

Identity Portrait Lesson Plan

Teacher/s: Chris Pekich	Grade Level: 9th Grade
Number of Students in Class: 30	Time Required: Five 55 minute periods
Art Form: Self representation aboriginal dot painting and collage	
Brief Description : -Using Acrylic paint and aboriginal dot painting techniques along with photographs or other images/ media, students will create a 2 dimensional self representation based portrait/collage which reflects how they identify themselves.This could be in the form of a self portrait, spirit animal, any other image used to represent themselves or a combination of these.	
Lesson Hook: (What will you do to engage kids when they walk in the room.) Instructor will be playing Aboriginal didgeridoo music, when the students walk in. The lights will be off and there will be portrait/identity paintings from Carolyn Castano projected on the wall, as well as Aboriginal dot paintings. Students will do a VTS for Each image	
Standards Addressed: (What are the VAPA and Integrated Common Core Standards you are planning to address? Will subject and topic will you be integrating?) Prof.VA:Cr1.1 -Use multiple approaches to begin creative endeavors Prof.VA:Cr3 - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress Common Core Standard - English Language Arts - Comprehension and Collaboration: <u>CCSS.ELA-LITERACY.SL.9-10.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	

Rationale: (Why are we learning about this topic? What is the universal theme your project addresses and why is this theme important? This should be at least one paragraph)

As our nation increases in diversity, it becomes more important that our students learn to value identity. High school is a critical time for students to begin forming their own identities. There are a tremendous amount of social pressures that may have an effect on how a students identity is formed. Students need to be able to interact with people of many different backgrounds and identities. Once students are able to be confident in their own identity, then they will be able to understand others and develop a sense of community.

Identity can be a difficult concept to define. The definition of Self Identity - “the recognition of one's potential and qualities as an individual, especially in relation to social context.” Individuality is an important part of maintaining one's identity, and it may not be encouraged enough in society. Through making art and engaging in discussions with their peers, students will learn about the many factors that influence identity. These factors include race/ethnic, sexual orientation, background, friends, family, traditions, culture, personal values, socio-economic background, hobbies, etc. Encouraging students to think critically about issues of identity and community is not only an effective way to engage them in the study of Art, but also provide a way to build a class culture that supports learning. The process of learning about their classmates can help break down stereotypes that students may have, as well as build relationships with their peers.

The purpose of this project is for students to take what they know about identity and create a portrait/collage, using color harmony, composition, texture and pattern to successfully create a work that represents themselves. Students will display their work so that everyone will be able to look around and see how each other differs, but students also may learn how much they have in common with one another or have shared similar experiences and identities.

EQ and Aesthetic Questions: (What essential and aesthetic questions will you be discussing with your students?)

How can one's individual identity be represented in or influence a way a person makes art?

Why are different identities important in society?

Actual Learning Outcomes: (What will students be making and generally learning about. What are the vocabulary words the students will be learning.)

Art Vocabulary:

1. Portrait
2. Two Dimensional
3. Color Harmony
4. Composition
5. Pattern
6. Collage
7. Texture

Other Vocabulary

1. Identity
2. Culture
3. Community
4. Individuality

Input: (What information is essential for students to know before beginning and how will that be communicated at the beginning of the lesson? What are the major art concepts, artists you will be presenting being sensitive to equitable representation of race gender and sexual orientation in the artists you chose to present?) What are the important math, science, english, social studies or social justice topics the students are learning about during the lesson?)

Students will need to know the meaning of identity. Identity will be introduced at the beginning of the lesson through showing the work of other artists. Major artists that will be presented will be Justin Ronberg Japarula for his Aboriginal dot paintings and Carolyn Castano for her portrait identity work. Instructor will engage students in a discussion on identity through the use of a powerpoint presentation, and then have the students group up with other students at their tables to talk about what it means to be an individual.

Demonstration or Modeling (What skills or competencies will you be demonstrating for the students?)

Instructor will present an images from Carolyn Castano and go do a VTS as to what makes the image show identity. Instructor will show examples of aboriginal dot paintings to demonstrate the way they use pattern and color. Instructor will demonstrate techniques and ways to collage. Instructor will demonstrate dot painting techniques and do a teacher sample.

Checking for Understanding : (Identifying the strategies to be used to determine if the students are learning such as short questions and quizzes to see if the students are following along.)

Ask students what it means to be an individual. Engage students by asking what materials would work well in representing individuality in a collage. Hand out worksheet for a quick check of understanding the vocabulary and topics.

Books/ Materials/ Equipment/ Supplies:

Poster board, glue, scissors, paint, brushes, color pencils, markers, pencils
Collage material: magazines, journals, newspapers, photographs, and other forms of images.

Guided Practice: (What is the rough draft or planning stage of the project? Make a worksheet and attach it to your lesson plan.)

Have the students divide into their groups to brainstorm materials and collage ideas. Students may need to find pictures in magazines or print outs of photos they may want to use for the collage. Students will be given a worksheet to brainstorm their ideas.

Independent Practice:(Creative art project describe the task or the product the students are making)

Following demonstrations and student/teacher samples, students will create a self identity representation portrait/ collage using images and Aboriginal dot painting techniques.

Agenda for each day with the sequence of activities and times.

Day 1:

-Introduction(15 minutes): Instructor will guide students on a VTS of different images of aboriginal dot paintings and collage identity self portraits. Instructor will guide the students on a discussion involving identity

-Check for understanding(10 Minutes): Instructor will pass out worksheet of the art vocabulary and lesson plan topic

-Guided Practice(30 minutes): Instructor will show student/teacher samples. Students will break up into groups and brainstorm ideas for using identity and aboriginal dot painting strategies. Students will provide sketches and gather images for collage.

Day 2:

- Review assignment and Introduction(5 minutes)
- Begin Independent practice on painting/ collage(45 minutes)
- Clean up (5 mins)

Day 3:

- Review assignment (5 minutes)
- Proceed with independent practice on painting/collage (45 minutes)
- Clean up (5 minutes)

Day 4:

- Review assignment (5 minutes)
- Proceed with independent practice on painting/collage (45 minutes)
- Clean up (5 minutes)

Day 5:

- Review Assignment and allow finishing touches(15 minutes)
- Assessment(35 minutes): Students will provide brief statement of their finished work and give 2 likes and a wish for each of their fellow classmates for critique.
- Closure(5 minutes): Discuss the short reflection paper homework on what they learned about identity and being an individual.

Closure: (What will the students do to reflect on their learning? Will they journal or present their work?)

Gallery walk critique. Students will go will be divided into two days of presentations. Final portraits will be displayed on tables or walls. Students will walk around to view portraits and critique them by listing two things they liked or appreciated and labeling one

level of growth. This will be done using 3 sticky notes per student that will be left beside each portrait.

Assessment: (How will you grade this project? Attach a rubric)

Students will be assessed through a rubric. Students will also have a classroom assessment done by a critique. Students will be expected to provide a brief statement about their portrait and provide feedback on their classmates work.

Extended Learning: (What is the sponge or homework activity you can offer for students to extend their learning?)

Students take what they learned from this project and they will write a one page paper that explains what is identity and what is the importance for people to be able to express themselves as an individual.

Modifications for Special Education students and English Language Learners:

Special Education students will have the opportunity to use any style of painting or image to create a self portrait(doesn't have to be dot painting). ELL students will have visuals and text handouts as well as student samples to walk them through the lesson.

Support Materials:

Rubrics and worksheets you plan to distribute.

Painting/ Collage Self-Portrait

	4	3	2	1	Student's Score	Teacher's Score
Craftsmanship	The project is presented neatly. Choice of representation is clear. Portraits use color harmony effectively	The project is somewhat neat. The portrait somewhat shows representation of identity	Craftsmanship is poor and apparent. Lacked a clear representation of identity	Student's showed little to no effort in craftsmanship. No self representation used		
Organization	The images were thoughtfully placed. The texture/images and use of color was apparent in the piece of work.	The project is somewhat organized. Texture and use of color was somewhat used.	Objects were poorly organized. Some elements were used.	The organization was poor. No apparent elements for criteria are found.		

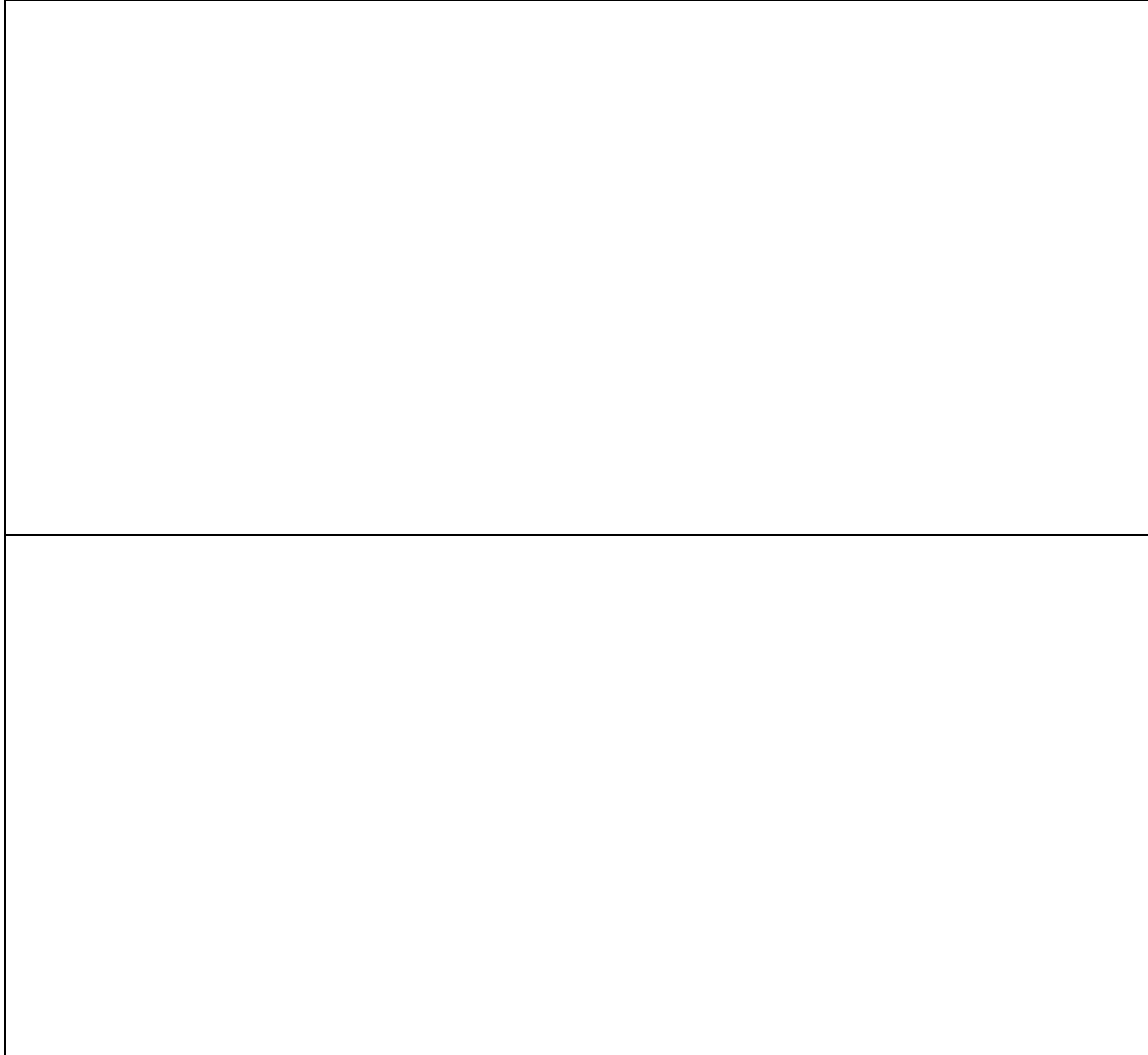
Creativity	The artwork is original. Choice of images were original and showed individuality. . Use of dot painting is a unique idea.	Art is somewhat original. Some elements are copied and use of dot painting was somewhat unique.	Most if not all of the art is not original, but the student showed unique ideas.	Creativity is not original. The student used no unique ideas.		
Content (Identity)	Images and design clearly show individual self representation of the student.	The student used some individual self representation in their painting/collage	Student usage of self representation and identity is minimal.	No use of self representation or identity in their work.		

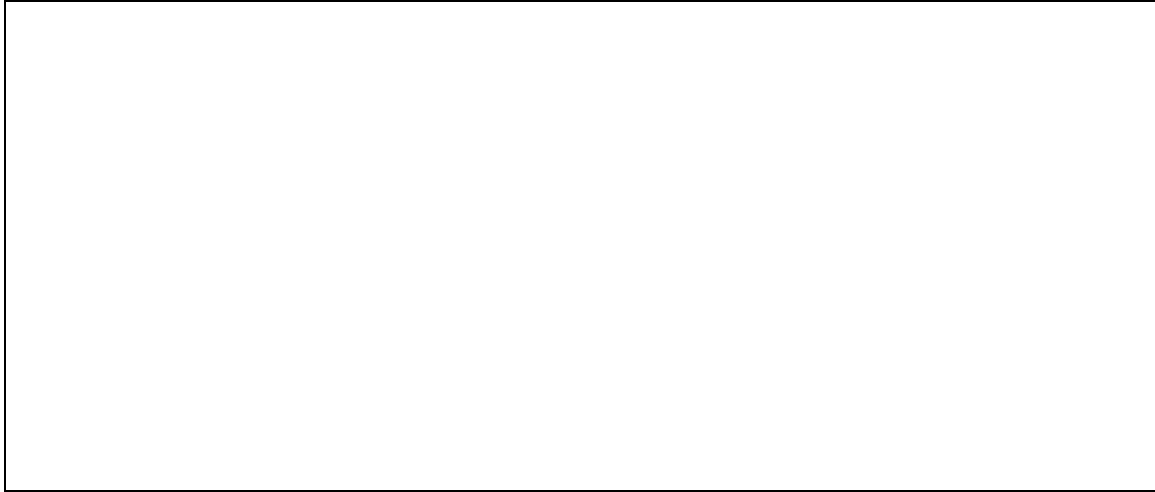
Essay Rubric

	4	3	2	1	Student's Score
Relevance	Topic was clear and concise. Paper showed clear understanding of identity and individuality.	The topic was somewhat clear and concise. Paper mentioned some of the given points on identity.	Difficult to understand the topic, ideas were not put together in relevant wording regarding identity.	No relevant ideas, or discussion on identity and self representation.	
Spelling/Grammar	The student used correct spelling with no grammatical errors.	The student had some spelling errors.	Student had some spelling and grammatical errors.	Poor Grammar/ spelling, unclear wording	
Content/Research	Use of content was relevant and used research to validate purpose. The student wrote $\frac{3}{4}$ to a page paper.	Some content was relevant. Student used some research. wrote $\frac{3}{4}$ to a page paper.	Little relevance was applied and little research was applied. The student did not meet page length requirements.	No research conducted, page length didn't meet requirements	

Self-Portrait Brainstorming Worksheet

Sketch out three different composition inspired by your self-portrait and images representing self identity and then choose the one you like the best.

A large empty rectangular box divided into two horizontal sections, intended for sketching compositions. The top section is approximately 25% of the total height, and the bottom section is approximately 75% of the total height. The box is defined by a thin black border.



Checking Your Understanding

Match the vocabulary words to their definitions.

1. Identity	_____	A. arrangement into specific proportion or relation and especially into artistic form
2. Individuality	_____	B. the theory of combining colors in a fashion that is harmonious to the eye
3. color harmony	_____	C. total character peculiar to and distinguishing an individual from others
4. collage	_____	D. the distinguishing character or personality of an individual
5. Two Dimensional	_____	E. the visual or tactile surface characteristics and appearance of something
6. composition	_____	F. a repeated decorative design.
7. Texture	_____	G. an artistic composition made of various materials (such as paper, cloth, or wood) glued on a surface
8. Pattern	_____	H. A flat plane or shape