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| Art 305 Lesson Plan | | | |
| Group Members: | Kathy Chung, Vanessa Hernandez | | |
| Lesson Title: | Heritage Celebration-Protest Collage Poster | | |
| Grade Level: | 9th-12th Grade | Length of Lesson: | Two weeks |
| Brief Description: | Students will collaborate in pairs to create a collage celebrating their cultural heritage where they will highlight key aspects they find best represents their culture, drawing inspiration from American protest posters during any time period of their choosing. Students will be using a free drawing program called Fire Alpaca to create their collage in an 11”x14” size poster, which they will present in class in a 2-3 minute presentation where they will provide a description of their culture; key, interesting facts the student believes would be unfamiliar with the class; and explain their creative process. | | |
| State Standards: | **Content Standard 1** – Artistic Perception  1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.  **Content Standard 2** – Creative Expression  2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.  2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).  **Content Standard 3** – Historical and Cultural Context  3.2 Identify and describe the role and influence of new technologies on contemporary works of art.  3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.  **Content Standard 4** – Aesthetic Valuing  4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.  **Content Standard 5** – Connections, Relationships, Applications  5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history. | | |
| Common Core  Standard: | **Common Core Standard -**  Determine the central ideas or conclusions of an artwork; trace the artwork’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the artwork. | | |
| Big Question: | How do you define your cultural heritage? Is it the same as your classmate who shares your own culture? How many generations was your family influenced by American culture? How do you define American culture? | | |
| Objectives | Students will be able to   * present and describe their own heritage in class vital characteristics that they believe best represents their culture * use the Fire Alpaca software to create a collage to communicate a the student’s stance on the immigration topic * explain process and use of historical references that inspired their poster | | |
| Art History: | Students will be presented the long history of collage art and social activism in America along with examples of protest signs and posters created throughout the years.  Students will examine the transition from solely text based picket signs to posters where text is accompanied with images and the usage of symbolism, particularly focusing on the designs from the “Silence = Death” posters, “Build Bridges not Walls”.  Students will be presented different collaging approaches by examining pieces from artists such as Henri Matisse, David Hockney, Nancy Spero, and Kara Walker. | | |
| Major Themes: | Exploring Cultural Origins, Immigration, Ethics and Morality, | | |
| Elements/  Principles: | Elements: line, shape, color,  Principles: emphasis, rhythm, variety | Vocabulary: | Symbolism, Pictograph, Iconography, Collage |
| Materials needed: | Computer, software, printer, drawing paper, scanner | | |
| Anticipatory Set | At the beginning of the lesson, the class with be presented with several different murals painted over in Los Angeles that celebrate diversity and explore various cultures along with their American influence of culture. The class will examine and discuss the concept behind layering and placing images on a mural would be similar to layering and placing images on a collage. The class will also delve deep into the meaning behind these murals, we will explore what makes these murals meaningful, what are some the overall themes expressed through the imagery, and what overall messages do the students think the artist was trying to convey. | | |
| Teaching Strategies | | Student Activities | |
| Day 1: Teachers will present history of different collage artists, how protesting in the U.S. has impacted and influenced the designs in signage with usage of symbolic imagery accompanied with text. | | Day 1: Students will be taking note, searching for inspire to base their poster on, gathering ideas for their poster’s design | |
| Day 2: Teachers will go over the concept collaging and will demo how to make a collage in class with a theme | | Day 2: Students will follow along while taking notes in sketchbook on the concept of how to collage and sketch thumbnails and make example collages in class | |
| Day 3: Teachers will introduce how to use software, what main tools they will be using | | Day 3: Students will be following along with their computer and go over the tools the teachers will demonstrate how to use | |
| Day 4: Teachers will demo a collage example using the software while highlighting the usage of key tools. | | Day 4: Students will follow along and use the same tools to build their own collage, allowing them to explore different options or different ways to add certain elements to their piece at students’ pace. | |
| Assessment plan: | Teachers will grade the students’ posters based on four categories:   * Overall Design * Use of symbolism or text * Use of elements of art * Oral Presentation   Each category will be out of four points, totaling in 16pts as 100%. Teachers will also allow students to grade each other's work in order to positively influence grade and will incite students to create a piece with their peers as their intended audience. | | |
| Closure: | Teacher will discuss with class ways we can stay proactive in society and what small, practical actions students can take in daily life to create a progressive environment whether or not there are directly involved with individuals who may be undocumented. | | |