

Artist-a-Day

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Grades 6-8

2018

Introduction

Rationale

Why are the skills, content, and concepts presented in this unit important for students to learn?

Art is not some hoity toity pass time for the rich and elite. Art is meant to be consumed and enjoyed by the masses, and yet students are often pushed away from the subject in favor of math or science. This unit teaches students to examine, dissect, analyze, and enjoy art from a variety of cultures. Not only that but also takes what they have learned and guides them to create art representing their own identities. In this unit we will be exploring content that centers around artists and their identities. We will be pushing ourselves to find our own identities and then to examine how those identities can be expressed. This isn't simply an art project though, students are learning to analyze art and build connections. These skills are imperative to have across the curriculum and will benefit the student for life. We will also be working on our ability to infer and synthesize information, skills that are necessary for a discerning scholar and citizen. If all that wasn't enough we are going to be looking at the concept of expression, something that students must master in order to be a functional member of society.

Differentiation

What elements of this unit make it particularly beneficial or appropriate for gifted learners? (Be sure to discuss the dimensions of differentiation: Content, Process, Product, and Learning Environment AND the features of differentiation: Complexity, Challenge, Depth, Creativity, and Acceleration)

Differentiation is a key component to meeting the needs of AIG students. Below I will list some ways that this unit differentiates in order to best serves AIG students.

Content

- Rigorous Texts serve as an important way to push students and challenge their needs.
- Unfamiliar Art engages students with non traditional content to stretch learning.

Process

- In this unit there are a variety of teaching methods that help to engage students as well as highlight various areas of growth
 - Taba
 - VTS
 - Socratic Seminar
 - Questioning
- Class discussion on both group and partner level

Product

- Students allowed choice daily in their artistic representation for the day
- For the performance task students have complete choice over art style

Complexity

- Offer multiple artistic points of view
- Explore artistic expression over time

Depth

- Engage with the language of art
- Look at the big idea or concept of expression

Creativity

- Interpret art to discern personal understanding

- Create artistic works each day

Acceleration

- Moves at a quick pace, building on previous knowledge from the day before

Goals and Outcomes

Content Goal

To develop an understanding of various artists and their representation of identity in relation to their gender, culture, socioeconomic status, and political affiliations.

Outcomes

Students will be able to...

1. Define the word identity and acknowledge the various facets of identity.
2. Analyse a work of art and recognize various identities represented.
3. Articulate why an artist may be representing a particular identity based on research of the artist.
4. Create artists works that represent personal identities.

Process Goal

To develop analytical skills in relation to artistic expression.

Process Outcomes

Students will be able to...

1. Define what expression is in relation to art.
2. Identify multiple perspectives represented within a piece.
3. State assumptions for perspectives.
4. Use evidence to support their claim.
5. Make inferences based on evidence.

Concept Goal

To understand the concept of expression.

Concept Outcomes

Students will be able to....

1. Use appropriate language surrounding the topic of expression with relation to identity.
2. Analyze artistic works to create meaning.
3. Transfer understanding of artistic expression to new works.

Assessment Plan

What evidence will show that students understand? Describe formative assessments and summative assessment (performance task) that will be used to monitor student progress in meeting established goals throughout unit. Include student work samples (copies and/or photos) that demonstrate student content knowledge, skill development, and understanding of the unit's concept.

Formative Assessments

- Introductory drawing of self identity
 - Shows students baseline knowledge of students for their understanding of the concept of identity.
- Class Discussion
 - Topics range during each lesson but this is a way for students to demonstrate knowledge verbally.
- Journal questions
 - Provide teacher an example of more thought out responses to the big and small questions that students looked at in the lessons.
- VTS
 - Look at how students respond to art and the connections they make each day to previous learning
- Daily Art Creation
 - See how students are internalizing the material in their artistic expressions
- Socratic Seminar
 - examine student understanding of a topic through discussion and post seminar debriefing.

Summative

- Performance task
 - The North Carolina Museum of Art is establishing a new exhibit on the varying identities represented by middle school students around the state. Because of your research into expression and identity, you have been chosen to submit a piece to the new exhibit. Your task is to create a single piece of art that represents one or more of your own identities. You can choose to explore one of the styles we have touched on or blaze your own trail with another. Each applicant will then participate in the adjudication of other artists work.

CONCEPT

Expression

ESSENTIAL UNDERSTANDING

Expression reflects Identity

ESSENTIAL QUESTION

How does expression reflect identity?

CRITICAL CONTENT - Students will know that...

Students will know that

- Identity= Webster "sameness of essential or generic character in different instances"
- Identity has been a driving force in art throughout various ages and cultures, examples being the three artists we see.
- Keiji Shinohara= influential modern wood block printer that blends traditional with abstract styles
- Ukiyo-e= traditional wood block printing from the Edo period. Has roots in simple newspaper prints but grew into an art form for the masses.
- wood block printing= complex multi step process of adding layers of dye to damp paper in order to form a complete picture.

PROCESS SKILLS - Students will be able to...

Students will be able to...

- analyze examples of identity from various pieces of art.
- infer the identities represented in various pieces of art.
- distinguish ambiguity in artistic identity.
- Engage in a variety of forms of communication to discuss identity and art.

MATERIALS

Art and Identity Video

- <https://www.youtube.com/watch?v=NICodKeadp0>

Artwork

- Kahlo- Self-Portrait with Thorn Necklace and Hummingbird
- Keiki Shinohara- Winter Garden
- Hoch- Fashion Show

Print Making Video

<https://youtube.com/watch?v=yfqsTy3Yx24>

Shinohara Artist Statement

- <http://www.keijiart.com/about/artists-statement/>

Print Making Articles for Jigsaw

- <https://blog.mam.org/2014/02/25/from-the-collection-winter-in-color/>
 - Only focus on the Shinohara bits
- <http://dento-tokyo.jp/english/items/36.html>

Art Journals

GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question
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- What identity is represented in this picture?
- What lead you to that inference?
- Break down why their identity is bold or subtle?
- How do you connect with this identity?

- Then as a class begin to craft a class definition of the word identity
 - What does it encompass?
 - who has one?
 - how many can you have?
 - How narrow or broad should they be?
- How is our definition similar and different to Webster's?
- How did our definition compare with the video's?
- What identities were highlighted by the featured artists?
- How did the three artists represent their identities?
- What is going on the picture?
- What do you see that makes you think that?
- What else can you find?
- Who is represented?
- What is the action?
- What emotions are present?
- What are some observations that your group had about the second and third painting?
- How did the groups differ in their thinking?

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- What are some of the tools used in this process?
 - What attributes might Matsuzaki possess that would make him a successful printmaker?
 - How does this print represent Japanese culture?
 - How does Shinohara's artist statement differ from our original perception of wood block prints?

- What do we know about the artists from their work?
- How was identity represented in the three pieces?
- What connections can you make to your own identity?
- How does expression reflect identity?

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- What part of my identity do I want to express?
 - How am I expressing my identity?
 - How does printmaking allow us to reflect our identities?

- How does Identity fit into Shinohara's artistry?
- How would you compose a print to include your own identity despite more traditional artistic norms?

PLANNED LEARNING EXPERIENCES

Activator

- As students come into the class have them pick a piece of colored paper that they identify with. Then instruct students to draw a picture that represents a part of their identity. They will have 5 minutes to complete their task.
 - Do NOT elaborate on your meaning for students (we know they will ask)
- When students are finished have them pass their paper to another classmate.
- Once they have a different piece in front of them, have students think, pair to the following questions
 - What identity is represented in this picture?
 - What lead you to that inference?
 - Break down why their identity is bold or subtle?
 - How do you connect with this identity?
- Make a running list as what identities were inferred, then discuss whether or not everyone was correct in their inferencing.

Build Background Knowledge

- As a class look at the list of identities that are on the list we created. Is that everything?
- With a partner, have students see if they can brainstorm any other identities to add to the list.
- Discuss new identities and add them.
- Then as a class begin to craft a class definition of the word identity
 - What does it encompass?
 - who has one?
 - how many can you have?
 - How narrow or broad should they be?
- Compare this to the Webster definition "sameness of essential or generic character in different instances"
 - How is our definition similar and different to Webster's?
- Now view the Art and Identity Video
- As we are watching the video think about our definition of identity and the various identities represent by the artists in this video.
- Post Video discussion
 - How did our definition compare with the video's?
 - What identities were highlighted by the featured artists?
 - How did the three artists represent their identities?

Model

- What we are going to do now is examine some artwork!
- Give each child their art journal and a pencil
- Project one of Frida Kahlo's paintings (Self-Portrait with Thorn Necklace and Hummingbird)
- Let students know that you want them to observe what is going on in the painting, they are welcome to take notes if that helps
- Give students four uninterrupted minutes to observe and notate
- The begin asking students the following three questions
 - What is going on the picture?
 - What do you see that makes you think that?
 - What else can you find?
- As students are answering paraphrase their responses, draw the audience's eyes to their comment, and link discussion

- If they start to lag ask the following
 - Who is represented?
 - What is the action?
 - What emotions are present?

Guided Practice

- Now break the group into two smaller groups (one teacher with each group)
- Give each group a new painting to analyze (they will be different)
- This time have students lead the three prong questioning, with the facilitator jumping in as the conversation lags
- Follow the same steps as in the model
- When the groups finish their painting have them switch and do the process one more time.
- When the groups are completely finished come back together as a class.
 - What are some observations that your group had about the second and third painting?
 - Did both groups focus on the same things? Compare findings.

Closure

- Have students get back out their journals and answer the following questions
 - What do we know about the artists from their work?
 - How was identity represented in the three pieces?
 - What connections can you make to your own identity?
 - How does identity guide art?
- Have students discuss their answers in small groups and then with the class at large

____15 minute
break_____

Activator

- VTS process with Keiji Shinohara print
- See process above
- journal
 - What experiences do you have with wood block prints? What do you know of Japanese culture?
- Discuss answers
- Today we are going to explore the work of Japanese printmaker Keiji Shinohara.

Background Knowledge

- To start our exploration into printmaking we are going to watch a master at work. As we watch here are some questions that I would like you to consider.
 - What are some of the tools used in this process?
 - What attributes might Matsuzaki possess that would make him a successful printmaker?
 - How does this print represent Japanese culture?
- Post video and have students think pair share their answers to these questions
- Jigsaw print making articles
 - Guiding questions for article one
 - What inferences can you make on the role social class played in the development of Ukiyo-e?
 - How would you summarize the use of winter as theme in this woodblock?
 - How would you compare this explanation of woodblock prints to the video that we watched?

- Guiding questions for article two
 - How would you summarize the writer's feelings on Ukiyo-e?
 - Can you explain what is meant when the author states that they are "depicting the realistic feeling more vividly than reality"?
 - How would you compare this explanation of woodblock prints to the video that we watched?
- After Jigsaw
- View Three of his Landscape Prints
 - This is a chance for them to soak in more of his work, no VTS needed
- Read Shinohara Artist Statement
 - Journal
 - How does Shinohara's artist statement differ from our original perception of wood block prints?
 - How does Identity fit into Shinohara's artistry?
 - How would you compose a print to include your own identity despite more traditional artistic norms?
 - Share

Model and Create

- Now I am going to show you all how to make your own prints. We won't use woodblock but the creative process will be similar.
- The first question to think about is
 - What part of my identity do I want to express?
- Model for students thinking through various identities that could be expressed and then pick one as a class brainstorm was that I could draw out that identity.
- Then have students go through the same process but for themselves
- Model sketching out my work and talk through how I am reflecting my own identity within the sketch. Be sure to have them ruminate on the following question
 - How am I expressing my identity?
- Allow students 10 minutes to create their sketch
- Model how to transfer sketch to styrofoam board
- Then model the art of transferring design to paper
 - Discuss the similarities and differences to the video we watched on Shinohara
- Allow students to begin making their own prints
 - Encourage them to reflect their own identities through the use of color and paper choice.
- If allow students to share and discuss work with the class.
- as a class answer the question
 - How does printmaking allow us to reflect our identities?

ASSESSMENTS

Have students repeat the activator activity, but with 20 minutes this time. Let them know that this time they should highlight another aspect of their identity and that they should write a caption that explains their identity guides their art.

Have students design and create their own block prints. They may choose between 1-2 color prints. Their design should reflect a part of their own identity. If time permits then have students present their work to their peers.

Rubric based on:

Caption

clarity of identification

DIFFERENTIATION

CONTENT

Students will be exposed to three pieces of art that they are unfamiliar with.

PROCESS

Students will engage in observation, discussion, and critical thinking skills as they work on VTS.

PRODUCT

LEARNING ENVIRONMENT

TEACHER NAME

Lauren Makl

GRADE LEVEL

6

NC CURRICULUM STANDARDS

6.V.1 Use the language of visual arts to communicate effectively.

6.CR.1 Use critical analysis to generate responses to a variety of prompts.

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CONCEPT

expression

ESSENTIAL UNDERSTANDING

expression reflects identity

ESSENTIAL QUESTION

How does expression reflect identity?

CRITICAL CONTENT - Students will know that...

- Hannah Hoch = influential feminist dada artist from Germany. She focused on collage, and represented her various identities through it.
- Dada= post ww1 art movement that sought to upend artistic conventions and comment on current society.
- expression can be collage, an art style that uses found images to reflect a collective idea.
- expression reflects identity, in this instance identity is represented by political ideals, feminism, socioeconomic status

PROCESS SKILLS - Students will be able to...

- Students will be able to compare and contrast various resources.
- Students will analyze content to determine relevant information.
- Students will be able to make generalizations based on content knowledge

MATERIALS

Hoch Art Samples

<https://www.theguardian.com/artanddesign/2014/jan/09/hannah-hoch-art-punk-whitechapel>

Jigsaw articles

GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question
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- What is going on the picture?
- What do you see that makes you think that?
- What else can you find?
- How is this type of art similar or different to that which we have already seen?
- How is identity expressed in these three works?
- what is your definition of collage?
- How have you seen collage used in the "wild"?

- What can you infer that the author means when they call Hoch a punk?
- read the blurb before the article. What clues is the author giving you into the life of Hannah Hoch?
- How was Hoch's art influenced by the political movements of the time?
- What role did identity play throughout Hoch's artistic career?
- What are some of the principles of the Dada movement? How were those explored by Hoch?
- How did time period effect this particular piece of Hoch's art?
- What materials may have been used to execute this piece?
- How did this piece compare with others that we have seen by Hoch?
- How might Hoch's identity be expressed within the piece?
- Why do your groups go together? What are some common characteristics?
- If we were to move items around, which lists would you change and why?
- What new groups can you generate from the list on the board?
- How are these lists different than our first list? How did your thinking change?
- how would you compare our first time listing with our second time?
- What similarities and differences are present among the groups? Why do you think we have such range?

- How does expression reflect identity or What generalizations could be made about the relationship between identity and expression?
- Which of your identities would be well reflected through collage?
- What sorts of images reflect you as a person?

PLANNED LEARNING EXPERIENCES

Activator

- VTS of Hannah Hoch collage
- Begin asking students the following three questions
 - What is going on the picture?
 - What do you see that makes you think that?
 - What else can you find?
- How is this type of art similar or different to that which we have already seen?
- How is identity expressed in these three works?

Pre-reading discussion

- break class into groups and have them answer the following questions
 - what is your definition of collage?
 - How have you seen collage used in the "wild"?

Input

- Pass out the article Hannah Hoch: Art's Original Punk
- Investigate the title
 - What can you infer that the author means when they call Hoch a punk?
 - read the blurb before the article. What clues is the author giving you into the life of Hannah Hoch?
- Have students read the entirety of the article, and annotate as they read.
 - they should all know how to do this, but give them a few friendly reminders
- Partner Discussion and share
 - How was Hoch's art influenced by the political movements of the time?
 - What role did identity play throughout Hoch's artistic career?
 - What are some of the principles of the Dada movement? How were those explored by Hoch?

Listing

- Have students individually write responses to the question
 - List all the people places, or things that relate to Hannah Hoch's artistic expression.
 - Model a few examples (Dada, collage, pictures)
 - If students struggle have them think back to our reading discussion questions
- Add these lists to a master sheet near the front of the room this will be added to after the next text.

Input

- Put students into Jigsaw groups
 - start by having all the As together and so forth
- pass out the articles to students
- Students will answer questions with their passage group first and then split off into jigsaw groups to share
 - How did time period effect this particular piece of Hoch's art?
 - What materials may have been used to execute this piece?
 - How did this piece compare with others that we have seen by Hoch?
 - How might Hoch's identity be expressed within the piece?
- offer the opportunity for each jigsaw group to share out any insightful discussion.

Listing

- As table groups respond to the prompt
 - List all the people places, or things that relate to Hannah Hoch's artistic expression?
 - Have groups share and add to master list already created from the previous reading

Grouping

- Allow students to work with their jigsaw group
- Model making groupings from the list. They must have at least three groups.
 - teacher will ask which of these things go together?
 - example= all the artistic tools
- Have students begin making groups out of the list
- Do some think alouds with different groups asking them about why they are making these groups.

Labeling

- Once everyone is done have them label their groups
- Why do your groups go together? What are some common characteristics?
 - Example= explain how your group of tools went together, because they were necessary in the creation of art.
- Have groups share out the labels that they have created.
- Discuss as a class the similarities that we are seeing as well as the many differences that will be present
- Make sure to restate and clarify student responses

Regrouping

- pose the question
 - If we were to move items around, which lists would you change and why?
 - What new groups can you generate from the list on the board?
- Pass from group to group listening to new group ideas.
- Have groups or individuals share out their new lists and write those next to the old.
- Students must justify their lists
- Question the class to discuss
 - How are these lists different than our first list? How did your thinking change?
 - how would you compare our first time listing with our second time?
 - What similarities and differences are present among the groups? Why do you think we have such range?

Synthesize

- How could we evaluate these groups to come up with a sentence that summarizes them?
- Discuss responses if they aren't getting to our essential understanding ask
 - How does expression reflect identity or What generalizations could be made about the relationship between identity and expression?
- Field responses
- Once students have answered those questions have them break back into table groups to answer the following
 - Which of your identities would be well reflected through collage?
 - What sorts of images reflect you as a person?
- Have the herd share out their responses

Assessment

- Now we are going to be creating our own collages

- You will use the provided materials to create your own Hannah Hoch inspired collage
- Look at your identity list and choose one or more that you would like to be reflected in your collage
- Stake out your background material and then begin exploring the image collection
 - see if something resonates with you and then work the collage around that
 - also consider if you would like to represent a moment or emotion in your own life
 - remember that identity is the key to this artwork
- Give students time to complete collage
- If enough time remains have them share their work with their peers

ASSESSMENTS

Collage creation

DIFFERENTIATION

CONTENT

Students will be challenged with rigorous texts

PROCESS

- Students will engage in solitary and group discussion.
- Students will receive input through individual reading and teacher read aloud.
- Taba

PRODUCT

LEARNING ENVIRONMENT

TEACHER NAME

Lauren Makl

GRADE LEVEL

6

NC CURRICULUM STANDARDS[CCSS.ELA-LITERACY.RL.6.2](#)

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

[CCSS.ELA-LITERACY.RL.6.9](#)

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

[CCSS.ELA-LITERACY.SL.6.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CONCEPT

Expression

ESSENTIAL UNDERSTANDING

Expression reflects Identify

ESSENTIAL QUESTION

How does expression reflect identity?

CRITICAL CONTENT - Students will know that...

- political events influence expression and vice versa. Example= Mexican revolution sparked an artistic spring from which artists drew inspiration
- Post Mexican revolution artistic styles focused on traditional Mexican art and thrust out European style
- Kahlo suffered immense physical pain that influenced her artistic expression
- Kahlo was one of the most important figures of Mexican art.
- Kahlo focused on self portraits as a way to reflect internal factors in her life.

PROCESS SKILLS - Students will be able to...

- Students will be able to compare and contrast various resources.
- Students will analyze content to determine relevant information.
- Students will be able to make generalizations based on content knowledge

MATERIALS

- How Mexico Formed A United National Identity Through Art by Ellen Von Weigand
- Frida by Jonah Winter

GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question
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- What is going on in the picture?
- What do you see that makes you think that?
- What else can you find?
- How is this type of art similar or different to that which we have already seen?
- How is identity expressed in these three works?
- What inferences can be drawn on why Kahlo would choose to do self-portraits as opposed to other art styles?
- What background knowledge do you have about Frida Kahlo?
- How might political events influence identity?

- How does the illustrator use artistic style to preview the tone for this text?
- Analyze one significant detail in Frida's life thus far. How does that moment play into her identity?
- The story does not go into this detail, but in what ways might Frida adapt her life post-injury? How would you interpret that affecting her artistic expression?
- How did the author's artist's expression of Frida's life influence your understanding of Frida?
- How would you justify the use of folk art icons in this book's illustrations? How does that deepen our understanding of both the illustrator and Frida?
- Choose one illustration from the book. Based on what you know, how does that illustration express a component of Frida's identity?
- How does expression reflect identity in this text?
- How does national identity spur artistic expression?
- The author states that **"artists of the Mexican Revolution created a lasting impact on an international scale"** How would you justify her point of view?
- How would you compare the role of identity and expression in these two texts?
- What can you say about how these two texts differ and are the same in relation to identity?

- What generalizations could you make about the relationship between expression and identity?
- How does an expression reflect identity?
- How would you connect today's political climate with your own identity?
- What other identities could be seen through a political lens that may not be your own?
- How much value do you place on seeing an artist's political identity, as opposed to their other identities, such as those more clearly illustrated in the picture book?
- What kinds of intersections might you see between an artist representing their national identity with their own personal identity?

PLANNED LEARNING EXPERIENCES

Activator

- VTS of Kahlo
- Begin asking students the following three questions
 - What is going in the picture?
 - What do you see that makes you think that?
 - What else can you find?
- How is this type of art similar or different to that which we have already seen?
- How is identity expressed in these three works?
- What inferences can be drawn on why Kahlo would chose to do self portraits as opposed to other art styles?

Pre-reading discussion

- break class into groups and have them answer the following questions
 - What background knowledge do you have about Frida Kahlo?
 - How might political events influence identity?

Input

- Pull out the book Frida
- Investigate the cover
 - How does the illustrator use artistic style to preview the tone for this text?
- Begin reading
- Pause on fruit page and pose the question:
 - Analyze one significant detail in Frida's life thus far. How does that moment play into her identity?
- Continue reading till Frida in the vine page
 - The story does not go into this detail, but in what ways might Frida adapt her life post injury? How would you interpret that affecting her artistic expression?
- Finish text
- Partner Discussion and share
 - How did the author's artists expression of Frida's life influence your understanding of Frida?
 - How would you justify the use of folk art icons in this book's illustrations? How does that deepen our understanding of both the illustrator and Frida?
 - Choose one illustration from the book. Based on what you know, how does that illustration express a component of Frida's identity?
 - How does expression reflect identity in this text?

Input

- pass out the article to students
- This time they will independently read the text and answer some journal questions
 - How does national identity spur artistic expression?
 - The author states that "**artists of the Mexican Revolution created a lasting impact on an international scale** " How would you justify her point of view?
- Once everyone is finished have them share out their answers to journal questions.

We Do

- Draw a huge Venn diagram on the board
- So we are going to be looking at how identity was represented in our texts. How would you

compare the role of identity and expression in these two texts?

- First allow students to get down their ideas down on sticky notes, that way everyone has think time.
- Then have them call out their ideas on the matter.
- Ask students "What can you say about how these two texts different and are the same in relation to identity?"
 - Turn and talk to a partner then pick some students to share out with the class

Closure

- OK so let's look at some big picture stuff together
 - What generalizations could you make about the relationship between expression and identity ?
- Field responses
- If students are not getting there flat out ask
 - How does an expression reflect identity?
- Once students have answered those questions have them break back into table groups to answer the following
 - How would you connect today's political climate with your own identity?
 - What other identities could be seen through a political lens that may not be your own?
 - How much value do you place on seeing an artist's political identity, as opposed to their other identities, such as those more clearly illustrated in the picture book?
 - What kinds of intersections might you see between an artist representing their national identity with their own personal identity?
- Have the herd share out their responses

Assessment

- Now we are going to be creating our own self portraits in the vain of Frida Kahlo.
- I have taken each of your pictures and now we will be using them to create self portraits without having to go from scratch.
- Your first task is to identify two aspects of your identity that you would like to include in this painting.
- Then you must begin to dive into what symbols could represent these. Remember Frida used symbolism for the most part rather than concrete examples.
- You will then use oil pastels to design these things right on top of your self portrait. Use the boarder to really let loose.
- Show students your example
- Allow them to work
- Present works with remaining time, emphasizing the symbolism to their own identities.

ASSESSMENTS

See above

DIFFERENTIATION

CONTENT

- Students will be challenged with rigorous texts

PROCESS

- Students will receive input through individual reading and teacher read aloud.
- Questioning Method

PRODUCT

LEARNING ENVIRONMENT

- Students will engage in solitary and group discussion.

TEACHER NAME

Maki

GRADE LEVEL

6

NC CURRICULUM STANDARDS

. CCSS.ELA-LITERACY.SL.6.1

ENGAGE EFFECTIVELY IN A RANGE OF COLLABORATIVE DISCUSSIONS (ONE-ON-ONE, IN GROUPS, AND TEACHER-LED) WITH DIVERSE PARTNERS ON GRADE 6 TOPICS, TEXTS, AND ISSUES, BUILDING ON OTHERS' IDEAS AND EXPRESSING THEIR OWN CLEARLY.

CCSS.ELA-LITERACY.SL.6.3

DELINEATE A SPEAKER'S ARGUMENT AND SPECIFIC CLAIMS, DISTINGUISHING CLAIMS THAT ARE SUPPORTED BY REASONS AND EVIDENCE FROM CLAIMS THAT ARE NOT.

CONCEPT

expression

ESSENTIAL UNDERSTANDING

expression reflects identity

ESSENTIAL QUESTION

How does expression reflect identity?

CRITICAL CONTENT - Students will know that...

- the definition of value = the regard that something is held to deserve; the importance, worth, or usefulness of something.
- value is a subjective concept driven by both internal and external factors, such as personal bias and socio economic status
- expression reflects identity

PROCESS SKILLS - Students will be able to...

- analyze content to determine relevant information
- engage in meaningful discourse with peers
- represent ideas in a variety of formats
- engage in constructive criticism of peer's work
- make generalizations based on content knowledge

MATERIALS

<https://courses.lumenlearning.com/masteryart1/chapter/oer-1-40/>

performance task

GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question
<ul style="list-style-type: none">• What is judgement?• In what ways do we use judgement in our everyday lives?• How did that compare to the definition that we created as a group?• what experiences have you had thus far with socratic seminar? What was that experience like for you?	<ul style="list-style-type: none">• student crafted questions• What significance does value have in art criticism?• what was one theme or big idea you discovered in the seminar?• what concepts did you explore as a result of the seminar?• what generalizations can be made about expression, identity, and value?• how did this experience help deepen your knowledge of expression?• what challenges did you experience during the seminar?• How did your role in seminar impact your feelings about the seminar?	<ul style="list-style-type: none">• How did your roles differ as an artist and an adjudicator?• What challenges did you experience in the creation of your final piece?• How had your concept of identity evolved over the course?• What are some of the big ideas that you have taken away from our experiences together?• How does expression reflect identity?

PLANNED LEARNING EXPERIENCES

Activator Journal

- Have the following question on the board, and allow them to answer it in their journals.
 - What is judgement?
 - In what ways do we use judgement in our everyday lives?
- Think pair share answers
- Let them know that Webster defines judgement as "the regard that something is held to deserve; the importance, worth, or usefulness of something."
- How did that compare to the definition that we created as a group? Discuss as a group.

Socratic Seminar Set Up

- what experiences have you had thus far with socratic seminar? What was that experience like for you?
- Ok so for those of you who have not experienced a Socratic seminar, what we are going to be doing today is a method for dissecting and discussing a text. It involves us being in a monitoring group and a discussion group. For now let's just start with the text though.
- Pass out the text
- So this is a text about the idea of the value of art. What I would like you to do is read the text and annotate as you read.
- Before we begin let's discuss annotation
 - What makes a good annotation? What makes you say that?
 - Discuss
- Ok you have ten minutes on the clock, please read and annotate your text.
- Once everyone is done have them break into four groups, each group will come up with one question for the group to explore.
- Explain that their questions should probe deeply and not be a shallow yes or no question.

Norms

- Ok so now that we have read the text and crafted questions we need to set some norms for how we will discuss and learn together in our seminar
- set norms as a herd for how we will discuss
- let them know that the inner group will be discussing first while the outer ring will be taking notes
 - these notes could be how many times their partner spoke, something insightful that was said, questions they have based on their partner's responses.
- Then we will switch the groups, rinse and repeat

Seminar

- divide the herd into two groups
- set one group into a circle, and set the other group in a circle around them
- Give group the leading question through proxy student
 - What significance does value have in art criticism?
- If the discussion lags use one of the questions
- after 10 minutes have the groups switch
- when students have completed the seminar pose the following questions
 - what was one theme or big idea you discovered in the seminar?
 - what concepts did you explore as a result of the seminar?
 - what generalizations can be made about expression, identity, and value?
 - how did this experience help deepen your knowledge of expression?
 - what challenges did you experience during the seminar?

- How did your role in seminar impact your feelings about the seminar?
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Performance task

- ok so now that we are going to do our final performance task
- pass out task cards
- allow students to independently read and process
- field questions
- WORK!
- randomly assign peer works for students to adjudicate
- have them adjudicate based on our seminar discussion
- allow each student three minutes to present their adjudication
- debrief and wrap up unit with the following questions
 - How did your roles differ as an artist and an adjudicator?
 - What challenges did you experience in the creation of your final piece?
 - How had your concept of identity evolved over the course?
 - What are some of the big ideas that you have taken away from our experiences together?
 - How does expression reflect identity?

ASSESSMENTS

seminar discussion

performance task

DIFFERENTIATION

CONTENT

PROCESS
The Socratic Seminar Method

PRODUCT

LEARNING ENVIRONMENT
students will engage in solitary, groups, and whole class discussions.

Unit Resources

Provide a listing of books, Web sites, videos, and/or other instructional materials that are intended to supplement the unit. Include resources intended for both teacher and student use. Be sure to use APA style for books/articles and provide a brief (1-2 sentence) annotation for Web sites and instructional materials.

Teacher Resources

- The Art Story Website
 - <https://theartstory.org>
 - Gives both teachers and students a clear overview of various artist's lives and their influence in the artistic world.
- The Art Assignment youtube channel
 - <https://youtube.com/user/theartassignment>
 - The Art Assignment youtube channel is sponsored by PBS. It provides videos that explain various artists movements and the artists behind them.
- The Nasher Words and Pictures
 - <https://sites.nasher.duke.edu/wordsandpictures/>
 - Sponsored by the Nasher Art Museum, this website offers a variety of art lessons and inspiration for general education teachers. It also instructs teachers the VTS model.
- Kinder Art
 - <https://kinderart.com/art-lessons-by-medium/>
 - Art Lessons and medium tutorials based on age and grade levels.
- The Getty Series on Art Engagement
 - <http://blogs.getty.edu/iris/19-new-videos-show-how-to-engage-students-with-art/>
 - A series of nineteen videos that show cross curriculum integration of art. This series is particularly useful with general education teachers with no art background.
- How to talk about nudity in art
 - <http://www.artic.edu/aic/resources/resource/1627>
 - The art institute of Chicago put out these lesson resources in order for teachers to have a constructive conversation about the human form with students.
- Hannah Hoch the Original Punk
 - Dillon, B. (2014, January 09). Hannah Höch: Art's original punk. Retrieved July 27, 2018, from <https://www.theguardian.com/artanddesign/2014/jan/09/hannah-hoch-art-punk-whitechapel>
 - This article gives some insights into the contributions Hoch made in the Dada movement.
- How Mexico Formed a United National Identity Through Art
 - Weigand, E. V. (2013, July 01). How Mexico Formed A United National Identity Through Art. Retrieved July 27, 2018, from <https://theculturetrip.com/north-america/mexico/articles/art-of-the-mexican-revolution-forming-a-united-national-identity/>

- This article examines the ways in art influenced the political and national identity of Mexico after their revolution.
- Frida
 - Winter, J., & Juan, A. (2008). *Frida*. London: Frances Lincoln Childrens.
 - This book helps to explore Frida's life, while also highlighting the traditional Mexican art that inspired her.
- Art and Identity Video
 - <https://www.youtube.com/watch?v=NICodKeadp0>
 - This video explores the relationship between art and identity. It also examines how personal bias plays a role in our perception of these ideas.
- Art and Value Webcourse
 - <https://courses.lumenlearning.com/masteryart1/chapter/oer-1-40/>
 - This webcourse explores how our perception of an artwork's value is skewed by our own bias and perceptions.

Student Resources

- Google Arts and Culture Project
 - <https://artsandculture.google.com>
 - Allows students to explore artwork from various time periods and cultures.
- The Met Timeline of Art History
 - <https://metmuseum.org/toah/>
 - Offers a visual display of art history through the ages. When students click the images it takes them to more information about that particular piece of art.
- KQED Art School
 - <https://unctv.pbslearningmedia.org/collection/art-school/#.W1tcttJKjIU>
 - This PBS resource has tutorials tailored to students so that they can investigate and try new types of art. The materials needed for these projects is usually very minimal so it is perfect for self guided work.
- Doodle Buddy
 - This is an app that allows students to draw on their phone. Could be a great way to have students engage with the medium of art through technology.

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