview of Method | Objectives, Pros & Cons, and Practical Applications:** Visual Culture & Media Literacy is a method that encourages students to notice and analyze how our visual culture and media can shape how we see the world. This helps students become more conscious about how they form knowledge and what sources influence them. It causes them to ask questions. It can also support talking about sensitive or controversial topics, so the teacher needs to ensure that there is respect and responsibility in the classroom when it comes to the opinions of others.

#### ODE Content Standards | Visual Art

1. **8.2 PE:** Select materials and techniques to independently create works of art.
2. **8.3 PE:** Make aesthetic decisions using the elements of art and principles of design.

#### ODE Content Standards | Social Emotional Learning

3. **A4.3.c:** Demonstrate basic self-advocacy academically and socially.

### Objectives & Assessments

#### Knowledge-Based Assessment Objectives

*Students will know/understand..*

- Students will select from multiple materials to create a mixed media work of art
- Students will select which elements of art and principles of design to focus on for their work of art

#### Performance-Based Assessment Objectives

*Students will be able to... solve, simulate, create, assemble, illustrate, experiment, etc.*

- Students will be able to list the multiple identities they carry
- Students will be able to list the communities/groups they are a part of

- Students will identify how they have experienced biases, stereotypes, and prejudices in their own lives
- Students will share their own first-hand messages about life experiences
- Students will know art as a way to self advocate
- Students will use balance, unity, and variety when creating their zine.
- Students will have autonomy in their aesthetic decisions.
- Students will use mixed media collage to create an identity narrative artwork

### Performance-Based Assessment Strategies

- Mind map activity
- Zine creation
- Video creation

## Academic Language, Accommodation & Visual Culture

### Vocabulary (Define Each)

#### From Visual Arts Content Standards & Objectives

- **8.2PE** Select materials and techniques to independently create works of art.
  - **Mind map** - a diagram used to visually organize information, often created around a single concept. Major ideas are connected directly to the central concept, and other ideas branch out from those major ideas.
  - **Mixed media** - artwork in which more than one medium or material has been employed
  - **Zine** - short for *magazine* or *fanzine*) is a small-circulation self-published work of original or appropriated texts and images, usually reproduced via a copy machine.
- **8.3PE** Make aesthetic decisions using the elements of art and principles of design.
  - **Balance** - an even distribution of the visual weight of an artwork
  - **Unity** - a force operating within a design that gives it the appearance of oneness or resolution. This ensures no single part is more important than the other.

- **Variety** - the use of several elements of design to hold the viewer's attention and to guide the viewer's eye through and around the work of art.

### From Social Emotional Learning Standard & Objectives

- **A4. 3.c** Demonstrate basic self-advocacy academically and socially.
  - **Self-advocacy** - the action of representing oneself or one's views or interests
  - **Counter** - speak or act in opposition to.

### Additional Language Demands & Communication Tasks

- Written and visual communication with mind maps
- Written and visual communication with zines

### Specific Accommodations as Needed

- Students are allowed to keep their mind maps and zines private
- Students can use imagery or symbolism instead of words
- Students can use iPads or computers instead of paper, scissors and glue
- Students can record an oral story instead of creating a zine

### Art/Visual Culture Examples

*List of artists, artwork, and media used*

-  **Let's Talk About Zines and Why You Should Make One** by [Greg Kletsel](#)

## Lesson Preparations

### Materials & Resources for Educator

- Sample of a mind map
- Sample of narrative zine
- Artist examples of narrative zines or mixed media

### Materials Needed for Students

- Large white paper

- Writing tool
- Magazines, tissue, painted papers, fabric, etc for collage
- Glue
- Zine folding instruction sheet

### Safety Procedures

- Students will know how to handle scissors and glue properly and safely
- The classroom will have established rules around giving respectable and constructive artwork feedback to their peers and respecting others opinions

## LEARNING ACTIVITY & PLAN

### Classroom & Environment Set-Up

*Alongside art supply set-up, discuss classroom environment and culture*

- Mixed media supply station with all of the supplies
- Slide show ready
- White board ready
- Large paper ready
- Sketchbooks at tables for students

### Lesson Introduction

**Teacher:** "Last class we looked at some visual examples of how cats are portrayed in culture. Remember Walter the cat? Can you recall some of our other examples?"

**Students:** Answer/discuss

**Teacher:** "All of those visual examples were putting out a message about cats — some based on stereotypes, some based on biases, some based on prejudices.

For our next lesson, you are going to create a visual example of yourself to share the narrative of you are — a true narrative based on facts and not the opinions of others. We are going to use zines as our communication tool and mixed media as our medium."

### Teaching & Learning Procedures



*This section should include as much detail as possible, and have time markers. Remember, always write lesson plans so another educator could teach it.*

**Day 1:**

1. **Teacher:** "When thinking about where to look for factual-based or personal experience information, who, where, or what, do you think might be the best source?"
2. **Students:** (looking for answers like someone who experiences it first-hand, someone who has done extensive, proven research on the subject, etc)
3. **Teacher:** "People who have first-hand experience in something are considered good sources for information. For example, if I wanted to know what it's like to have a cat for a pet, do I ask someone who has a cat, or someone who doesn't?"

**Students:** "Someone who does"

**Teacher:** "Exactly. Someone who has first-hand experience with having a cat as a pet."

Guess what? All of you are a good sources of information! You all have first-hand experience with a lot of things.. Whether it's your hobby, a sport you play, a faith you practice, or a group you are a part of, you are all an authority about a specific aspect of the human experience.

4. **Teacher:** "Let's visualize all the things you might be a good resource for by using a tool called mind maps. Has anyone here made a mind map before?"
5. **Teacher:** "We are going to use mind mapping as a way to help us visualize and recall all the different parts of your identities — the many aspects of your life. Think about all the identities you might carry: student, son or daughter, athlete, gamer, artist, etc."
6. **Teacher:** "Thinking back to our cat discussion, let's make a mind map together about cats."

The **teacher facilitate a class activity on how to cerate a mind map** using the

example of a cat. The students will call out ideas, allowing the students to bounce ideas off one another.

7. **Teacher:** "Now, let's make one about all the **parts of your life, your identities** that you carry. On the large piece of paper you have, write your name in the middle as your starting point.

Now you are going to think about all the identities you carry. Here are some ideas to help get you going. Think about all of these areas of yourself and put them on your mind map."

- Country of origin
- State/Region they live
- Race
- Ethnicity
- Community/Club
- Faith
- School
- Socioeconomic status
- Age group/generation
- Gender identity
- Sexuality
- Interests/Hobbies
- Sport
- Family position
- Medical diagnosis

They will have 10 minutes for this exercise.

8. **Teacher:** "Now I want you to **reflect on your identities** and how you feel they are portrayed in media and visual culture. You can some notes in your sketchbooks about assumptions, biases, stereotypes, or prejudices that might be associated with an identity, and then consider a positive message you want to counter it with. For example if we think back to our stereotype example that all cats are mean, maybe we oppose that with cats are selective on who earns their trust."

They will be given time to write notes and ideas about identities they want to showcase in their zine.

9. Students will **partner up with a peer** of their choosing and for the rest of class they can discuss their mind maps together as well as their thoughts and ideas.

**Day 2:**

1. **Teacher:** "If you recall, yesterday we talked about stereotypes, biases, assumptions, and prejudices in visual culture and media, using cats as an example. Then you all made a mind map about all the identities you carry and wrote some notes about what messages you, as a first-hand source, wanted to share about those identities. Today, you are going to make a zine that speaks to these truths to represent a group you feel might be misunderstood in visual culture."

2. **Teacher:** "First I want to ask, why is representation important? Why do we care about making sure all people are represented in visual culture and media?"

The teacher will guide students into coming to the conclusion that without representation, stereotypes, biases, assumptions, prejudices, and even racism, can continue to exist. Everyone deserves to have a voice.

3. **Teacher:** "Looking at your mind maps, you need to choose 1, 2, or 3 of your identities to give a first-hand narrative about in your zines we are creating. Go ahead and highlight those or mark them with a marker. Consider which ones you feel strongest about sharing. **Remember, the goal is to counter any biases, stereotypes, assumptions, and/or prejudices.**

The narratives you share about these identities **must be positive messages**. For example, if I want to counter the bias of "dogs are better than cats," I am not going to say, "cats are better than dogs." Instead I would say something about why cats are good pets, like "cats are quiet, clean, and easy to snuggle with."

Students have a few minutes to consider this.

4. **Teacher:** "Okay, now let's fold our paper into a zine."

5. The teacher will **show students how to construct an 8-page zine** by passing a handout and having the students fold one along with the teacher. The students will use the paper from their mind maps for the zine — having the mind map be on the inside.
6. **Teacher:** "Okay now that we have our zines folded, you are going to create a **cover, and three inside spreads about the 1, 2, or 3 identities you chose**. I have an example here using the mind map we did together of a cat. I turned it into a zine and created a narrative about cats to counter negative messaging shown in visual culture."

Teacher shows the zine to students.

7. **Teacher:** "We are going to be using **mixed media as our medium for artmaking**. Mixed media can include a lot of things, including painting, drawing, and collage. You can use the supplies you need within the classroom.

Your zines **must use the principles of design of balance, unity, and variety**. Here is a slide to remind you of what those are (slide shown).

8. Students will have the rest of class to work individually creating **mixed media collages** using their choice of materials.

### **Day 3**

1. **Teacher:** "Today you are all going to **continue and complete** your identity narrative zines. You will have the next 25 minutes to work on them, then we will have peer share and reflection time."
2. While students are working on their zines, the teacher will walk around the room, **asking essential questions and providing constructive feedback** as needed.

Questions the teacher might ask while providing one-on-one feedback:

- How did you come to choose your narrative?
- What aspects of your identities are you including in your narrative?

- How are you considering stereotypes, biases, assumptions, and prejudices around your narrative?
3. After the artmaking of student zines has concluded, students will be given **five minutes to clean up** their stations and prepare for peer share.

### Lesson Conclusion

**Teacher:** "Each of you should pair up with 1-2 of your peers to share your zine with. You can choose your groups. I will also support a small group if needed.

Here is what I would like you all to discuss in your groups:

1. Present your zine to your group
2. Share why you picked your narrative(s)
3. Share something new you learned about another member of your group."

### Clean-Up Procedures

Students turn in their zines and return their sketchbooks

### Closure, Review & Anticipation

*How will students be prepared for the next day of learning?*

**Teacher:** "How many of you feel that creating these zine narratives was a positive experience? How many of you learned something new about a classmate?"

Next class we are going to expand on your zines and turn your narrative into a 3D piece of art."

## EXTENSION ACTIVITY

### Overview of Extension Activity

Students will create a video (social media style) about their zines that will be linked by a QR code on the back cover.

### Extension Activity Goals & Objectives

Have students engage in an additional communication tool to share their message.

### **Classroom & Environment Set-Up**

*What additional set-up is needed that would not be present during the initial lesson?*

Classroom ipads and computers will be charged and ready for students to use

### **Introduction to Extension Activity**

*How will you transition and introduce this activity?*

1. **Teacher:** "You all created a zine as an accessible way to share your narrative. Accessible because, although it's a booklet, it's easy to copy it and pass out. Can you think of another communication method or type of media that you could use that is more efficient? Think about ways you share information almost immediately.
2. Students answer (looking for answers like videos, social media live events, etc)
3. **Teacher:** "Yes, video communication, especially in spaces like social media, can be instant (live) or almost instant (reels, stories, Tiktoks). Also, they can spread your message to a wider audience without much effort on your part.

### **Teaching & Learning Procedures for Extension Activity**

*This section should include as much detail as possible, and have time markers.*

*Remember, always write lesson plans so another educator could teach it.*

4. **Teacher:** "You all will be creating a video about your zine content. It can be you explaining your zine page by page, or just talk through the messaging from your zine. Videos must be 1-2 minutes and you can decide how you want to format it. It's a video about you, so let it reflect your identity.  
  
When you are done with your videos, you will make a QR code to put on the back cover of your zines that links to it. You can upload your videos to our Google classroom and it will give you a link to make your QR code. Let's go through the process together as a class."
5. Teacher takes students through the process of uploading a video and then creating a QR code.
6. **Teacher:** "Okay, go ahead and get started with planning out and creating your

videos. I will be walking around the room if you have any questions or need some feedback."

7. Students work on their videos using "Filmora" or "iVideo."

## Day 2

1. **Teacher:** "Today you are going to finish up your videos and create your QR codes. For the last 15 minutes of class, we will have open share for anyone who would like to share their video with the class."
2. Students finish their videos and create their QR codes.

## Conclusion & Clean-Up to Extension Activity

*Include a quick assessment and opportunities for students to consider their learning.*

**Teacher:** "A lot of people like to share themselves through videos on social media because it's an efficient way to reach a large audience almost immediately, and we can quickly get feedback.

However, we need to be conscious of the possibility of receiving negative feedback on social media as well. It's easier for someone to make a negative comment when they are securely behind their computer than when they are looking at you face-to-face. You have the ability to turn the comments off for your posts. That is a boundary you are allowed to make."

**This Extension Activity is Based on the Work By: Me**

## LESSON PLAN 3: Spread your message

### Arts Education Method

**Art Education Method:** TAB

#### **Overview of Method | Objectives, Pros & Cons, and Practical Applications:**

Teaching for Artistic Behavior (TAB) is a method that gives students full choice on their artmaking, including materials, mediums, and techniques. The full class is given a them to work under, and students select how to produce the work. This gives students strong skills in creativity, problem solving, and conceptualizing their work. Because of open-endedness, it can be challenging and overwhelming for students who are not accustomed to making their own decisions. It's best to scaffold students into this method, and have supports ready for students who are still learning.

#### **ODE Content Standards | Visual Art**

1. **8.2 PE** Select materials and techniques to independently create works of art.
2. **8.3 PE** Make aesthetic decisions using the elements of art and principles of design.

#### **ODE Content Standards | Social Emotional Learning**

3. **C1.3.c:** Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective.

### Objectives & Assessments

#### **Knowledge-Based Assessment Objectives**

*Students will know/understand...*

- Students will understand that they have autonomy in how to visually represent their narrative
- Students will know that artwork can present a narrative about the artist's identity

#### **Performance-Based Assessment Objectives**

*Students will be able to... solve, simulate, create, assemble, illustrate, experiment, etc.*



- Students will be able to select materials and techniques to independently create an identity narrative work of art.
- Students will assemble an identity narrative work using the elements of art and principles of design
- Students will plan and assemble a 3D sculpture

### Performance-Based Assessment Strategies

- Final sculpture artwork
- Google form reflection

## Academic Language, Accommodation & Visual Culture

### Vocabulary (Define Each)

#### From Visual Arts Content Standards & Objectives

- **Visual narrative** - a story told primarily through the use of visual media
- **Identity** - the fact of being who or what a person or thing is
- **Sculpture** - a three-dimensional representative or abstract form
- **Elements of art** - The visual components of color, form, line, shape, space, texture, and value.
- **Principals of design** - contrast, balance, emphasis, proportion, hierarchy, repetition, rhythm, pattern, white space, movement, variety, and unity.

#### From Social Emotional Learning Standard & Objectives

- **Empathy** - the ability to understand and share the feelings of another
- **Perspective** - a particular attitude toward or way of regarding something; a point of view

<b>Additional Language Demands &amp; Communication Tasks</b>
Written narrative, mind maps
<b>Specific Accommodations as Needed</b>
This project is open-ended, so students can work in the medium they prefer or feel most comfortable using.
<b>Art/Visual Culture Examples</b> <i>List of artists, artwork, and media used</i>
<a href="https://fineartconnoisseur.com/2018/04/fantastical-narrative-sculptures-that-combine-human-animal-and-plant-forms/">https://fineartconnoisseur.com/2018/04/fantastical-narrative-sculptures-that-combine-human-animal-and-plant-forms/</a>
Kara Walker Bharti Kher
<a href="https://nansmith.com/">https://nansmith.com/</a>

<b>Lesson Preparations</b>
<b>Materials &amp; Resources for Educator</b>
<ul style="list-style-type: none"> <li>• Slides</li> </ul>
<b>Materials Needed for Students</b>
<ul style="list-style-type: none"> <li>• Art stations prepped for students to utilize</li> </ul>
<b>Safety Procedures</b>
<p>The classroom will have implemented guidelines for conduct during art presentations and feedback:</p> <ul style="list-style-type: none"> <li>• If you want to comment, start with something you like about the artwork</li> <li>• Always use constructive criticism</li> <li>• Thank your classmate for sharing their art with you</li> </ul>

This lesson will be taught towards the end of the semester that the students are taking the class, that way they are knowledgeable on all the proper safety and handling requirements for the available art tools and mediums available in the classroom.

## LEARNING ACTIVITY & PLAN

### Classroom & Environment Set-Up

*Alongside art supply set-up, discuss classroom environment and culture*

- TAB material stations prepped for students to utilize

### Lesson Introduction

**Teacher:** "While zines and videos are popular methods to communicate a message, fine art is the oldest visual communication tool. Think about indigenous groups, cave art, and Egyptian hieroglyphs."

### Teaching & Learning Procedures

*This section should include as much detail as possible, and have time markers. Remember, always write lesson plans so another educator could teach it.*

1. Teacher shows visual examples of identity narrative art.
2. **Teacher:** "Your final project will be an identity narrative, made in the media and materials of your choice. I have all of the stations open and prepped for you to work in.

This piece should be in reference to your zine narrative, picking one area to focus on. Just like your zine, this piece should feel positive and empowering.

You will have 3 class periods to work on it, so be thoughtful and plan your ideas in your sketchbooks before you begin your final piece. I want you all to meet with me about your concepts before you begin working on your art piece. By the end of

class today, you should have your idea finalized."

3. Students work on projects for three days, while the teacher walks around to give feedback and support where needed. During day 2, students will do an in-process peer share in groups of 3.
  - a. Prompt questions for discussion: What narrative do you want your piece to share. What area do you feel is successful? What area do you feel challenged by? What support/feedback can your peers give you? What questions do you have for your peers?

### Lesson Conclusion

1. **Teacher:** "Today we are going to have open share for you to present your art piece to the class. I have a reflection form in our Google classroom for you to fill out first as a way to help you organize your thoughts before you present."
2. Students fill out Google form
3. Students take turns presenting their work to the class.

### Clean-Up Procedures

- All materials are put away.
- Google forms are filled out and submitted

### Closure, Review & Anticipation

*How will students be prepared for the next day of learning?*

**Teacher:** "Through this unit, we analyzed visual culture and media to see how it can promote stereotypes, biases, and prejudices. We reflected on how we might have personally been affected by this, and then created artwork to self-advocate our own narratives and share our truths into the world.

This self-advocacy doesn't only need to happen here in the artroom. You can speak up for yourself or a community you are involved in in any space. Your voice is valuable.

Also, when you see messaging out in the world, whether on a macro or micro level, that prompts stereotypes, biases, or prejudices, speak up. It is our humanistic responsibility to support the oppressed."

## EXTENSION ACTIVITY

### Overview of Extension Activity

Students will create a poster to hang inside their locker doors or in the art hallway — either with a self-advocacy theme or in support of an oppressed group/community.

### Extension Activity Goals & Objectives

Show students that something as simple and as common as a locker or wall poster can spread positive a message and support the community.

### Classroom & Environment Set-Up

*What additional set-up is needed that would not be present during the initial lesson?*

- 11 x 17 pieces of white paper
- Markers
- Pencils
- Sharpies

### Introduction to Extension Activity

*How will you transition and introduce this activity?*

**Teacher:** "A big and influential community that you belong to right now is your school community. You spend a lot of time here, and you are around your peers most of the day. You see who needs support. You see the ways how we relate to each other could be improved. You see how stereotypes, biases, and prejudices are promoted unconsciously, or consciously, by your peers, teachers, administration, etc.

You get to be an advocate for an oppressed group by creating a visual piece that communicates a message of support. You will create a poster to hang in your locker or in

the art hallway."

### **Teaching & Learning Procedures for Extension Activity**

*This section should include as much detail as possible, and have time markers. Remember, always write lesson plans so another educator could teach it.*

**Teacher:** "I have a table set up with paper, collage materials, glue, scissors, and writing/drawing tools."

"Think about a positive message you could share about building a more open and accepting school, especially for a group that faces a lot of bias and prejudice. Create a poster to counter those and offer support."

### **Conclusion & Clean-Up to Extension Activity**

*Include a quick assessment and opportunities for students to consider their learning.*

Students who want their posters to hang in the art hallway will give the teacher their poster. The rest can take their to hang in their lockers or do with however they choose.

### **This Extension Activity is Based on the Work By: Me**

---

## **WHOLE GROUP PLANNING REFLECTION**

### **Use of Peer Feedback**

*In one well-developed paragraph, consider and give specifics on how peer feedback was used in this unit plan.*

My biggest take-aways from peer feedback was that the initial lesson that was taught needed more time and there needed to be a better bridge between the mind map and the zine making. So, I added more time for students to work on projects (overall), and I made sure to include more discussion around the zine project. I was also sure to include more of the vocabulary within the lesson itself.

### **Use of Teaching Experience(s)**

*In one well-developed paragraph, consider and give specifics on how your teaching*

*experiences both inside and outside of our course was used in this unit plan.*

I want students to realize that visual messaging doesn't only happen in the art room or in fine art, but also in visual culture and media we experience everyday. I had a fifth grade student tell me, "I hate art" to which I asked him if he enjoyed video games or his stylish hightops. After he responded "yes" I reminded him that both of those are form of art. Most people still think of art only existing in museums or on living room walls.

Also, I want students to understand that art can be a tool to self-advocate and be used for activism. Watching students taught in DBAE shows me that they see it more as technique-based where there is a "right" way to do it that feels lacking conceptually.

## **ATTRIBUTION & THANKS**

### **Attributions**

*Add in any citations or acknowledgments for any work that was not your own in this unit plan.*

- Wikipedia
- YouTube

### **Thank You**

*Although not often seen in lesson or unit plans, a section of thank you is a productive way to acknowledge your learning community and inspirational sources. This is a good place to consider those whose extensions you added in a more conversational way.*

Definitely my group partners Colton and Mattie. We had many conversations about our initial lesson that I know some parts of what we talked about influenced how I decided to extend the unit.

I also know that while I didn't directly pick up anyone's extension ideas, I am sure that elements of their ideas sparked my own. For that I am grateful.