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ART AND RACE

EXPLORING SOCIAL JUSTICE ISSUES THROUGH VISUAL CULTURE

ALAIYHA BRYANT



AIMS

1. To promote an awareness of cultural identities.
2. To encourage inclusion in a diverse society.
3. To support the development of a democratic population.

GOALS

1. Understand identity development within cultures depicted in the arts.
2. Communicate through "diversity dialogues" and visual narratives.
3. Develop multicultural sensitivity through individual advocacy research and artistic production.

Alaiyha Bryant

Art and Race: Exploring Social Justice Issues
Through Visual Culture

ARTE 345: Art and Design Curriculum: Content and
Clinical Experience at the High School Level

Dr. Kerry Freedman

Northern Illinois University

Art and Race:
Exploring Social Justice Issues through Visual Culture
High School Art Curriculum Rationale
Alaiyha Bryant
Northern Illinois University

Introduction:

Art and Race: Exploring Social Justice Issues through Visual Culture, a high school art curriculum, explores how race and social justice issues in visual culture connect to historical concepts within the realm of social studies. There are many social issues and events surrounding our everyday lives and this curriculum allows students to come together, discuss these issues, and create artwork that makes a statement about topics students' value. Students will learn to achieve: creating visual narratives, visual connections, and expressing themselves through artistic processes to combat stereotypes and misconceptions about social issues surrounding race. According to Acuff (2015), "Art educators cannot continue to ignore the "undesirable" realities of their students. Art educators can, instead, acknowledge, embrace, and use students' true lived realities to guide meaningful classroom experiences" (p.35). In this curriculum students will learn how to communicate their experiences with racial issues visually in order to be advocates for social change.

According to Acuff (2015), "Racist, stereotypic imagery and representations have informed society's understandings about people of color since the late 1800's. The historic imagery steadily informs contemporary media and research has shown that it informs teachers' perceptions of students of color" (p.33). Therefore, the themes: race, art and social justice are increasingly important to discuss in the arts and have been since the 1800's in order to help society understand how people of color should be treated and depicted visually in visual culture. Acuff says, "Curriculum is a systemic tool that has the power to either support the status quo, or question it; thus, it impacts education equity" (p.33). This curriculum as a whole is designed to question racial depictions in visual culture, which then leads to inquiry and more knowledge about race that helps combat stereotypes, prejudgments, and misconceptions.

My conceptual framework, the front cover of my curriculum, encompasses an open studio space with various images displayed on the walls. The image with an African American face composed of puzzle pieces with different shades represents the racial aspect of my curriculum. The image to the upper left of the puzzle piece, represents the historical genocide that occurred in the Mayan culture. On the other wall, there are images of protesters holding a sign that says, “I am an Immigrant,” and fists in the air. The images closest to the viewer on the far left are of four different skin tones, and civil rights leaders surrounding the word “justice.” The font is written with intention to be bold and easily readable along with the words “Art” and “Race” in all capital letters. This informs readers about the topic of the course, which allows them to be prepared to create artwork about all aspects of race and the issues surrounding the topic. Lastly the aims and goals are below the images to let readers know what will be learned and for what purpose. It is important to be transparent with students in order to establish trust and purpose in teaching. The images chosen to represent the conceptual framework as a whole, contribute to the idea that, although we are all different shades, come from different backgrounds and experiences; together we create something beautiful and are connected by our experiences, beliefs, and knowledge.

There are three units in this curriculum and each unit will build upon the next. The units are as follows: *Subjugating Minorities through Visual Culture*, *Visual Culture and Self-Awareness*, and *Visual Culture and Community Awareness/Activism*. The structure of this curriculum is based on the spiral model. Students will use the skills and content from each unit in the following units, so that skills and concepts are rehearsed and increase in complexity. Modern and Postmodern visual culture will be covered and students will understand how both

movements depict various aspects of racial issues. There will be a range of artistic processes covered in each unit and by the third unit students will work independently and explore a medium of their choosing more in depth to advocate for a racial issue as a class.

Curriculum Aims and Goals:

In *Art and Race: Exploring Social Justice Issues through Visual Culture*, students will be expected to achieve aims and goals. The aims and goals allow the students to see the purpose of the lessons they complete, to acquire skills, and to gain knowledge needed to successfully complete the course. By the end students will be able to successfully analyze, critique, and critically think about social justice issues surrounding visual culture. The aims for this course are as follows:

Aim 1: To promote an awareness of cultural identities.

Aim 2: To encourage inclusion in a diverse society.

Aim 3: To support the development of a democratic population.

Each goal aligns with the corresponding aim and are as follows:

Goal 1: Understand identity development within cultures depicted in the arts.

Goal 2: Communicate through “diversity dialogues” and visual narratives.

Goal 3: Develop multicultural sensitivity through individual advocacy research and artistic production.

The Illinois Standards for Fine art also corresponds with each aim and goal provided above. Illinois State Goal 27.B.5 supports the first aim and goal by stating that students should,

“Understand how the arts shape and reflect history, society and everyday life in which they can learn about others and themselves” (ISBE, 1997). Also, according to the state goals students should, “Analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period” (ISBE, 1997). Therefore, by understanding and learning about identity and cultural components within various cultures in the arts, students will identify with one or more of those cultures and discover their own interests, goals, and perspectives. In order to achieve this, we will discuss how different cultures are represented in visual culture, social issues, and common themes surrounding the arts. Finally, students will create visual representations responding to how they would want their culture to be represented in society.

The second aim and goal is supported by Illinois State Goal 25.A.3, which says students should be able to, “Understand the sensory elements, organizational principles and expressive qualities of the arts through observation, discussion, interpretation and analysis. Students learn the “language” of the arts and understand how others express ideas in dance, drama, music and visual art forms” (ISBE, 1997). By doing this, students will have the skills to successfully, “Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning” (ISBE, 1997). In this course students will engage in multiple discussions with their peers regarding their viewpoint on topics addressed in this course. This will help students understand how to successfully communicate their ideas using academic language within the arts, to interpret, and to reflect on others ideas as well. Students will also create visual narratives depicting their own internal stereotypes and misconceptions about other races, which will help them understand how to convey ideas and meaning within the visual arts in order to successfully communicate their narratives.

The final aim and goal corresponds with Illinois State Goal 26.B.5 which states that students should, “Apply skills and knowledge necessary to create and perform in one or more of the arts, which allows them to learn to shape ideas and emotions into sounds, images, and actions” (ISBE, 1997). By doing this, students will be able to, “Create and perform a complex work of art using a variety of techniques, technologies, and resources and independent decision making” (ISBE, 1997). Students will demonstrate this through an independent project, in which they will choose a medium and create a piece of activist artwork to advocate for a social issue surrounding racial problem.

Importance of the Theme:

Art and Race are important topics because it brings forth issues and discussions about racial issues addressed in various forms of art that are not often discussed. Art and race is important to address to combat misconceptions and stereotypes. Art and race supports the development of individuals and provides a new way of interpreting issues related to stereotypes, misconceptions, identity, and activism.

According to Kraehe and Acuff (2013), “Social justice education has supported the assertion that, regardless of race, culture, or community, with equal access, individuals will be self-determined, develop their full capacities, and have a sense of agency” (p.302).

Course Description:

Students will begin the first unit by discovering how race has evolved throughout history and compare visual culture regarding race and social justice from history to modern day visual culture. Some topics and lessons that will be explored in the first unit include white privilege,

color blindness, color muteness, and educational inequalities. There will be discussions and group activities before each project to allow students to think critically and deeply about these issues, which will then allow them to create strong pieces that clearly communicate their message and issue successfully. Students will create encaustic mixed media collages and cultural movie posters depicting a turning point they've experienced regarding an interaction with another race and how they would want their own race or culture portrayed in a movie poster. Through these projects, students will learn about multiple readings and how the ways in which minorities are represented in visual culture allows people to create multiple interpretations about issues surrounding race and cultures. They will also learn about identity and how cultural identities are revealed through the subjugation of minorities found in various forms of visual culture.

By the second unit students will be more comfortable talking about racial issues and have a good grasp on how race and social justice are portrayed in visual culture. Students will then tap into their own lives and think about their own misconceptions and stereotypes they have about different races, unmask their identity and their ethnic backgrounds, and reveal their personal experiences dealing with race and social justice through art narratives and various activities. Students will be creating a photo montage diptych, public service announcements that dispel stereotypes, and a visual narrative telling a story about a racial issue going on in the world today and how they would advocate for it. By doing these projects, students will learn how visual narratives are created to develop self-awareness, and the discovery of personal misconceptions and stereotypes. They will also learn about power and privilege and that self-awareness is

examined through visual narratives and interactive art activities, that reveal unknown or known variances within power and privilege depending on culture and race.

In the third unit, students will collaborate with each other and role play by becoming a famous activist advocating for a racial issue chosen by the class. Students will create a class mural depicting a racial issue decided on by the class and then individually research an activist assigned to them and design a solution piece inspired by activist research to the racial problem depicted in the class mural. The mural is designed to be interactive for viewers to attach comments and imagery to. By doing this project, students will learn about the role society plays in community awareness and activism along with how community awareness and activism contributes to the way society views all cultures and races through various art forms, such as graffiti and memorials. Students will also learn how democratic popular culture supports activism in the arts when done to help others reflect on racial issues surrounding various cultures in society. In this unit students will learn how to put everything they've learned in the previous units to action and work as a team as well as individually.

“Students have a better chance at educational success if they are made to feel positive about their home culture, as well as the majority culture” (Ladson-Billings, 2009). Not only will this help students become more culturally aware, but this curriculum also makes students feel connected to their own cultures. Wanda Knight discusses in her article titled, “*E (Raced) Bodies In and Out of Sight, Cite, Site*,” how educational institutions are predominately white and the affect it has on the overall curriculum and ways in which art educators teach their students. By acknowledging and discussing other cultures in this curriculum, students are able to share their experiences and educate others about their culture, which makes them feel positive and proud of

who they are and where they come from. Students are then able to be more successful in an environment they feel like they belong in and that is the classroom atmosphere this curriculum will create.

Developmental Level

At the high school level students are at the adolescent stage, which makes *Art and Race: Exploring Social Justice Issues through Visual Culture* increasingly important to teach at this time in their lives. They are discovering who they are as individuals and seeking out relationships and friendships, which makes the topic of diversity and inclusion a topic of importance. Students at this age are also making judgements about what they like and do not like. This relates to the concept of race being a social construct that is based on judgements and knowledge about a specific race or culture, which is included in this curriculum. Freedman (1996) says, “In an art program that promotes the single group studies approach, the focus is on the group as people, for example, African Americans, Native Americans, or women. This type of program is found more often in high schools, colleges, and universities than in elementary schools” (p.81). Therefore, it is evident that students at the high school level can critically think about social issues and apply the concepts to their own identity development, which then allows them to become advocates for social change in society.

According to Meece & Daniels (2008), “Older adolescents can discuss complex social and political issues involving abstract ideas such as human rights, equality, and justice” (p. 149). Therefore, students at the high school level are older adolescents and are able to discuss issues surrounding race, which are issues of equality, justice, and some aspects of politics. Even if these students haven’t experienced racial injustices they are able to understand and apply scenarios and

situations to themselves or others they have seen these issues happen to. Meece & Daniels (2008) says, “The ability to think abstractly and reflectively occurs during the formal operation stage” (p.149). Therefore, high school students are in this stage and this curriculum is all about reflecting and thinking conceptually about what is going on in the world and applying it to the visual culture we see daily.

High school students preparing for their future, will meet many people who share different views and beliefs regarding racial issues, political issues, and other social justice issues. Knowing how to respond and engage in meaningful conversations is important, along with being aware and critically thinking about the diversity in the visual culture we are exposed to daily. The media especially, exposes students to multiple social issues and based on what they see in combination with their experiences, they have created a point of view. In this curriculum students are “empowered to understand the complexity of ways in which various social and cultural groups participate in life in the U.S. of America” (Freedman, p.84, 1996).

Multiculturalism and diversity are terms that are often over used and oversimplified, due to speculation about the definition. It is important for students to know that multicultural is not just defined as multiple races coming together, but that there are other factors that contribute to multiculturalism such as experiences, class, gender, and age. When students start to unravel their identity constructs and those of their peers, they will have a better understanding of race, diversity, and social justice as a whole. They will be able to critically think and question the visual culture they see daily, engage in meaningful conversations with others and accept others for who they are and what they believe in. Robin D.G. Kelley said, “Race was never just a matter of how you look, it’s about how people assign meaning to how you look” (Rogow, p.9, 2003).

People assign meaning to how you look based on their knowledge of that culture or race.

Therefore, if students are educated about these issues, they will have more knowledge about different cultures and make less judgements before getting to know the person and who they are as a diverse individual in society.

Resources

In *Art and Race: Exploring Social Justice Issues through Visual Culture*, there will be a multitude of resources students will be able to use throughout the various units. These resources will help students actively engage in meaningful discussions, foster relationships with peers, critically think about the content provided, and enhance their inclusive learning experience. Students will need access to a computer, printer, and internet in order to engage in discussion with peers on various topics and participate in research on various social issues and how they relate to historical and modern visual culture. Students will also be required to have artists' workbooks, in which they will sketch, write drafts of artist statements, document research, and keep a daily journal on topics discussed in class. This will be formally assessed and be a record of the students' performance in the course. Traditional art materials will also be provided for students in combination with technology in order for students to successfully grasp both skills and learn how the two skills enhance their artistic practice.

Additional resources proposed for this course:

- PowerPoint
- Blog Site or Discussion Site to discuss topics with peers
- Videos
- Resources (Handouts from Various Social Justice Based Organizations)
- Projector
- Computers

- Speakers
- Power Outlets
- Suggested articles/readings:
 - Freedman, K. (2003). *Teaching visual culture: Curriculum, aesthetics, and the social life of art*. New York, NY: Teachers College Press.
 - Acuff, J. B.; Kraehe, A. M. (2013). Theoretical Considerations for Art Education Research with and about “Underserved Populations”, *Studies in Art Education* 54:4, pages 294-309.
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 - Rolling, J.H. (2015). Multimodal Dialogues: Making Visual Meaning through the Translation of Tacit Knowledge. *Art Education* 68:5, pages 4-5.
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 - Knight, W. B. (2006). E (Raced Bodies In and Out of Sight/Cite/Site. *Journal of Social Theory in Art Education*, 26, 323-345.
- Traditional Art Media-
 - Paints
 - Colored Pencils
 - Micron Pens
 - Graphite
 - Ceramic tools
 - Paint brushes
 - Encaustics

- Blow dryer
- Access to Photoshop and Illustrator
- Cameras
- Collage Materials
- Scissors
- Cardboard
- Panels
- Variety of Paper
- Markers

Conclusion:

Overall Art and Race: Exploring Social Justice Issues Through Visual Culture encompasses the study of race, social justice, and its connection to visual culture as a whole, which are important for students to critically think about and apply to their own lives. This course prepares students to be advocates for social change in society, as well as advocates for their peers and themselves. Inclusion is important in all aspects of life when dealing with a multicultural population. With that being said, being sensitive and open to different ideas and perspectives, allows students to develop relationships with people they may have never thought they would connect with. This could then lead to various opportunities and open many doors for students in the future, which will contribute to them being successful and well- rounded individuals in society.

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Name: Alaiyha Bryant

Curriculum Title: *Art and Race: Exploring Social Justice Issues through Visual Culture*

Scope and Sequence

Organizers	Unit 1 Subjugating Minorities through Visual Culture	Unit 2 Visual Culture and Self- Awareness	Unit 3 Visual Culture and Community Awareness/Activism
Identity	Cultural identities are revealed through the subjugation of minorities found in various forms of visual culture	Visual narratives are created to develop self-awareness, and the discovery of personal misconceptions and stereotypes.	Community awareness and activism for subjugated cultures and races are independently explored in art to defy misconceptions and stereotypes.
Society	Subjugation of minorities is enacted through societal constructs in visual culture.	Society shapes self-awareness and influences how people view other cultures and races through visual culture.	Community awareness and activism contributes to the way society views all cultures and races through various art forms, such as graffiti and memorials.
History	Throughout history minorities have been subjugated and oppressed as a result of multiple forms of visual culture.	Historical representations of cultures in art contribute to identity development and self-awareness.	Community activism in art has been used throughout history and constantly takes on new forms within society, to continue or discontinue subjugation of various cultures and races.
Power/Privilege	The subjugation of minorities found in visual culture represents inferiority when it comes to	Self- Awareness is examined through visual narratives and interactive art activities, that reveal unknown or known	Issues of power and privilege within culture contexts are the roots of activism used in the arts, to raise awareness in the

	obtaining power and/or privilege in society.	variances within power and privilege depending on culture and race.	community for races and cultures that are deemed underprivileged and underrepresented by society.
Democratic Popular Culture	Democratic popular culture combats the subjugation of minorities found in visual culture by promoting equality and diversity.	Democratic popular culture challenges people to become self-aware of cultural biases, stereotypes, and misconceptions they may hold about another race or culture within the arts.	Activist art within the community is supported by democratic popular culture when done to help others reflect on racial issues surrounding various cultures in society.
Multiple Readings	The ways in which minorities are represented in visual culture allows people to create multiple interpretations about issues surrounding race and cultures.	People may interpret artworks and other visual representation differently, depending on their experiences, beliefs, and attitudes which are reflective of ones' self and identity.	Advocating for social issues surrounding a race different from ones' own generates attached meanings from ones' cultural experiences, which affects how a person chooses to represent a social issue in the arts.

Unit 1: Subjugation of Minorities Through Visual Culture

Unit 1 Rationale

Students will begin the first unit by discovering how race has evolved throughout history and compare visual culture regarding race and social justice from history to modern day visual culture. Some topics and lessons that will be explored in the first unit include white privilege, color blindness, color muteness, and educational inequalities. There will be discussions and group activities before each project to allow students to think critically and deeply about these issues, which will then allow them to create strong pieces that clearly communicate their message and issue successfully. Students will create encaustic mixed media collages and cultural movie posters depicting a turning point they've experienced regarding an interaction with another race and how they would want their own race or culture portrayed in a movie poster. Through these projects, students will learn about multiple readings and how the ways in which minorities are represented in visual culture allows people to create multiple interpretations about issues surrounding race and cultures. They will also learn about identity and how cultural identities are revealed through the subjugation of minorities found in various forms of visual culture.

Unit 1 Lesson 1

Introduction to Art & Race Exploring Social Justice Issues Through Visual Culture

Unit 1 Lesson 1 Day 1 of 1**Name: Alaiyha Bryant****DAILY PLAN****Lesson Title:** Introduction to Art & Race: Exploring Social Justice Issues through Visual Culture**Grade Level:** 11th & 12th**S & S Statements:**

Power/ Privilege: The subjugation of minorities found in visual culture represents inferiority when it comes to obtaining power and/or privilege in society.

Multiple Readings: The ways in which minorities are represented in visual culture allows people to create multiple interpretations about issues surrounding race and cultures.

Society: Subjugation of minorities is enacted through societal constructs in visual culture.

Concept/Skill Vocabulary Terms: race, stereotypes, society, power/privilege, oppression,

Perspective, interpretations, visual culture, symbols,

Overall Lesson Objective:

Given an introduction to the course and PowerPoint on visual culture, interactive activity on race and privilege, markers, and bulletin board paper, students will collaboratively create the rules for the course using visual culture symbols and actively engage in the race activity.

Daily Objectives:

1. Given an interactive activity on race and privilege, students will actively participate in the activity and successfully engage in a meaningful discussion about stereotypes

2. Given a PowerPoint presentation on visual culture, students will collaboratively create the rules for the course using only visual culture symbols.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Actively participated in the race activity.

-Successfully engaged in a meaningful discussion about stereotypes.

-Collaboratively created the rules for the course, using only visual culture symbols.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

-Article by Wanda Knight titled: “*E (Raced) Bodies Out of Site/Cite/Sight*” for interactive race activity.

-Scenarios written for activity

-Visual Culture PowerPoint

Art Materials Necessary for the Lesson:

- Tape
- Bulletin Board Paper
- Markers
- Pencil

Teacher Activities	Student Activities
<p>Introduction: (10 min)</p> <p>Introduce the content explored in the class and where materials are located.</p> <p>Race and Privilege activity:</p> <ul style="list-style-type: none"> - Tape a piece of tape on the ground as a starting point for students - Read scenarios and if it applies to them or they have experienced the scenario they step forward. If it doesn't apply to them they step backwards. - Allow students to process the activity and ask follow up questions such as: <ol style="list-style-type: none"> 1. <i>"What do you think this activity showed?"</i> 2. <i>"How do you think this applies to the content explored in the class?"</i> 3. <i>"Did anything surprise you and if so what and why?"</i> 	<p>Students will explore the classroom set-up, and know the class content.</p> <p>Students will engage in the activity, which will showcase privilege and put into perspective different experiences various races experience.</p> <p>Students will participate in dialogue and critically think about race as it relates to privilege, experience, and oppression.</p>
<p>Development: (25 min)</p> <p>Introduce Visual Culture through a PowerPoint presentation showcasing visual culture.</p> <p>Questions related to the PowerPoint include:</p> <p><i>Who can tell me what visual culture is?</i></p> <p><i>Who can name some examples of visual culture symbols you see daily?</i></p> <p><i>How do you think visual culture can influence or impact you?</i></p>	<p>Students will engage in the PowerPoint presentation by participating in the discussion about visual culture.</p>

Once the PowerPoint presentation has concluded the class will work together to create rules using visual culture symbols. These could include but are not limited to: memes, ads, slogans, logos etc. that clearly depict a rule. The visual culture symbol will be next to the written rule.

These are rules they will hold each other accountable for throughout the duration of the class.

Conclusion: (10 min)

Re-gather students and discuss goals and what they are looking forward to learning about and doing in the class.

Students will work together to create the rules for the class using visual culture symbols as well to represent those rules.

Students will participate in discussion about goals and what they are looking forward to learning about in this course.

Visual Culture PowerPoint



1



2



3



5



6



7

Unit 1 Lesson 2

Introduction to Visual Journals

Unit 1 Lesson 2 Day 1 of 1**Name: Alaiyha Bryant****DAILY PLAN****Lesson Title:** Introduction to Visual Journals**Grade Level:** 11th & 12th**S & S Statements:**

Power/ Privilege: The subjugation of minorities found in visual culture represents inferiority when it comes to obtaining power and/or privilege in society.

Multiple Readings: The ways in which minorities are represented in visual culture allows people to create multiple interpretations about issues surrounding race and cultures.

Society: Subjugation of minorities is enacted through societal constructs in visual culture.

Concept/Skill Vocabulary Terms: race, stereotypes, society, power/privilege, oppression, Perspective, interpretations, visual culture, symbols, identity.

Overall Lesson Objective:

Given a comprehensive PowerPoint presentation on visual journals, bounded visual journals, and access to a wide range of mixed media materials, students will successfully fill two pages of their visual journals with visual culture symbols related to their personal identities focusing on prior knowledge about foreground, middle ground, background, overlapping, emphasis, and center of interest.

Daily Objectives:

Given visual journals, mixed media materials and a presentation on visual journals, students will creatively fill two pages of their visual journals with appropriate visual culture symbols that effectively relate to their personal identity focusing on prior knowledge regarding, foreground, middle ground, background, overlapping, emphasis, and center of interest.

Assessment Criteria: Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.

- Creatively filled two pages of their visual journals with appropriate visual culture symbols.
- Effective use of visual culture symbols that relate to students' personal identity, focusing on prior knowledge regarding, foreground, middle ground, background, overlapping, emphasis, and center of interest.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

- PowerPoint on Visual Journals

-Example of teacher visual journal to show students

Art Materials Necessary for the Lesson:

- Pens
- Markers
- Colored Pencils
- Pastels
- Graphite
- Charcoal
- Acrylic Paint
- Paint Brushes
- Magazines
- Glue
- Visual Journals

Teacher Activities	Student Activities
Introduction: (10 min)	
<p>Introduce Visual Journals through the Visual Journal PowerPoint presentation.</p> <p>Questions related to the visual journal presentation include:</p> <p><i>Why do you think visual journals are useful?</i></p> <p><i>How can visual journals develop your skill and concepts as a developing or practicing artist?</i></p> <p><i>What kind of things would you put into your visual journal and why?</i></p> <p>Show students a teacher example of a visual journal and explain that they will be used for personal research, sketches, and notes and they are expected to have them in class daily.</p>	
Development: (25 min)	
<p>Pass visual journals out to students and have them use the wide range of materials provided to fill two pages</p>	

Students will engage in the visual journal presentation by discussing the answers to the questions provided.

of their journal with visual culture symbols that represent their identity.

Students will focus on prior knowledge regarding, foreground, middle ground, background, overlapping, center of interest, and emphasis.

Conclusion: (10 min)

Regather students at the end and allow time for clean-up.

Students will share with the class the two pages they created related to their identity and we will preview our first lesson, which will be turning point encaustic mixed media collages.

Students will each receive a visual journal and put their name, class period, and teacher name in them.

Students will focus on their identity and fill the first two pages with visual culture symbols that represent their identity such as: UGG, Black Lives Matter symbol etc.

Students will return all materials to proper locations and share with the class the first two pages of their visual journals if they would like. Students will also receive a preview of the first lesson.

Visual Journals PowerPoint



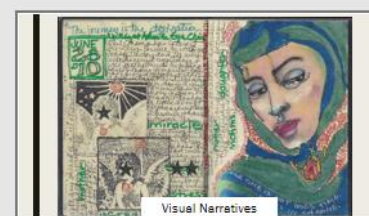
1



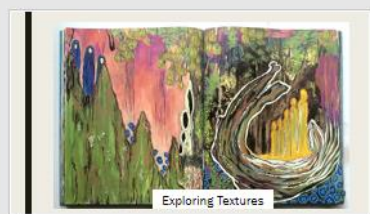
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7



8

Unit 1 Lesson 3

Encaustic Mixed Media Collage

Unit 1 Lesson 3 Day 1 of 8**Name: Alaiyha Bryant****DAILY PLAN****Lesson Title:** Turning Point: Encaustics Mixed Media Collage**Grade Level:** 11th & 12th**S & S Statements:**

Power/ Privilege: The subjugation of minorities found in visual culture represents inferiority when it comes to obtaining power and/or privilege in society.

Multiple Readings: The ways in which minorities are represented in visual culture allows people to create multiple interpretations about issues surrounding race and cultures.

Society: Subjugation of minorities is enacted through societal constructs in visual culture.

Concept/Skill Vocabulary Terms: encaustics, collage, mixed media, turning point, memories, race, stereotypes, composition, imagery, oppression, subjugation, center of interest, overlapping, texture, foreground, middle ground, background, mood, emphasis

Overall Lesson Objective:

Given a cohesive PowerPoint presentation on subjugation of minorities through modern visual culture and a variety of skill demonstrations, students will successfully create an 8in X 12in encaustic mixed media collage using collage materials, canvas, and beeswax that effectively represents a turning point in their lives (positive or negative), where an experience or interaction cause them to change their perspectives on a race or culture different from theirs. Students will focus on creating a successful composition using center of interest, texture, emphasis, mood, overlapping, text, foreground, middle ground, and background.

Daily Objectives:

1. Given a comprehensive PowerPoint on subjugation of minorities in modern visual culture, and visual journals, students will actively take notes in their visual journals on stereotypes and formal qualities addressed in the PowerPoint such as center of interest, text, unity, mood, and emphasis.
2. Given artist workbooks students will successfully write three meaningful interactions they have had with another culture or race different from their own.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Actively took notes in artist workbooks on stereotypes addressed in the presentation and formal qualities such as, center of interest, text, unity, mood, and emphasis.

-Successfully wrote three meaningful interactions they've had with another culture or race different from their own.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

-PowerPoint presentation on subjugation of minorities in visual culture

Art Materials Necessary for the Lesson:

-Artist Workbooks

-Pencils

Teacher Activities	Student Activities
Introduction: (10 min)	
-PowerPoint presentation on subjugation of minorities in modern visual culture and include examples of encaustic mixed media collages.	-Students will engage in the presentation by critically thinking and analyzing the various styles, movements, concepts, and formal qualities shown.
Discussion Questions:	
<i>Who can tell me what subjugation means and provide an example?</i>	
<i>Who can tell me what minority means?</i>	Students will actively participate in the discussion about subjugation of minorities in modern visual culture to get the thinking about how race is portrayed in the arts.
<i>Who can tell me what stereotype is portrayed in this piece?</i>	
<i>How is the stereotype portrayed in the image?</i>	
<i>How do you think these images represent subjugation based on the definition provided?</i>	
<i>What is the center of interest in this piece and what visual evidence supports that?</i>	
Development: (20 min)	
-Share with students the three meaningful interactions I've had with different races and write them on the board.	-Students will understand how to write three meaningful interactions they've had with another race after hearing and seeing my personal stories.

- Allow students time to think and write about three meaningful interactions they've had with races of cultures different from their own.

Conclusion: (15 min)

-Re-gather and review concepts discussed in the PowerPoint by allowing students to share some of the things they wrote in their notes during the presentation and remind students that their three meaningful statements are due next class if they didn't finish them in class.

-Students will write about three interactions they've had with a race or culture different from their own in their artist workbooks.

-Students will engage in review by sharing what they have written in their notes about the formal qualities discussed in the presentation such as: composition and center of interest and will be expected to finish their statements and bring them for next class.

Subjugation of Minorities Through Modern Visual Culture PowerPoint



1



2



3



4



5



6

Unit 1 Lesson 3 Day 2 of 8**Name: Alaiha Bryant****DAILY PLAN****Lesson Title:** Turning Point: Encaustics Mixed Media Collage**Grade Level:** 11th & 12th**S & S Statements:**

Power/ Privilege: The subjugation of minorities found in visual culture represents inferiority when it comes to obtaining power and/or privilege in society.

Multiple Readings: The ways in which minorities are represented in visual culture allows people to create multiple interpretations about issues surrounding race and cultures.

Society: Subjugation of minorities is enacted through societal constructs in visual culture.

Concept/Skill Vocabulary Terms: encaustics, collage, mixed media, turning point, memories, race, stereotypes, composition, imagery, oppression, subjugation, center of interest, overlapping, texture, foreground, middle ground, background, mood, emphasis

Overall Lesson Objective:

Given a cohesive PowerPoint presentation on subjugation of minorities through modern visual culture and a variety of skill demonstrations, students will successfully create an 8in X 12in encaustic mixed media collage using collage materials, canvas, and beeswax that effectively represents a turning point in their lives (positive or negative), where an experience or interaction cause them to change their perspectives on a race or culture different from theirs. Students will focus on creating a successful composition using center of interest, texture, emphasis, mood, overlapping, text, foreground, middle ground, and background.

Daily Objectives: Given a presentation on encaustic mixed media collages, and a partner activity, students will successfully choose one of the statements out of the three written and work collaboratively with their partner to creatively sketch out their ideas in five 3in X 4in thumbnail sketches, focusing on compositional center of interest, overlapping, and emphasis.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Successful choice of one of the statements out of the three written that causes them to view a race of culture differently.

-Collaborative creation of five 3in X 4in thumbnail sketches, focusing on compositional center of interest, overlapping, and emphasis.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

-PowerPoint presentation on encaustic mixed media collages

-What makes a good mixed media collage composition handout

-Personal statement and sketch example

-Research: <http://conceptartempire.com/intro-to-thumbnail-sketching/>

<http://www.juliafosson.com/abstract-paintings.html>

<http://lawrencemigration.phillipscollection.org/>

http://www.fashion-era.com/a_womans_place.htm

<http://scenedicate.blogspot.com/2010/03/disguise-itak-sa-puso-ni-mang-juan.html>

<https://www.britannica.com/art/minstrel-show>

<https://ferris.edu/jimcrow/mammies/>

<https://books.google.com/books?id=Nab7AQAAQBAJ&pg=PA4&lpg=PA4&dq=indian+yum+yum+br+and+stereotype&source>

Art Materials Necessary for the Lesson:

-Artist Workbooks

-Pencils

-Mixed Media Composition Handout

Teacher Activities	Student Activities
Introduction: (10 min)	
-Check artist workbooks for completed turning point statements.	-Show instructor completed turning point statements for credit.
-Review concepts discussed in the last class such as artists, styles, movements, and formal qualities.	-Repeat various concepts discussed last class to showcase their understanding.
-Introduce encaustic mixed media collages through a PowerPoint presentation on three encaustic artists and their work.	
-Questions related to the Encaustic Collage PowerPoint:	
<i>Who can tell me what an encaustic collage is?</i>	
<i>In what ways may have encaustic practices been used in art?</i>	-Engage in the presentation by providing critical analyses of the artwork presented as it relates to the encaustic mixed media collage they will be making, formal qualities, and social justice.
<i>How is emphasis used in this piece?</i>	
<i>What is the overall mood of this piece?</i>	
<i>What is the compositional center of interest in this piece?</i>	

How is overlapping successfully used in this piece?

Why do you think the artist chose these materials and images for this collage?

Development: (25 min)

-Partner students and assign them the following task: With your partner go through the three statements you've written in your artist workbook and choose the experience of interaction that made you view that race of culture differently that you will use to make your encaustic.

-Participate in the demonstration by providing suggestion and ideas that will help successfully communicate the teacher's statement.

-Demonstration: (15 min)

Provide an example of a statement and draw a 3in X 4in thumbnail on the whiteboard. Then have students provide ideas and suggestions on images that would represent my statement.

-Help make decisions based on compositional techniques during the demonstration to make sure they understand how to apply them to their thumbnail sketches.

-Walk through compositional techniques while doing the demo and remind students that the thumbnails should have center of interest, overlapping, emphasis, foreground, middle ground and background. Also inform students that thumbnail sketches are quick and undetailed sketches used to put basic compositional ideas into visual form.

-Have students work with their partners to begin creating their five 3in X 4in thumbnails representing their chosen statement.

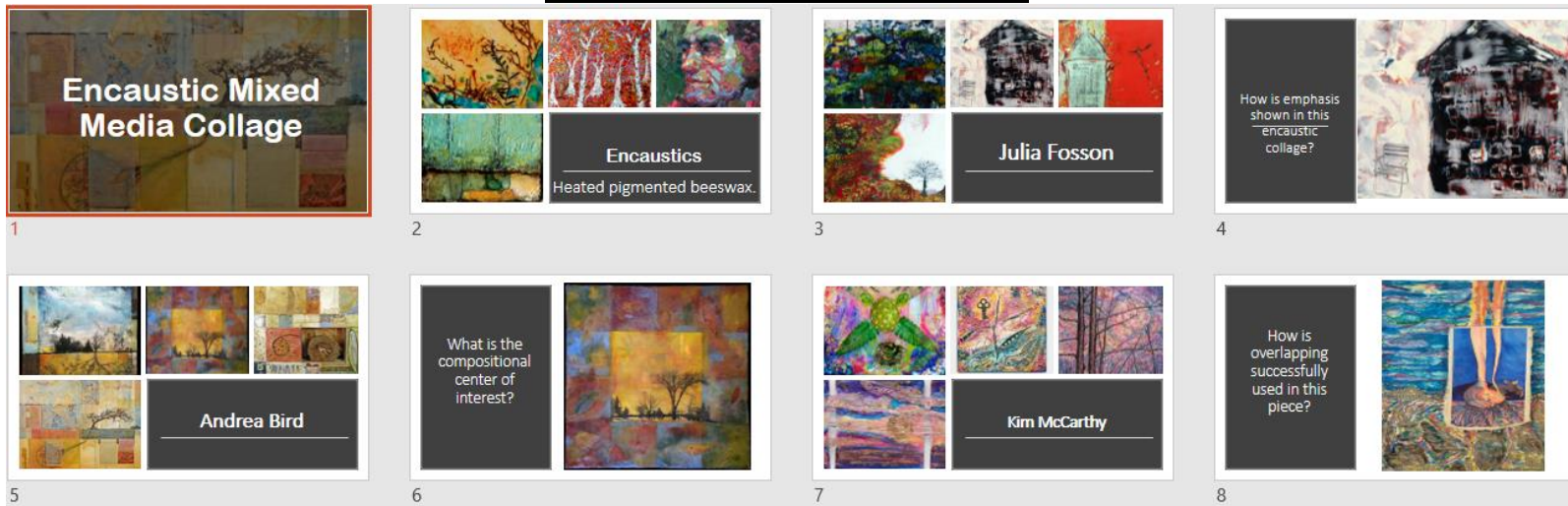
-Work in pairs to create their five 3in X 4in thumbnail sketches and use their partner to exchange ideas and suggestions as they are working.

Conclusion:

-Re-group students and have a few students share their ideas and one of their sketches with the class. They will be asked to show center or interest and foreground, middle ground, and background.

-Share with the class one of their sketches and how they applied the formal qualities to their sketches.

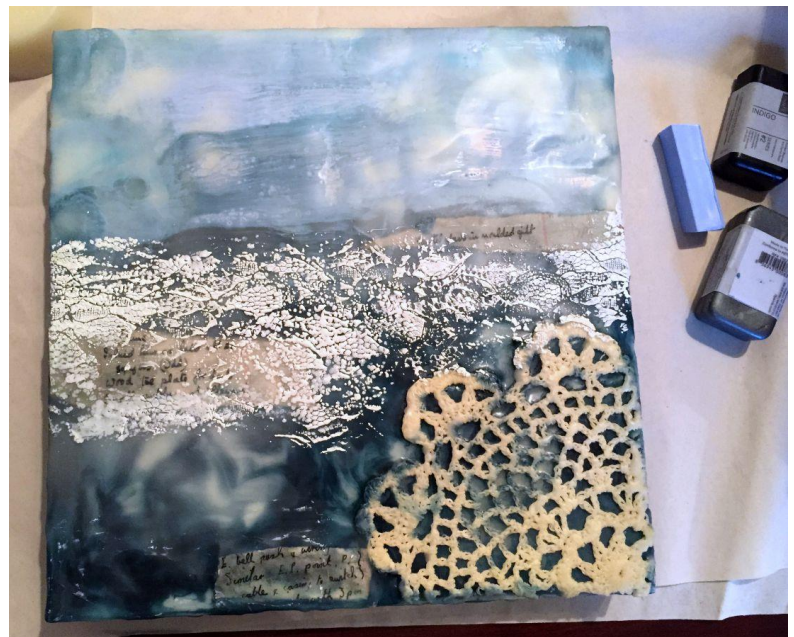
Encaustic Mixed Media PowerPoint



What Makes a Good Mixed Media Collage Handout

Make sure to keep the following formal qualities in mind when creating your sketches and final encaustic mixed media collage for this assignment.

- Foreground
- Middle ground
- Background





Overlapping

-Emphasis

-Center of Interest

-Mood

-Unity



Unit 1 Lesson 3 Day 3 of 8**Name: Alaiyha Bryant****DAILY PLAN**

Lesson Title: Turning Point: Encaustics Mixed Media Collage	Grade Level: 11 th & 12 th
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S & S Statements:

Power/ Privilege: The subjugation of minorities found in visual culture represents inferiority when it comes to obtaining power and/or privilege in society.

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Concept/Skill Vocabulary Terms: encaustics, collage, mixed media, turning point, memories,

race, stereotypes, composition, imagery, oppression, subjugation, center of interest, overlapping, texture, foreground, middle ground, background, mood, emphasis

Overall Lesson Objective:

Given a cohesive PowerPoint presentation on subjugation of minorities through modern visual culture and a variety of skill demonstrations, students will successfully create an 8in X 12in encaustic mixed media collage using collage materials, canvas, and beeswax that effectively represents a turning point in their lives (positive or negative), where an experience or interaction cause them to change their perspectives on a race or culture different from theirs. Students will focus on creating a successful composition using center of interest, texture, emphasis, mood, overlapping, text, foreground, middle ground, and background.

Daily Objectives: Given a artist of the day handout and comprehensive demonstration on how to select collage materials and how to create a composition with collage materials, focusing on foreground, middle ground, background, emphasis, overlapping, center of interest, and texture, students will appropriately select collage materials to represent one thumbnail sketch from their visual journals and actively practice creating an engaging composition using the skills covered in the demonstration to successfully create a small composition on a 4X4 canvas.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

- Appropriately selected images and collage materials to represent one thumbnail sketch from visual journals.
- Actively practiced creating an engaging composition focusing on skills covered in the demonstration.
- Successfully created a small composition on a 4 X 4 canvas.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

-Artist of the day handout and PowerPoint

-Research: <https://www.rauschenbergfoundation.org/art/search-artwork?page=14>

Art Materials Necessary for the Lesson:

-Textured Paper -Glue
 -Stamps -Found Objects
 -Computer -4 in X 4 in canvas
 -Color Printer
 -Magazines
 -Newspapers

Teacher Activities	Student Activities
Introduction: (10 min) <p>Introduce collage materials and how to successfully use them to communicate a message through a short PowerPoint on Robert Rauschenberg, who used a wide range of materials in his collages.</p> <p>Questions related to the Rauschenberg PowerPoint include:</p> <p><i>What message do you think the artist is trying to convey in this collage?</i></p> <p><i>How do the materials support that message?</i></p> <p><i>What are some collage techniques you see in this piece that we have discussed?</i></p> <p><i>How do you think you could incorporate some of these techniques and materials in your final collage?</i></p> <p>Development: (25 min)</p> <p>Demonstrate to students how to choose images for their collage using instructors personal turning point as an example.</p> <ol style="list-style-type: none"> 1. Show students examples of different photographs, paper types, and magazine images and have them help me choose a background that would best fit the turning point example given. 2. Lay out found objects, textured papers, stamps, magazines, book, newspapers, and photographs and have students help me decide which images 	
	<p>Students will have a handout and engage in a brief discussion about collage materials presented in the PowerPoint to get them thinking about how to successfully choose materials to communicate a message for their practice and final encaustic piece.</p> <p>Students will participate in the demonstration by helping the instructor choose images and collage materials that represents the instructor's example turning point.</p>

should be in the middle ground and foreground in order to represent my turning point.

3. Once the images are chosen I will have students help me decide how the images should be arranged on the canvas in order to create center of interest, emphasis, unity, mood, and texture.

Students will then be given a 4in X 4in canvas and choose a thumbnail sketch from their visual journals to practice choosing materials and creating a successful composition.

Students will practice creating a 4in X 4in collage on canvas using materials provided to create a successful composition and begin thinking about materials and imagery for their final piece..

Have students choose their best thumbnail sketch that clearly represents their turning point and start thinking about images and materials to represent their turning point.

Conclusion: (10 min)

Allow students time to clean up and tell students they are able to bring in outside materials for their encaustic collage if desired. Have students think about imagery they would like to use for their final encaustic piece which we will start next class.

Students will have the option of bringing in outside materials for their collage and have images in mind for next class to represent their turning point.

Robert Rauschenberg PowerPoint



Robert
Rauschenberg

1



Bed (1955)

2



Mirthday Man (Anagram (A
Pun)), 1997

3



Monogram (1955-59)

4



Canyon (1959)

5

Rauschenberg Handout

Unit 1 Lesson 3 Day 4 of 8

Name: Alaiyha Bryant

DAILY PLAN

Lesson Title: Turning Point: Encaustics Mixed Media Collage	Grade Level: 11 th & 12 th
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S & S Statements:


Power/ Privilege: The subjugation of minorities found in visual culture represents inferiority when it comes to obtaining power and/or privilege in society.

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Society: Subjugation of minorities is enacted through societal constructs in visual culture.

Concept/Skill Vocabulary Terms: encaustics, collage, mixed media, turning point, memories, race, stereotypes, composition, imagery, oppression, subjugation, center of interest, overlapping, texture, foreground, middle ground, background, mood, emphasis

ROBERT RAUSCHENBERG HANDOUT



Robert Rauschenberg

- Painter
- Graphic Artist
- Sculptor

WEBSITE: <https://www.rauschenbergfoundation.org/>

About Rauschenberg

- Rauschenberg merged the realms of kitsch and fine art, employing both traditional media and found objects within his "combines" by inserting appropriated photographs and urban detritus amidst standard wall paintings.
- Preferring to leave the interpretation of the works to his viewers, Rauschenberg allowed chance to determine the
- different found images and objects in his artwork such that there were no predetermined arrangements or meanings embedded within the works.
- Crucial figure in the transition from Abstract Expressionism to later modern movements.
- In 1970, he co-founded Change, Inc., which helped struggling artists pay their medical bills.

Artist of the Day

ROBERT RAUSCHENBERG

he grew older, testifying on behalf of artists for the National Endowment of the Arts in the 1990s.

Artworks




Figure 1. Bed 1995

Figure 2. Mickelley Man

Overall Lesson Objective:

Given a cohesive PowerPoint presentation on subjugation of minorities through modern visual culture and a variety of skill demonstrations, students will successfully create an 8in X 12in encaustic mixed media collage using collage materials, canvas, and beeswax that effectively represents a turning point in their lives (positive or negative), where an experience or interaction cause them to change their perspectives on a race or culture different from theirs. Students

will focus on creating a successful composition using center of interest, texture, emphasis, mood, overlapping, text, foreground, middle ground, and background.

Daily Objectives:

Given a comprehensive demonstration on how to apply beeswax to the collage materials and how to do photo transfers on canvas, safety precautions, a short clip and handout on applying wax to a collage, access to collage materials, encaustics, and a 8 in X 12 in canvas, students will successfully practice how to correctly apply beeswax to collage materials on their small 4 in X 4 in practice canvas provided last class and once comfortable begin actively working on their final turning point encaustic mixed media collage on a 8 in X 12 in canvas, focusing on composition using center of interest, texture, emphasis, mood, overlapping, text, foreground, middle ground, and background.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Successfully practiced how to correctly apply beeswax to collage materials on their small 4 in X 4 in practice canvas.

-Actively worked on their final turning point encaustic mixed media collage on 8 in X 12 in canvas, focusing on composition using center of interest, texture, emphasis, mood, overlapping, text, foreground, middle ground, and background.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

-Video clip on how to apply wax to collage: <https://www.youtube.com/watch?v=cfe9riFWVso>

Research: <http://emptyeasel.com/2014/08/04/a-beginners-guide-to-encaustic-art-and-painting-with-wa>

x/ <http://www.createmixedmedia.com/make/encaustic>

<https://allthingsencaustic.com/encaustic-collage>

Demo Handout: Applying Wax to Mixed Media Materials

Project Guidelines Handout

Art Materials Necessary for the Lesson:

- | | | |
|---------------------------------|---------------------------|-----------------------|
| -Melting pot for heating up wax | -Color printer | -Photograph |
| -Brush for wax | -Newspapers | -Acrylic Matte Medium |
| -Canvas | -Magazines | -Water Cups |
| -Textured Paper | -Found Objects | |
| -Stamps | -Vintage Books and Papers | |
| -Computer | -Encaustic Pigments | |

Teacher Activities	Student Activities
<p>Introduction: (10 min)</p> <p>Review choosing materials and compositional guidelines and pass out project guidelines handout and review those with the class.</p> <p>Introduce applying encaustics to a canvas and mixed media collage by showing a short video clip.</p> <p>https://www.youtube.com/watch?v=cfe9riFWVso</p>	<p>Students will be reminded of guidelines for the project through the handout and engage in review.</p> <p>Students will watch the video and think about application of wax to the materials they brought in or are provided and compositional guidelines.</p>
<p>Development: (25 min)</p> <p>Demonstration on how to do a photo transfer on canvas.</p> <ol style="list-style-type: none"> 1. Use Acrylic matte medium and apply that to the area you would like your printed photograph or image to transfer to. 2. When applying the matte medium make sure you saturate the area with medium really well unless the ink from the photo will not transfer in the areas with little to no medium. 3. Once the matte medium is on the canvas, put your photo or image face down on top of the matte medium and use a card to smooth out the air bubbles. 4. Let it dry for at least 12-24 hours and then spray water on the back and carefully peel the white backing off and there you have successfully transferred an image to canvas and you can collage on top of it. 	
<p>Demonstration on how to apply wax to a mix media collage.</p> <ol style="list-style-type: none"> 1. Using a melting pot and beeswax which will be the adhesive for your materials, use your paint brush to dip into the melting pot with wax and apply the wax to the area you want your material to stick to. 2. Once your material is adhered to the canvas, paint over the material if it is paper with the wax to make sure it adheres to the canvas. Only do this for paper not for found objects or other materials. 3. Keep layering with the wax and apply thin coats. Remember to keep in mind the formal qualities we've discussed to create a successful composition. 	<p>Students will follow along during the demonstrations and participate by helping instructor during parts of the demos.</p> <p>Students will practice applying the wax on their practice canvases using collage materials provided</p>

Allow students to ask questions and then practice applying beeswax and photo transferring on their 4 in X 4 in practice canvas until comfortable. Once comfortable they will be able to start on their final piece.

Conclusion: (10 min)

Allow students to clean up and pass out a demo handout to help them remember the steps as they begin to work on their final piece next class.

until comfortable and if time allows they will start on their final piece.

Students will follow proper clean up procedures and ask any questions they may have about the process and lesson.

Demonstration Handout

How to Create an Encaustic Mixed Media Collage

1. Melt your wax

The wax is prepared by melting "encaustic medium" into a hot plate, until it is liquid. (R&F Paints suggests a temperature for encaustic medium between 170 and 200 degrees F). What type of wax to use is a discussion in itself, so for the sake of getting you up and running quickly, I recommend you just use "encaustic medium" which is wax and ~~gouache~~ resin mixed together.

Here is Shawna Moore preparing her wax in a hot plate.



You can use transparent or opaque wax, depending on the effect you're going for. And, you might even want to have one hot plate of each, so you can experiment with both. For example, if you'd like to collage papers or photos into your wax and have them show up clearly, you can use the transparent wax. For a more subtle, hazy effect, try the opaque wax. You can even go back and forth.

2. Brush on your wax

With your wax completely melted, go ahead and brush your first layer onto your encaustic board (or plain wooden panel). At this point, just familiarize yourself with the medium, and play with the wax as you put it on the board. See how it behaves. Brushing on the warm, aromatic, buttery wax is an experience to enjoy all by itself!



As you lay down your first layer of wax, keep in mind that encaustic artwork is typically comprised of several layers of thin wax. Make sure that the wax AND the brush ~~remain~~ hot, so you can brush on a thin layer at a time. Keeping each successive surface warm is also key in getting the layers to hold together.

Guidelines Handout

Encaustic Mixed Media Collage Project Guidelines Handout

Directions: Make sure you have completed the following for your final Encaustic Mixed Media Collage:

Check each book after you have completed the task.

- Three meaningful interactions in visual journals. ☐
- Five 3 in X 4 in thumbnail sketches in visual journals representing the three meaningful interactions, focusing on compositional center of interest, overlapping, and emphasis. ☐
- Selected images and collage materials to represent one thumbnail sketch. ☐
- Small practice collage on 4 in X 4 in canvas ☐
- Created an 8 in X 12 in mixed media collage representing a turning point and uses center of interest, texture, emphasis, mood, overlapping, text, foreground, middle ground, and background. ☐
- Incorporated at least one technique from a collage artist we have studied into encaustic collage. ☐
- Made adjustments to collage from in-progress critique. ☐
- Participated in critique and turned in final encaustic mixed media collage with artist statement. ☐



Unit 1 Lesson 3 Day 5 of 8**Name: Alaiyha Bryant****DAILY PLAN****Lesson Title:** Turning Point: Encaustics Mixed Media Collage**Grade Level:** 11th & 12th**S & S Statements:**

Power/ Privilege: The subjugation of minorities found in visual culture represents inferiority when it comes to obtaining power and/or privilege in society.

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Concept/Skill Vocabulary Terms: encaustics, collage, mixed media, turning point, memories, race, stereotypes, composition, imagery, oppression, subjugation, center of interest, overlapping, texture, foreground, middle ground, background, mood, emphasis

Overall Lesson Objective:

Given a cohesive PowerPoint presentation on subjugation of minorities through modern visual culture and a variety of skill demonstrations, students will successfully create an 8in X 12in encaustic mixed media collage using collage materials, canvas, and beeswax that effectively represents a turning point in their lives (positive or negative), where an experience or interaction cause them to change their perspectives on a race or culture different from theirs. Students will focus on creating a successful composition using center of interest, texture, emphasis, mood, overlapping, text, foreground, middle ground, and background.

Daily Objectives: Given collage materials, an 8 in X 12 in canvas, encaustics, photo transfer materials, a review session, and a new collage artist handout, students will actively work on their encaustic mixed media collage, focusing on center of interest, texture, emphasis, mood, overlapping, text, foreground, middle ground, and background and successfully incorporate one technique of at least one collage artist we've studied in their own collages.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Actively worked on encaustic mixed media collage.

-Successfully incorporated one technique of at least one collage artist in their own collages.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

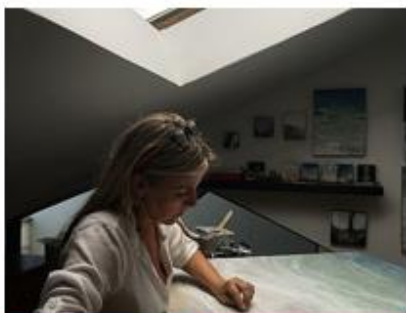
-Artist handout: Suzanne Merritt

Art Materials Necessary for the Lesson:

- | | | |
|---------------------------------|---------------------------|-----------------------|
| -Melting pot for heating up wax | -Color printer | -Photograph |
| -Brush for wax | -Newspapers | -Acrylic Matte Medium |
| -Canvas | -Magazines | -Water Cups |
| -Textured Paper | -Found Objects | |
| -Stamps | -Vintage Books and Papers | |
| -Computer | -Encaustic Pigments | |

Artist Hando

SUZANNE MERRITT HANDBOOK



Suzanne Merritt
• Encaustic Painter

WISCONSIN ARTIST OF THE DAY

About Suzanne Merritt

- She is an encaustic artist, which means she paints with fire and wax. Her work is all about creating color-saturated, dimensional paintings that inspire and connect people to nature and spirit.
- Her current collection includes **The Ocean Series**, inspired by her love for the ocean and **The Oracle Series**, based on her lifelong passion project exploring dreams and symbolic imagery, from the mystical to the mundane.
- Suzanne Merritt's paintings are both atmospheric and energetic.
- Many of her paintings, she opts for a heat gun with added air pressure to push and roll the molten wax across the surface of the panel, creating layers of paint that mimic the movement of water rushing to shore, or clouds.

Artist of the Day

SUZANNE MERRITT

- scudding across a sky, or a fog bank floating on the horizon.

Artworks

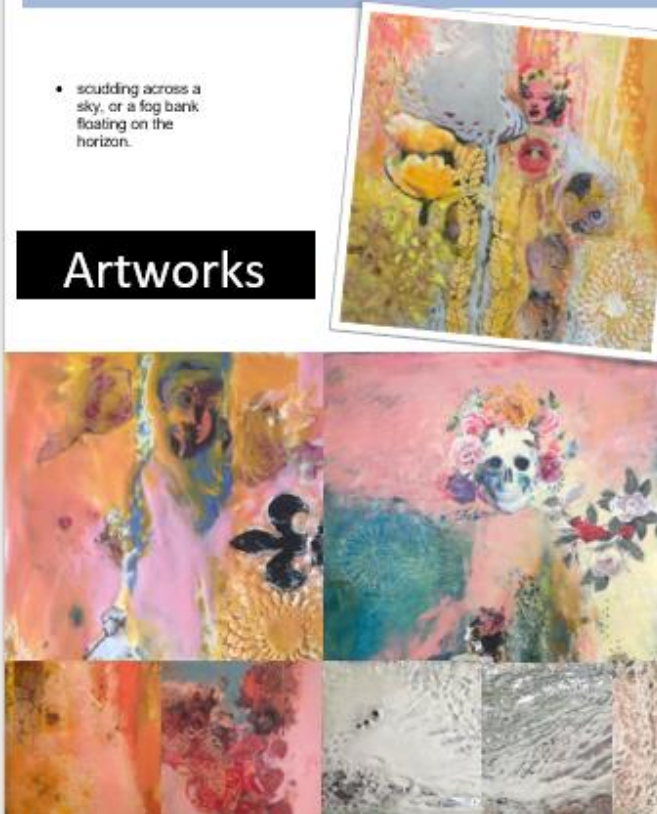


Figure 1. Beacons Beach

Figure 2. Black and Blue No. 2

Teacher Activities	Student Activities
<p>Introduction: (10 min)</p> <p>Review guidelines for the project and introduce new encaustic artist, Suzanne Merritt, to the class through the handout given to the students.</p> <p><i>What are some techniques used in her work that you may be able to apply to your collage?</i></p> <p><i>How does her work evoke emotion and mood?</i></p> <p>Development: (25 min)</p> <p>Allow students to work on their collages and incorporate one new style or technique from any artist we've discussed throughout this lesson into their final piece.</p> <p>Remind students to think about formal qualities and to make sure their collage successfully communicates their turning point involving another race.</p> <p>Inform students that there will be an in-progress critique during the next class and to have their piece ready for review.</p> <p>Conclusion: (10 min)</p> <p>-Allow time for clean-up and then re-group as a class.</p> <p>-Review at least one new style or technique they've incorporated into their piece.</p> <p>-Remind students to bring visual journals to take notes in during the in-progress critique.</p>	<p>Students will engage in discussion about the artist and her work using the handout given and think about how to incorporate techniques and styles from at least one artist we've discussed into their collage.</p> <p>Students will work on their collages and incorporate a style or technique introduced in the class creatively in their collage.</p> <p>Students will have started their pieces and will be prepared for the in progress critique next class.</p> <p>Students will participate in clean-up procedures.</p> <p>Students will respond by explaining one technique or style they have learned and how they plan to use it in their collage.</p>

Unit 1 Lesson 3 Day 6 of 8**Name: Alaiyha Bryant****DAILY PLAN****Lesson Title:** Turning Point: Encaustics Mixed Media Collage**Grade Level:** 11th & 12th**S & S Statements:**

Power/ Privilege: The subjugation of minorities found in visual culture represents inferiority when it comes to obtaining power and/or privilege in society.

Multiple Readings: The ways in which minorities are represented in visual culture allows people to create multiple interpretations about issues surrounding race and cultures.

Society: Subjugation of minorities is enacted through societal constructs in visual culture.

Concept/Skill Vocabulary Terms: encaustics, collage, mixed media, turning point, memories, race, stereotypes, composition, imagery, oppression, subjugation, center of interest, overlapping, texture, foreground, middleground, background, mood, emphasis

Overall Lesson Objective:

Given a cohesive PowerPoint presentation on subjugation of minorities through modern visual culture and a variety of skill demonstrations, students will successfully create an 8in X 12in encaustic mixed media collage using collage materials, canvas, and beeswax that effectively represents a turning point in their lives (positive or negative), where an experience or interaction cause them to change their perspectives on a race or culture different from theirs. Students will focus on creating a successful composition using center of interest, texture, emphasis, mood, overlapping, text, foreground, middle ground, and background.

Daily Objectives:

Given directions for an in-progress small group critique and a guided question handout, students will collaboratively work together to help each other creatively and effectively communicate their turning point in their mixed media collage focusing on, center of interest, texture, emphasis, mood, overlapping, text, foreground, middle ground, and background and successfully make changes to their encaustic collage based on feedback received from their peers.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

- Collaboratively work together to help each other creatively and effectively communicate their turning point in their mixed media collages center of interest, texture, emphasis, mood, overlapping, text, foreground, middle ground, and background.
- Successfully made changes to their encaustic collage based on feedback received from their peers.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

-Small group critique guiding questions handout

Art Materials Necessary for the Lesson

-Easels to lean canvases on

-Melting pot for heating up wax

-Brush for wax

-Canvas

-Textured Paper

-Stamps

-Color printer

-Newspapers

-Magazines

-Found Objects

-Vintage Books and Papers

-Photograph

-Acrylic Matte Medium

-Water Cups

-Computer

-Encaustic Pigments

Teacher Activities	Student Activities
<p>Introduction: (10 min)</p> <p>Pass out guiding questions for the small group critique and make sure everyone has their visual journals.</p> <p>Have students set up their collage on easels and put the desk or tables in pods of three.</p> <p>Development: (25 min)</p> <p>Explain to the students how the in-progress small group critique will work.</p> <ol style="list-style-type: none"> 1. Each student will count off 1-3 and each group of three will sit together for the critique. 2. Each person in the group will have their piece on an easel and will take turns having showing their work to the other two members in group. 3. The other two members have one try to guess what your turning point is and then you if they don't get it right you the artist has to tell them. 4. Once the group knows what the turning point is they will help each other improve and make each collage stronger. Use the guiding questions and project guideline handout to help guide the discussion. 5. As the group makes suggestions on center of interest, texture, emphasis, mood, 	

-Students will prepare for the in-progress critique by setting up the table and going over the handout.

The student showcasing their work will be taking notes on the feedback received in their artist notebooks and the rest of the students will be providing feedback on composition, techniques, and how the collage is communicating so far as a whole, while also offering suggestions.

overlapping, text, foreground, middle ground, and background, the artist should be taking notes on the feedback given.

6. Once time is called each group will report two things that happened during the critique.

Allow students to use feedback and make adjustments to their work.

Students will use the feedback they took notes on in their visual journals to make adjustments to their collages.

Conclusion: (10 min)

Re-gather students and receive feedback on how their thoughts about the in-progress critique and allow them to ask any questions they may have.

Students will contribute to the discussion by providing feedback on the in-progress critiques and ask any questions they have.

Critique Guidelines

Guidelines for Critique

Analysis

Describe how the work is organized as a complete composition:

- How is the work constructed or planned (i.e., acts, movements, lines)?
- Identify some of the similarities throughout the work (i.e., repetition of lines, two songs in each act).
- Identify some of the points of emphasis in the work (i.e., specific scene, figure, movement).
- If the work has subjects or characters, what are the relationships between or among them?

Interpretation

Describe how the work makes you think or feel:

- Describe the expressive qualities you find in the work. What expressive language would you use to describe the qualities (i.e., tragic, ugly, funny)?
- Does the work remind you of other things you have experienced (i.e., analogy or metaphor)?
- How does the work relate to other ideas or events in the world and/or in your other studies?

Judgment or Evaluation

Present your opinion of the work's success or failure:

- What qualities of the work make you feel it is a success or failure?
- Compare it with similar works that you think are good or bad.
- What criteria can you list to help others judge this work?
- How original is the work? Why do you feel this work is original or not original?

Unit 1 Lesson 3 Day 7 of 8**Name: Alaiyha Bryant****DAILY PLAN****Lesson Title:** Turning Point: Encaustics Mixed Media Collage**Grade Level:** 11th & 12th**S & S Statements:**

Power/ Privilege: The subjugation of minorities found in visual culture represents inferiority when it comes to obtaining power and/or privilege in society.

Multiple Readings: The ways in which minorities are represented in visual culture allows people to create multiple interpretations about issues surrounding race and cultures.

Society: Subjugation of minorities is enacted through societal constructs in visual culture.

Concept/Skill Vocabulary Terms: encaustics, collage, mixed media, turning point, memories, race, stereotypes, composition, imagery, oppression, subjugation, center of interest, overlapping, texture, foreground, middle ground, background, mood, emphasis

Overall Lesson Objective:

Given a cohesive PowerPoint presentation on subjugation of minorities through modern visual culture and a variety of skill demonstrations, students will successfully create an 8in X 12in encaustic mixed media collage using collage materials, canvas, and beeswax that effectively represents a turning point in their lives (positive or negative), where an experience or interaction cause them to change their perspectives on a race or culture different from theirs. Students will focus on creating a successful composition using center of interest, texture, emphasis, mood, overlapping, text, foreground, middle ground, and background.

Daily Objectives:

Given detailed artist statement guidelines, students will effectively complete their artist's' statements in Microsoft Word and successfully continue to make adjustments to their collages based on the previous in-progress small group critique.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Effectively completed their artist statement in Microsoft Word.

-Successfully continued to make adjustments to their collages based on previous in-progress small group critique.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

-Guidelines for Artist Statement Handout

Art Materials Necessary for the Lesson:

-Melting pot for heating up wax	-Color printer	-Photograph
-Brush for wax	-Newspapers	-Acrylic Matte Medium
-Canvas	-Magazines	-Water Cups
-Textured Paper	-Found Objects	-Computer
-Stamps	-Vintage Books and Papers	-Encaustic Pigments

Teacher Activities	Student Activities
Introduction: (10 min)	
Pass out Guidelines for artist statement handout and check in on students' progress.	Students will receive guidelines for their artist statement and let the instructor know where they are at in terms of finishing their collage piece.
Development: (20 min)	
Explain how to write an artist statement using the handout.	Students will listen and ask any questions needed as we go over the guidelines for their artist statement.
<ol style="list-style-type: none"> 1. Your artist statement should be 1-1.5 pages, typed, and include the following: <ul style="list-style-type: none"> • Name • Title of Piece • Explanation of your turning point and how your piece successfully communicates that. Provide visual evidence from you piece. • Explain the process you used to create the collage • Explain how your collage uses a style or technique from one of the artists shown in class. • Explain what you would do differently or how you would change your piece if you could. • Explain why you chose the materials you used and how it felt to represent your turning point. 	
Let students know that their artist statement needs to be printed and turned in next class.	
Have students finish up their mixed media collages first then work on their artist statement.	-Students will work on finishing up their collage first and if time allows start their artist statement, but if not it will be homework.

Conclusion: (10 min)

Allow time for clean-up and inform students that if they did not get to their artist statement or finish their piece, they are both due by next class. Also inform students that the final critique for this piece will be done in the next class, so make sure everything is done and ready to be turned in.

Students will follow clean-up procedures and are expected to have everything done and completed for our final in-class critique next class.

Artist Statement Handout

Artist Statement Guidelines: Encaustic Mixed Media Collage

What Is an Artist's Statement?

1. A general introduction to your work, a body of work, or a specific project.
2. It should open with the work's basic ideas in an overview of two or three sentences or a short paragraph.
3. The second paragraph should go into detail about how these issues or ideas are presented in the work.
4. If writing a full-page statement, you can include some of the following points:
 - Explanation of your turning point and how your piece successfully communicates that. Provide visual evidence from your piece.
 - Explain the process you used to create the collage.
 - Explain how your collage uses a style or technique from one of the artists shown in class.
 - Explain what you would do differently or how you would change your piece if you could.
 - Explain why you chose the materials you used and how it felt to represent your turning point.
5. The final paragraph should recapitulate the most important points in the statement.

What an Artist's Statement is NOT:

1. Pomposity, writing a statement about your role in the world.
2. Grandiose and empty expressions and clichés about your work and views.
3. Technical and full of jargon.
4. Long dissertations or explanations.
5. Discourses on the materials and techniques you have employed.
6. Poems or prosy writing.
7. Folksy anecdotes about some important event in your life.
8. Nothing about your childhood or family unless it is very relevant to your work.
9. Not a brag fest or a press release.

Why Write an Artist's Statement?

1. Writing an artist's statement can be a good way to clarify your own ideas about your

5. It is often required when applying to graduate school.
6. It can be a good idea to include an artist's statement when your slides are requested for review or your work is included in the slide library of a college or university.
7. Good to refer to when you are preparing a visiting artist lecture, or someone else is lecturing or writing about your work.
8. Useful when you are applying for a teaching position.
9. Good idea when a press release is being written.
10. Useful when someone is writing about your work in a catalog or magazine.
11. Useful when someone else is writing a bio for a program brochure.
12. It is a good way to introduce your work to a buying public. Often the more a buyer knows about your work the more they become interested in what you do, and in purchasing a work.

Unit 1 Lesson 3 Day 8 of 8**Name: Alaiyha Bryant****DAILY PLAN****Lesson Title:** Turning Point: Encaustics Mixed Media Collage**Grade Level:** 11th & 12th**S & S Statements:**

Power/ Privilege: The subjugation of minorities found in visual culture represents inferiority when it comes to obtaining power and/or privilege in society.

Multiple Readings: The ways in which minorities are represented in visual culture allows people to create multiple interpretations about issues surrounding race and cultures.

Society: Subjugation of minorities is enacted through societal constructs in visual culture.

Concept/Skill Vocabulary Terms: encaustics, collage, mixed media, turning point, memories, race, stereotypes, composition, imagery, oppression, subjugation, center of interest, overlapping, texture, foreground, middle ground, background, mood, emphasis

Overall Lesson Objective:

Given a cohesive PowerPoint presentation on subjugation of minorities through modern visual culture and a variety of skill demonstrations, students will successfully create an 8in X 12in encaustic mixed media collage using collage materials, canvas, and beeswax that effectively represents a turning point in their lives (positive or negative), where an experience or interaction cause them to change their perspectives on a race or culture different from theirs. Students will focus on creating a successful composition using center of interest, texture, emphasis, mood, overlapping, text, foreground, middle ground, and background.

Daily Objectives:

Given directions for a collaborative traditional critique, the instructor will lead the critique and students will verbally provide constructive feedback and successfully analyze how each piece communicates a turning point focusing on center of interest, texture, emphasis, mood, overlapping, text, foreground, middle ground, and background.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Verbally provided constructive feedback during critique

- Analyzed how and what each piece communicated about the artists' turning point.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

No resources needed

Art Materials Necessary for the Lesson:

- Final encaustic mixed media collage
- Easels to display mixed media collage
- Visual Journals
- Artist Statements

Teacher Activities	Student Activities
<p>Introduction: (5 min)</p> <p>-Collect artist statements and have students display their final work on easels around the room.</p> <p>Development: (35 min)</p> <p>Explain how the large group traditional critique will run:</p> <ol style="list-style-type: none"> 1. Teacher will lead the group critique by requiring each student to say at least two good things about the work and why they are good and two things to work on. 2. Each student will give a brief summary about their piece and then the class will provide feedback. 3. When providing feedback make sure you use academic language such as composition, center of interest, foreground, middle ground, background, mood, emphasis, texture and unity. <p>Conclusion: (5 min)</p> <p>Allow students to provide feedback on the lesson and turn in their projects. Preview the next unit which will be cultural movie posters.</p>	
<p>Students will prepare for the critique and turn in their artist statements.</p> <p>Each student will give a brief summary about their turning point encaustic mixed media collage and the class will provide feedback using academic language.</p> <p>Students will provide feedback on the lesson and turn in projects and artist statements for assessment. Students will know wat topics will be explored in the next unit.</p>	

Unit 1 Lesson 4

Cultural Movie Posters

Unit 1 Lesson 4 Day 1 of 10**Name: Alaiyha Bryant****DAILY PLAN****Lesson Title:** Cultural Movie Posters**Grade Level:** 11th & 12th**S & S Statements:**

Throughout history minorities have been subjugated and oppressed in multiple forms of visual culture.

Diversity dialogues and art production mediates knowledge about the depiction of subjugated minorities in visual culture.

The ways in which minorities are represented in visual culture allows people to create multiple interpretations about issues surrounding race and cultures.

Concept/Skill Vocabulary Terms: postmodern, visual culture, subjugation, minorities, culture, race, stereotypes, Photoshop, illustrator, movie poster, privilege, digital media, misconceptions, focal point, logo, digital effects, foreground, middle ground, background, focal point, text, emphasis, mood, unity, characters

Overall Lesson Objective: Given a cohesive PowerPoint presentation on subjugation of minorities through postmodern visual culture, meaningful film clips on stereotypes in films, demonstrations on Photoshop and Illustrator, and access to computers and a colored printer, students will successfully create an 11 in X 17 in movie poster advertising their race or culture, using fictional character(s) from a film of their choosing, focusing on foreground, middle ground, background, focal point, logo, digital effects and techniques, text, emphasis, mood, and unity.

Daily Objectives:

1. Given an interactive activity on race and privilege and a comprehensive brief introductory PowerPoint on postmodern visual culture, students will actively participate in the stereotype activity and successfully engage in a meaningful discussion about race, focusing on how stereotypes are socially constructed and visually represented using emphasis, focal point, text, and digital effects.

2. Given artist workbooks, students will successfully create a written mind map in their visual journals using descriptive words to describe their race or culture.

Assessment Criteria: Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.

-Actively participated in the interactive stereotype activity.

- Successfully engaged in meaningful discussion about race focusing on how stereotypes are socially constructed and visually represented using emphasis, focal point, text, and digital effects.
- Successfully created a written mind map in visual journal using descriptive words to describe their race or culture.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

- PowerPoint presentation with various postmodern visual culture depicting subjugation of minorities
- Guided questions for stereotype activity handout
- Example mind map

Art Materials Necessary for the Lesson:

- Artist Workbooks
- Stereotypes handout with same face in multiple skin tones
- Pencils

Teacher Activities	Student Activities
<p>Introduction: (20 min)</p> <p>Stereotypes Activity:</p> <ul style="list-style-type: none"> - Put students in groups of 3-4 - Pass out an activity sheet which has the same face in multiple skin tones. - Have students work together and ask them to draw a line on the handout where they think the separation should be between the colored skin tones and the white skin tones. The group will decide where the line should go based on the skin tones provided on the handout. - Have the students determine as a group how many different races they think are represented on the handout and to group them together by circling them. - Once those two tasks have been completed, we will discuss the following questions: <ol style="list-style-type: none"> 4. <i>How did you decide as a group where to draw the line of separation between the two races?</i> 5. <i>How many races did your group categorize and how did you decide as group how many races were represented on the handout?</i> 6. <i>How did it feel to separate and group the different races on the handout?</i> 	
	<p>Students will engage in the activity, which will showcase how stereotypes are socially constructed.</p>

7. *"What do you think the purpose of that activity was?"*
8. *"How do you think this activity applies to the content explored in the class?"*
9. *"Did anything surprise you and if so what and why?"*

Development: (15 min)

Introduce postmodern visual culture through PowerPoint by showcasing various ads, movie posters, and artworks by artists of various races that are oppressed in society.

Students will participate in dialogue and critically think about race as it relates to visual interpretations, preconceived notions, privilege, and misconceptions.

Questions related to the PowerPoint:

What is your interpretation about this particular race?

What visual evidence do you see that makes you think that?

What is the focal point in this image?

How is emphasis used in this image?

How is text successfully used in this image?

What is the logo in this image and how does it connect to the overall ad?

Students will participate in the discussion by responding to questions related to the images shown in the PowerPoint presentation.

Explain mind mapping and demonstrated how to create a mind map representing who you are, your race, and or culture using descriptive words. This will be homework due next class.

Students will begin creating mind maps if time allows, representing their own culture or race in their visual journals, which will be due the following class.

Conclusion: (10 min)

Re-group the class and review aspects of the activity, postmodern visual culture and mind map activity expectations. Also remind students that their mind maps will be due at the beginning of next class.

Students will engage in review by participating in dialogue about what they learned and the expectations for the mind map due the following class.

Unit 1 Lesson 4 Day 2 of 10**Name: Alaiyha Bryant****DAILY PLAN****Lesson Title:** Cultural Movie Posters**Grade Level:** 11th & 12th**S & S Statements:**

Throughout history minorities have been subjugated and oppressed in multiple forms of visual culture.

Diversity dialogues and art production mediates knowledge about the depiction of subjugated minorities in visual culture.

The ways in which minorities are represented in visual culture allows people to create multiple interpretations about issues surrounding race and cultures.

Concept/Skill Vocabulary Terms: postmodern, visual culture, subjugation, minorities, culture, race, stereotypes, Photoshop, illustrator, movie poster, privilege, digital media, misconceptions, focal point, logo, digital effects, foreground, middle ground, background, focal point, text, emphasis, mood, unity, characters

Overall Lesson Objective: Given a cohesive PowerPoint presentation on subjugation of minorities through postmodern visual culture, meaningful film clips on stereotypes in films, demonstrations on Photoshop and Illustrator, and access to computers and a colored printer, students will successfully create an 11 in X 17 in movie poster advertising their race or culture, using fictional character(s) from a film of their choosing, focusing on foreground, middle ground, background, focal point, logo, digital effects and techniques, text, emphasis, mood, and unity.

Daily Objectives:

Given a continuation of the PowerPoint presentation on the subjugation of minorities through postmodern visual culture, students will thoughtfully complete five 4 in X 4 in thumbnail sketches in their visual journals that will clearly represent the most important descriptors about their race or culture in their mind maps, focusing on emphasis, foreground, middle ground, background, focal point, mood, and unity.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Thoughtfully completed five thumbnail sketches.

-Thumbnail sketches clearly represent the most important descriptors about their race or culture written in their mind maps, focusing on emphasis, foreground, middle ground, background, focal point, and unity.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

PowerPoint presentation with various postmodern visual culture depicting subjugation of minorities

Art Materials Necessary for the Lesson:

-Artist Workbooks

-Pencil

Teacher Activities	Student Activities
<p>Introduction: (10 min)</p> <p>Check for completion of mind maps in visual journals.</p> <p>Review material covered in the PowerPoint presentation given last class such as: emphasis, focal point, text, and logo.</p> <p>Continue with the second half of the PowerPoint presentation on postmodern visual culture representing subjugation of minorities. This time we will be focusing on foreground, middle ground, background, effects, and unity.</p> <p>Questions related to part two of the PowerPoint presentation are as follows:</p> <p><i>Who can tell me how the foreground, middle ground and background are functioning in this piece?</i></p> <p><i>What visual evidence can you provide to support your interpretation?</i></p> <p><i>Who can tell me what techniques or effects are used in this image and what mood does it create?</i></p> <p><i>Who can tell me what unity is?</i></p> <p><i>Who can tell me how unity is created in this image?</i></p>	<p>Students will open to their mind maps in their workbooks for the teacher to check.</p> <p>Students will engage in review of formal qualities covered in the presentation from last class.</p> <p>Students will participate in the presentation by answering questions and contributing thoughtful ideas and analysis of concepts and artworks explored.</p>
<p>Development: (25 min)</p> <p>Demonstration on how to choose the most important descriptors from the mind map assignment given using the instructors mind map example and create thumbnail sketches.</p> <ol style="list-style-type: none"> 1. When choosing the most important descriptors, you want to pick your top five and decide based on what you feel are the best words to describe your race or culture. 2. Also when choosing your top five think about which five would be the easiest to represent visually. 3. Once you have the top five descriptors chosen, create five 4 in X 4 in thumbnail sketches in your visual journals representing your top five descriptors. 	<p>Students will contribute to the demonstration by offering ideas on how to successfully communicate example descriptors visually in a thumbnail sketch</p>

4. When creating your thumbnails focus on sketching out possible imagery for your foreground, middle ground, and background, indicate where your focal point will be, and where your text will be. This is a quick sketch to help you think about how to translate your descriptors to imagery.

Allow students time to work on sketches in visual journals, representing their top 5 descriptors about their race or culture.

focusing on foreground, middle ground, text, and focal point.

Students will work on thumbnail sketches and if not done by the end of class take home to complete by next class.

Conclusion: (10 min)

Review with students the different artists and concepts discussed in class and go over homework which will be creating five 4 in X 4 in thumbnail sketches representing your top five chosen descriptors, focusing on foreground, middle ground, background, effects, and unity

Explain to students that next class we will be watching a film and doing a group activity that will help you choose characters to represent your race or culture in your movie posters.

Students will engage in review through dialogue and be reminded that their five sketches will be due next class and that we will be watching a film to help them generate ideas about which characters from a film of their choosing they would like to use to represent their culture or race in their movie posters.

Unit 1 Lesson 4 Day 3 of 10**Name: Alaiyha Bryant****DAILY PLAN****Lesson Title:** Cultural Movie Posters**Grade Level:** 11th & 12th**S & S Statements:**

Throughout history minorities have been subjugated and oppressed in multiple forms of visual culture.

Diversity dialogues and art production mediates knowledge about the depiction of subjugated minorities in visual culture.

The ways in which minorities are represented in visual culture allows people to create multiple interpretations about issues surrounding race and cultures.

Concept/Skill Vocabulary Terms: postmodern, visual culture, subjugation, minorities, culture, race, stereotypes, Photoshop, illustrator, movie poster, privilege, digital media, misconceptions, focal point, logo, digital effects, foreground, middle ground, background, focal point, text, emphasis, mood, unity, characters

Overall Lesson Objective: Given a cohesive PowerPoint presentation on subjugation of minorities through postmodern visual culture, meaningful film clips on stereotypes in films, demonstrations on Photoshop and Illustrator, and access to computers and a colored printer, students will successfully create an 11 in X 17 in movie poster advertising their race or culture, using fictional character(s) from a film of their choosing, focusing on foreground, middle ground, background, focal point, logo, digital effects and techniques, text, emphasis, mood, and unity.

Daily Objectives:

1. Given meaningful clips from Mickey Mouse Monopoly, students will collaboratively complete a think sheet in small groups, which accompanies the film and successfully communicate to the class their stereotypical discoveries and how they might represent their findings visually in a positive way.
2. Given the Mickey Mouse Monopoly film and corresponding group activity, and access to computers, students will collaboratively think about which fictional characters they could use in their movie posters to represent their race or culture in a positive way.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Collaboratively completed a think sheet in small groups.

-Successfully communicated to the class their stereotypical discoveries and how they might represent their discoveries visually in a positive way.

-Collaboratively think about which fictional characters they could use in their movie posters to represent their race or culture in a positive way.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

Think Sheet for Mickey Mouse Monopoly film

Film Clips of Mickey Mouse Monopoly

Art Materials Necessary for the Lesson

-Visual journals

-Pencil

-Projector/Elmo

-Dry Erase Board and Markers

Teacher Activities	Student Activities
<p>Introduction: (10 min)</p> <p>Check students' visual journals for five thumbnail sketches representing their top five descriptors from their mind maps.</p> <p>Review the artists, concepts and academic language discussed in the PowerPoint presentation from the previous class through a review game.</p> <p>Review Game:</p> <p>Break students up into small groups of 3-4 and ask them questions relating to the PowerPoint presentation. The group who writes the correct answer on the whiteboard and raises it up first gets a point. The group with the most points for the review session will receive a prize.</p> <p>Development: (25 min)</p> <p>Introduce Mickey Mouse Monopoly and the group activity that will incorporate think sheets and a small presentation to the class.</p>	<p>Students will show the teacher their five thumbnail sketches.</p> <p>Students will participate in review through the game. The group who writes the correct answer on their whiteboard and raises it up first gets a point. The group with the most points for the review will receive a prize from the instructor.</p> <p>Students will listen to the introduction regarding the film, think sheets, and presentations. They will ask questions if needed after directions are given.</p>

Students will work with the same groups they were in for the review game and instructor will pass out think sheets to each group, which will have one race or culture on it and throughout the clips shown, they have to write out the stereotypes depicted in the film and how they were visually conveyed through the fictional characters.

Students will work with their groups and as they are watching the film clips, take notes on how their assigned race or culture are stereotypes and visually represented in the film.

Explain to students as they watch the film to think about which fictional character (s) they would like to use from a movie of their choice on their movie poster and alter if needed to represent their race or culture.

Students will think about fictional characters in a film they could use to represent how they would want their race or culture visually portrayed on a movie poster.

After the film, groups will be called on to present their findings to the class.

Students will present to the class their findings and how the film represented stereotypes through the fictional characters.

Conclusion: (10 min)

If presentations aren't done we will continue them next class and re-gather to discuss some surprises and thoughts about the film clips. Explain to students that they should pick their best sketch and have that chosen by next class and being thinking about how to represent that on a movie poster, which we will plan on a handout next class.

Students will share their individual thoughts about the film and will think about how to represent their best sketch visually on a movie poster for next class.

Unit 1 Lesson 4 Day 4 of 10**Name: Alaiyha Bryant****DAILY PLAN****Lesson Title:** Cultural Movie Posters**Grade Level:** 11th & 12th**S & S Statements:**

Throughout history minorities have been subjugated and oppressed in multiple forms of visual culture.

Diversity dialogues and art production mediates knowledge about the depiction of subjugated minorities in visual culture.

The ways in which minorities are represented in visual culture allows people to create multiple interpretations about issues surrounding race and cultures.

Concept/Skill Vocabulary Terms: postmodern, visual culture, subjugation, minorities, culture, race, stereotypes, Photoshop, illustrator, movie poster, privilege, digital media, misconceptions, focal point, logo, digital effects, foreground, middle ground, background, focal point, text, emphasis, mood, unity, characters

Overall Lesson Objective: Given a cohesive PowerPoint presentation on subjugation of minorities through postmodern visual culture, meaningful film clips on stereotypes in films, demonstrations on Photoshop and Illustrator, and access to computers and a colored printer, students will successfully create an 11 in X 17 in movie poster advertising their race or culture, using fictional character(s) from a film of their choosing, focusing on foreground, middle ground, background, focal point, logo, digital effects, text, emphasis, mood, and unity.

Daily Objectives: Given guidelines for the lesson, a movie poster development handout, access to computers, and visual journals, markers, and colored pencils, students will successfully choose at least one fictional character from any movie of their choice that best represents their race or culture and connects with their chosen thumbnail sketch design, and actively plan their cultural movie poster, focusing on text, logo, foreground, middle ground, background, center of interest, and emphasis.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Successfully chose at least one fictional character from any movie of their choice that best represents their race or culture and connects with their chosen thumbnail sketch design.

-Actively planned their cultural movie poster, focusing on text, logo, foreground, middle ground, background, center of interest, and emphasis.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

- Movie poster planning handout
- Guidelines for the lesson handout

Art Materials Necessary for the Lesson:

- Pencil
- Handout
- Markers
- Colored Pencils

Teacher Activities	Student Activities
<p>Introduction: (10 min)</p> <p>Continue group presentations if needed.</p> <p>Review concepts explored in the Mickey Mouse Monopoly film and discuss how it connects to the concepts explored in the postmodern visual culture PowerPoint.</p> <p>Make sure students have chosen their best sketch to depict in their movie poster. Pass out movie poster planning handout and the guidelines for the lesson handout.</p> <p>Development: (25 min)</p> <p>Explain to students that the guidelines handout will be useful to help them make sure they included all formal qualities, elements, and concepts in their final movie poster</p> <p>Explain the movie poster planning handout which students will work on for the rest of the class. The handout will ask you to list the text you are thinking about including, a logo design related to your overall movie poster, and fictional characters chosen from a movie to represent your race or culture.</p>	<p>Students will present their class findings with their groups to the class regarding the Mickey Mouse Monopoly film.</p> <p>Students will participate by engaging in a discussion about the film and its connections to the concepts explore in the PowerPoint and overall lesson.</p> <p>Students will raise their hands if they have their sketch chosen so the teacher knows how many people are where they need to be so we can move on to planning.</p> <p>Students will listen to the instructions regarding the guidelines for the lesson and the handout and ask any questions if needed.</p>

After you have those things listed on the handout, you will begin laying out your movie poster design in the box provided. Start with you background and begin roughly placing where your characters, text, logo, and center of interest will be.

Once you finish planning your movie poster design on the handout, make sure to get it approved by the instructor and then you will be able to go online and search for images that represent your design such as, backgrounds, scenes, characters, and any other imagery to make your movie poster successful.

When searching for images online, make sure they communicate your design, are large in size and clear, because you will place them in Photoshop to alter them and create your own movie poster.

Allow students to work on planning their movie posters and once approved start looking for images online to put into Photoshop. By next class your planning handouts should be completed.

Conclusion: (10 min)

Review expectations for lessons and explain that next class we will have a demonstration on how to use some features on Photoshop.

Students will get approval from the teacher regarding the planning handout and then will search for images related to their movie poster design to put into Photoshop

Students will work on their planning handout and searching for images to put into Photoshop. Next class the planning handouts should be completed.

Students will engage in review through participating in dialogue about the project, asking any questions they may have and reviewing homework due the next class.

Unit 1 Lesson 4 Day 5 of 10
Alaiyha Bryant

DAILY PLAN

Lesson Title: Cultural Movie Posters

Grade Level: 11th & 12th

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Daily Objectives: Given an interactive demonstration on Adobe Photoshop, selecting photos from the internet for movie posters, a photoshop handout, and access to computers, students will appropriately use practice images from the web to follow along and actively take notes in their visual journals on how to apply digital techniques such as, clipping, masking, transforming, stretching, cloning, layers, and overlapping in order to successfully begin creating their movie poster.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Appropriately used practice images from the web to follow along.

-Actively took notes in their visual journal on how to apply digital techniques such as, clipping, masking, transforming, stretching, cloning, layers, and overlapping.

-Successfully began to create their movie posters.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

-Photoshop Software

-Photoshop Handout

-Projector

-Example practice images

Research: <http://www.instructables.com/id/How-To-Make-a-Movie-Poster-in-Photoshop/>

<https://www.ischool.utexas.edu/technology/tutorials/graphics/photoshop7/tools.pdf>

<https://helpx.adobe.com/illustrator/how-to/logo-design.html>

Art Materials Necessary for the Lesson:

-Computer

-Example practice images

-Images

-Artist Workbooks

-Pencil

-Movie Poster Planning Handout

-Projector

Teacher Activities	Student Activities
<p>Introduction: (5 min)</p> <p>Review of lesson expectations and answer any questions. Make sure students have their movie poster handouts done.</p> <p>Development: (30 min)</p> <p>Introduce students to Adobe Photoshop, pass out photoshop handout, and explain what it can be used for and have students take notes in their visual journals during the demonstration. Have students select example images to put into Photoshop</p> <p>Have example photos to show students using various features such as, clipping, masking, transforming, stretching, cloning, layers, and overlapping on Photoshop.</p>	<p>Students will say what they remember about the expectations for the lesson and name some examples we discussed in class regarding the project.</p> <p>Students will select example images to put into Photoshop, so they are able to follow along during the demonstration and prepare their visual journals to take notes in.</p> <p>Students will follow along with some images they selected to use as practice for themselves and take notes on features addressed in the demonstration.</p>

Allow practice time for students to choose any images and ask questions and become comfortable using the various features shown in the demonstration.

Students will practice and ask questions if needed during their practice time.

Students will use the photos chosen for their project by putting them into Photoshop and altering them using the features from the demo and start creating their movie poster if they are comfortable and done practicing. They should layer their background, middle ground, foreground, and character images.

Students will be able to start on their movie posters if they are comfortable using the features in Photoshop. They will put their images into Photoshop and alter them using the features from the demonstration to make their movie posters.

We will discuss how to create logos and text during the next class using Adobe Illustrator.

Conclusion: (10 min)

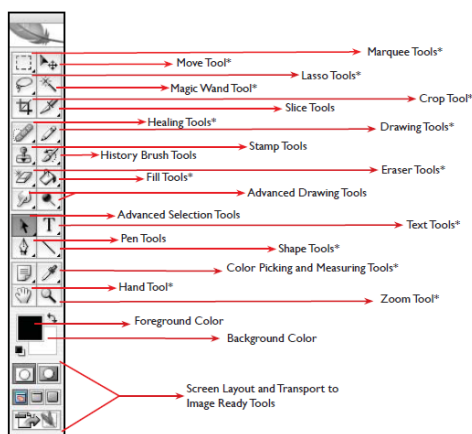
Review aspects of Photoshop and allow students to ask any questions they may have and preview the demo for next class.

Students will engage in review by repeating the features they have learned and what they are able to do as well as ask any questions they may have.

Photoshop Handouts

INTRODUCTION TO PHOTOSHOP TOOLS

The toolbox basics



Tools with little black arrows in their bottom right corner □ indicate a tool group. Alter-

The toolbox in detail

Marquee Tools



The Marquee tool selects a section of the document based on the shape of the chosen tool.

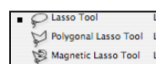
Tip: Holding down the shift key and making a new marquee will add to a current selection. Holding down option will take away. (There will be a little + or - by the tool that will let you know if you have one of these choices selected)

Move Tool



The Move tool moves items in the document, such as selections, layers, and guides.

Lasso Tools



The Lasso tools allow you to select a section of the document either by freehand, polygonal, or magnetic selections.

- The Lasso tool will close the selection will close automatically when the mouse is unclicked.
- The Polygonal Lasso tool and Magnetic Lasso tool need the ends of the selection to be joined for the section to become selected.

Tip: The same adding and subtracting methods discussed with the marquee tool work with the lasso tool.

Magic Wand Tool



The Magic Wand tool selects areas of similar colors.

Tip: The default setting will only select the same colors that are touching each other (contiguous). However, this can be changed with the options bar.

Creating a Movie Poster Using Photoshop Handout

Creating a Movie Poster Using Photoshop Handout

Today I'm going to show you how to make a movie poster. It is not an easy journey. It's like an adventure, explore what you do and don't like.

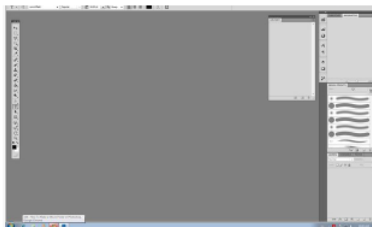
Step 1: Ideas.



Now to start your movie poster, you're gonna need ideas. This is mandatory.

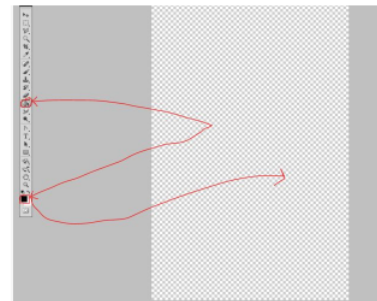
Note: I didn't have anything down on paper, this idea was on the spot.

Step 2: Getting Started.



To start off, you're gonna have to start up Photoshop. The version of Photoshop doesn't matter, but I prefer CS5. The movie poster size should be realistic, so 24" by 36" is a good size for one. When picking the background contents, you're gonna want to pick Transparent.

Step 3: Getting Started 2



The first thing you gonna do is use the paint bucket tool to fill in the picture black.

Step 4: The Background



The background can be anything you want, but in this case, I chose a city type of background.

First I started with a finding a city background on Google images. Pick one that you like, and go with it.

For my background, 5 layers of the background were used. First find a large portion of the picture you like. This should be the structure of the background. Now for the black space, find parts of the image that will go well with the base structure. Keep doing this until you get something you like.

Erase to the bottom and the top to make it have that 'fading to black' effect.

Step 5: The Focal Point



The focal point is the most important part of the movie poster.

The first thing you want to do is find a picture or render that you like. For importing your render, go to file, and use 'place'. This allows you to re size your render, and keep the quality good. Press control + T to free transform, and hold 'shift' to re size the render to appropriate size for the poster.

Step 6: The Logo



The logo isn't mandatory, because not all movie posters have one.

For my logo, I chose The Dark Knight logo.

The first thing you want to do is pick the magic wand tool. Next you want to click on the black background. Once you have this selected, you can either erase it with the eraser tool or use 'control + X'. Next erase the lettering below it and save it as a PNG file. Next, go to place under file, select your new render, and lace it into the file. Hold 'control + T' to adjust it to a size you like. Effects aren't particularly necessary, but it adds to the effect of the logo.

Step 7: The Logo: Effects

Unit 1 Lesson 4 Day 6 of 10

Name: Alaiyha Bryant

DAILY PLAN

Lesson Title: Cultural Movie Posters

Grade Level: 11th & 12th

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Overall Lesson Objective: Given a cohesive PowerPoint presentation on subjugation of minorities through postmodern visual culture, meaningful film clips on stereotypes in films, demonstrations on Photoshop and Illustrator, and access to computers and a colored printer, students will successfully create an 11 in X 17 in movie poster advertising their race or culture, using fictional character(s) from a film of their choosing, focusing on foreground, middle ground, background, focal point, logo, digital effects and techniques, text, emphasis, mood, and unity.

Daily Objectives: Given an interactive demonstration on Adobe Illustrator, an illustrator handout, and access to computers, students will successfully create a logo and incorporate text in their movie posters using digital techniques such as, layering, basic shapes, color, fonts, and strokes.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Successfully created a logo and incorporated text into their movie posters using digital techniques such as, layering, basic shapes, color, fonts, and strokes.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

-Adobe Illustrator software

-Adobe Illustrator Handout

-Practice Images

<https://helpx.adobe.com/illustrator/how-to/logo-design.html>

Art Materials Necessary for the Lesson:

- Practice Images

- Computers

- Flash drives

-Projector

Teacher Activities	Student Activities
Introduction: (10 min) Review Photoshop and lesson guidelines from last class and see if anyone is confused or has any questions.	
Development: (25 min) Introduce Adobe Illustrator to students and pass out the Illustrator handout.	
Show students how to create their logos and add text to their movie posters using layering, basic shapes, colors, fonts, and strokes.	
Explain to students that when designing their logo they can use other logos for inspiration, but don't directly copy them and to also make sure their logo correlates to the depiction of their race or culture in their movie posters.	Students will engage in the demonstration by following along and taking notes in their visual journals.
Also explain that the text on the movie posters should be readable and include the title of the movie, date, and other valuable information they would like to include, but do not make the movie poster text heavy. The message should be clear without the text as well.	
Allow students to practice using the various tools from the demonstrations and then apply them to their movie posters when comfortable doing so.	Students will practice creating logos and incorporating text in their movie posters until they are comfortable and then apply them to their final movie posters.

Unit 1 Lesson 4 Day 7 of 10
Alaiyha Bryant

DAILY PLAN

Lesson Title: Cultural Movie Poster

Grade Level: 11th & 12th

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Daily Objectives: Given directions for an in-progress small group critique, a guided question handout, and in-progress work, students will collaboratively work together to help each other creatively and effectively communicate their race or culture in their movie posters focusing on, foreground, middle ground, background, focal point, logo, text, emphasis, mood, and unity, and successfully make changes to their movie posters based on feedback received from their peers.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Collaboratively worked together to help each other creatively and effectively communicate their race or culture in their movie posters focusing on, foreground, middle ground, background, focal point, logo, text, emphasis, mood, and unity.

-Successfully made changes to their movie posters based on feedback received from their peers.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

-Guided Question Handout for Critique

Art Materials Necessary for the Lesson:

Visual Journals

-In-progress work

-Pencils

Teacher Activities	Student Activities
<p>Introduction: (10 min)</p> <p>Pass out guiding questions for the small group critique and make sure everyone has their visual journals.</p> <p>Have students set up movie posters on their computers.</p> <p>Development: (25 min)</p> <p>Explain to the students how the in-progress small group critique will work.</p> <ol style="list-style-type: none"> 1. Each student will count off 1-3 and each group of three will sit together for the critique. 2. Each person in the group will have display their poster on one computer screen. 3. The other two members have one try to guess what descriptors you've represented about your race or culture in your movie poster and then if they don't get it right you the artist has to tell them. 4. Once the group knows what the descriptors are, they will help each other improve and make each person in the group, movie posters stronger. Use the guiding questions and project guideline handout to help guide the discussion. 5. As the group makes suggestions on foreground, middle ground, background, focal point, logo, text, emphasis, mood, and unity, the artist should be taking notes on the feedback given. 	<p>-Students will prepare for the in-progress critique by setting up the table and going over the handout.</p> <p>The student showcasing their work will be taking notes on the feedback received in their artist notebooks and the rest of the students will be providing feedback on composition, techniques, and how the movie poster is communicating so far as a whole, while also offering suggestions.</p>

6. Once time is called each group will report two things that happened during the critique.

Allow students to use feedback and make adjustments to their work.

Students will use the feedback they took notes on in their visual journals to make adjustments to their movie posters.

Conclusion: (10 min)

Re-gather students and receive feedback on how their thoughts about the in-progress critique and allow them to ask any questions they may have.

Students will contribute to the discussion by providing feedback on the in-progress critiques and ask any questions they have.

Unit 1 Lesson 4 Day 8 of 10**Name: Alaiyha Bryant****DAILY PLAN****Lesson Title:** Cultural Movie Poster**Grade Level:** 11th & 12th**S & S Statements:**

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Daily Objectives: Given an informative demonstration on how to size final images, print, and complete artist statements, students will successfully practice how to print and size their image and thoughtfully draft their artist statements in Microsoft Word.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Successfully practiced how to print and size images.

-Thoughtfully drafted their artist statement in Microsoft Word.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

Artist Statement Guidelines Handout

Art Materials Necessary for the Lesson:

-Computer

- Color Printer
- 11in X 17 in Printing Paper

Teacher Activities	Student Activities
Introduction: (5 min)	
Check in on students' progress on the assignment and review features on Photoshop and Illustrator if needed.	Students will open their projects on their computer screen for a quick check to see where are and contribute thoughts about the movie posters shown and think about how they can apply some of the skills and techniques into their own projects.
Development: (30 min)	
Provide a demonstration for students on how to size their poster and properly save and prepare them for the printing stage.	Students will follow along and size either their practice or final images and successfully print out a test copy.
Pass out artist statement guidelines handout and explain the requirements for artist statements.	Students will follow along using the handout and ask any questions if needed.
Allow students to practice sizing and printing their images and draft their artist statements on Microsoft Word.	Students will be allowed to continue practicing sizing and printing or to work on their artist statements in Microsoft Word.
If not done with final poster, students will be able to continue working and modify them based on the examples shown at the beginning of class.	Students will be allowed to continue working on their final posters once comfortable with printing, sizing, and how to write their artists statements.
Conclusion: (10 min)	
Re-gather students and allow for any questions of concerns. Remind students that drafts of artist statements should be emailed to the teacher by next class and that the final critique will be the class after the next.	Students will ask any questions and be expected to send drafts of artist statements to instructors email and have everything prepared and done for final critique.

Artist Statement Handout

Artist Statement Guidelines: Cultural Movie Posters

What is an Artist's Statement?

1. A general introduction to your work, a body of work, or a specific project.
2. It should open with the work's basic ideas in an overview of two or three sentences or a short paragraph.
3. The second paragraph should go into detail about how these issues or ideas are presented in the work.
4. If writing a full-page statement, you can include some of the following points:
 - Explanation of your cultural movie posters and how your piece successfully communicates your race or culture. Provide visual evidence from your piece.
 - Explain the process you used to create the movie poster
 - Explain how your collage uses a fictional characters to portray an aspect of your race or culture
 - Explain what you would do differently or how you would change your piece if you could.
5. The final paragraph should recapitulate the most important points in the statement.

What an Artist's Statement is NOT:

1. Pomposity, writing a statement about your role in the world.
2. Grandiose and empty expressions and clichés about your work and views.
3. Technical and full of jargon.
4. Long dissertations or explanations.
5. Discourses on the materials and techniques you have employed.
6. Poems or prosy writing.
7. Folksy anecdotes about some important event in your life.
8. Nothing about your childhood or family unless it is very relevant to your work.
9. Not a brag fest or a press release.

Why Write an Artist's Statement?

1. Writing an artist's statement can be a good way to clarify your own ideas about your work.
2. A gallery dealer, curator, docent, or the public can have access to your description of your work, in your own words. This can be good for a reviewer as well.
3. Useful in writing a proposal for an exhibition or project.
4. It is often required when applying for funding.

6. It can be a good idea to include an artist's statement when your slides are requested for review or your work is included in the slide library of a college or university.
7. Good to refer to when you are preparing a visiting artist lecture, or someone else is lecturing or writing about your work.
8. Useful when you are applying for a teaching position.
9. Good idea when a press release is being written.
10. Useful when someone is writing about your work in a catalog or magazine.
11. Useful when someone else is writing a bio for a program brochure.
12. It is a good way to introduce your work to a buying public. Often the more a buyer knows about your work the more they become interested in what you do, and in purchasing a work.

Reference: <https://www.gvst-ink.com/artist-statement-guidelines/>

Unit 1 Lesson 4 Day 9 of 10**Name: Alaiyha Bryant****DAILY PLAN****Lesson Title:** Cultural Movie Posters**Grade Level:** 11th & 12th**S & S Statements:**

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Daily Objectives: Given detailed guidelines and instruction on how critique will run the following day, artists statement handouts, and access to printers, students will successfully print out their final projects and properly create an artist statement that effectively compliments their movie poster.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Successfully printed final projects

-Properly created an artist statement

-Effective artist statement that compliments their movie poster

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

- Guidelines artist statements
- Critique Guidelines Handout
- Correct Paper Size for students to print on

Art Materials Necessary for Lesson:

- Computers
- Access to Color Printers
- Paper
- Pencils

Teacher Activities	Student Activities
<p>Introduction: (5 min)</p> <p>Review guidelines for the project and pass back drafts of artist statements with comments and revisions for students to edit.</p> <p>Development: (35 min)</p> <p>Explain the requirements and set-up for critique, which will happen next class.</p> <p>Critique Guidelines:</p> <ul style="list-style-type: none"> -Every student must participate in the traditional critique activity. -Two good things about the work must be said as well as two suggestions for improvement must be said. -Each student will provide a brief summary about their piece and take notes as their peers provide feedback. <p>Allow students to make revisions on artist statements and print out final versions of their movie posters.</p> <p>Conclusion: (5 min) Re-gather students and let them know that everything should be printed and finalized</p>	<p>Students will be reminded of guidelines and will receive feedback on their artist statements.</p> <p>Students will listen to the expectations and guidelines for critique tomorrow so they are prepared.</p> <p>Students will edit their artist statements and print out final versions of their movie posters.</p> <p>Students will be expected to have everything done and finalized by next class and ask any questions they may have.</p>

by next class and respond to any questions,
comments, or concerns.

Unit 1 Lesson 4 Day 10 of 10**Name: Alaiyha Bryant****DAILY PLAN****Lesson Title:** Cultural Movie Posters**Grade Level:** 11th & 12th**S & S Statements:**

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The ways in which minorities are represented in visual culture allows people to create multiple interpretations about issues surrounding race and cultures.

Concept/Skill Vocabulary Terms: postmodern, visual culture, subjugation, minorities, culture, race, stereotypes, Photoshop, illustrator, movie poster, privilege, digital media, misconceptions, focal point, logo, digital effects, foreground, middle ground, background, focal point, text, emphasis, mood, unity, characters, overlapping

Overall Lesson Objective: Given a cohesive PowerPoint presentation on subjugation of minorities through postmodern visual culture, meaningful film clips on stereotypes in films, demonstrations on Photoshop and Illustrator, and access to computers and a colored printer, students will successfully create an 11 in X 17 in movie poster advertising their race or culture, using fictional character(s) from a film of their choosing, focusing on foreground, middle ground, background, focal point, logo, digital effects and techniques, text, emphasis, mood, and unity.

Daily Objectives: Given directions for a collaborative traditional critique, the instructor will lead the critique and students will verbally provide constructive feedback and successfully analyze how each movie poster communicates race or culture focusing on foreground, middle ground, background, focal point, logo, digital effects and techniques, text, emphasis, mood, and unity.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Provided verbal constructive feedback.

-Successfully analyzed how each movie poster communicates race or culture focusing on foreground, middle ground, background, focal point, logo, digital effects and techniques, text, emphasis, mood, and unity.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

-Guidelines artist statements

Art Materials Necessary for Lesson:

-Clips to hang up movie posters

-Visual Journals

-Pencils

Teacher Activities	Student Activities
<p>Introduction: (5 min)</p> <p>-Collect artist statements and have students display their final movie posters around the room using clips to hang them up.</p> <p>Development: (35 min)</p> <p>Explain how the large group traditional critique will run:</p> <ol style="list-style-type: none"> 1. Teacher will lead the group critique by requiring each student to say at least two good things about the work and why they are good and two things to work on. 2. Each student will give a brief summary about their piece and then the class will provide feedback. 3. When providing feedback make sure you use academic language such as foreground, middle ground, background, focal point, logo, digital effects and techniques, text, emphasis, mood, and unity. <p>Conclusion: (5 min)</p> <p>Allow students to provide feedback on the lesson and turn in their projects. Preview the next unit which will be cultural movie posters.</p>	<p>Students will prepare for the critique and turn in their artist statements.</p> <p>Each student will give a brief summary about their movie posters representing their race or culture and the class will provide feedback using academic language.</p> <p>Students will provide feedback on the lesson and turn in projects and artist statements for assessment. Students will know what topics will be explored in the next unit.</p>

Unit 2: Visual Culture and Self-Awareness

Unit 2 Rationale

In the second unit students will be more comfortable talking about racial issues and have a good grasp on how race and social justice are portrayed in visual culture. Students will now tap into their own lives and think about their own misconceptions and stereotypes they have about different races, unmask their identity and their ethnic backgrounds, and reveal their personal experiences dealing with race and social justice through art narratives and various activities. Students will be creating a photo montage diptych, public service announcements that dispel stereotypes, and a visual narrative telling a story about a racial issue going on in the world today and how they would advocate for it. By doing these projects, students will learn how visual narratives are created to develop self-awareness, and the discovery of personal misconceptions and stereotypes. They will also learn about power and privilege and that self-awareness is examined through visual narratives and interactive art activities, that reveal unknown or known variances within power and privilege depending on culture and race.

Unit 2 Lesson 1

Dispelling Stereotypes: Diptych Photo Montage

Unit 2 Lesson 1 Day 1 of 3
Name: Alaiyha Bryant

DAILY PLAN

Lesson Title: Dispelling Stereotypes: Diptych Photo Montage	Grade Level: 11 th & 12 th
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S & S Statements:

Democratic Popular Culture: Challenges people to become self-aware of cultural biases, stereotypes and misconception they may hold about another race or culture within the arts.

Multiple Readings: People may interpret artworks and other visual representations differently, depending on their experiences, beliefs, and attitudes which are reflective of ones' self and identity.

Concept/Skill Vocabulary Terms: photography, montage, stereotypes, misconceptions, composition, overlapping, lighting, angles, center of interest, dispel, diptych,

Overall Lesson Objective: Given a PowerPoint presentation on social justice photo montages and a variety of skill demonstrations, students will successfully create an 8.5in X 11in diptych photo montage using phones or professional cameras, glue, magazines, and newspapers that effectively represents a stereotype of the chosen person the student interviewed in comparison to the dispelled version of the stereotype, using appropriate lighting, angles, compositional center of interest, and overlapping.

Daily Objectives: Given a comprehensive PowerPoint and demonstration on how to capture a good photo, interview handout, and cameras, students will successfully conduct interviews on a person of their choice of a different race or culture using the handout provided as reference and artist workbooks to record answers, and skillfully capture three photographs of a person from a different race or culture, focusing on appropriate lighting, angles, center of interest, and composition.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

- Successfully conducted an interview on a person of their choice of a different race or culture in artist workbooks.
- Skillfully captured three photographs of a person from a different race or culture.
- Appropriate use of lighting, angles, center of interest, and composition in photos.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

- PowerPoint
- Interview handout
- Examples
- <https://www.hongkiat.com/blog/photography-tips-12-elements-to-capture-that-winning-shot/>

Art Materials Necessary for the Lesson:

- Printer
- Magazines and Newspaper
- Phones or professional cameras
- Paper
- Glue

Teacher Activities	Student Activities
<p>Introduction: (10 min)</p> <p>Introduce the lesson through PowerPoint presentation, which will include artists, examples of diptychs, photography, and photo montages. Some questions that will be asked will be:</p> <p><i>“Who can tell me what they see in these images?”</i></p> <p><i>“What stereotype is depicted?”</i></p> <p><i>“How did the artist dispel the stereotype?”</i></p> <p><i>“What visual clues helped you determine which stereotype is depicted?”</i></p> <p><i>“What are some compositional skills you see represented?”</i></p> <p><i>Who can tell me what a diptych and montage is?</i></p> <p>Introduce photography skills</p> <p><i>“Who can tell me how lighting is used in these images?”</i></p> <p><i>“Who can tell me how composition is used in these images?”</i></p> <p><i>Who can tell me what the center of interest is and how it is displayed in this image?”</i></p> <p>Development: (25 min)</p>	
	<p>Students will engage in dialogue about the presentations through answering the questions that accompany it in order to better understand the concept of the diptychs and how to capture a good photo of their subject matter.</p>

Begin explaining the interview handout to students and explaining to students what the photographs should be of and how many to take. Also explain to students that they can take pictures on their phone or could check out a professional camera if they'd rather use that.	Students will follow along and take notes in their visual journals on how to conduct the interview and the project expectations.
Explain to students that their photographs and interviews will be homework and photographs should be uploaded to the google drive folder they will have access too by 11:59pm so I can print them before the next class. Show students how to upload to Google Drive.	Students will check on the google drive folder to make sure they have access to upload their photos.
Students can practice taking pictures of each other using the techniques discussed in the PowerPoint presentation and check out a camera to take home if needed.	Students will practice taking photos of each other using composition, lighting, angles, and center of interest and check out professional cameras if they choose to use one.
Conclusion: (10 min) Review expectations for the project and the homework due next class which is to take three pictures of their person of a different culture or race and conduct interviews using the handout given and artist workbooks. Remind them of techniques used in the PowerPoint presentation.	Students will ask questions if needed and engage in review on what is expected of them for next class and concepts and skills discussed in PPT.

Unit 2 Lesson 2 Day 2 of 3**Name: Alaiyha Bryant****DAILY PLAN****Lesson Title: Dispelling Stereotypes: Diptych Photo Montage****Grade Level: 11th & 12th****S & S Statements:**

Democratic Popular Culture: Challenges people to become self-aware of cultural biases, stereotypes and misconception they may hold about another race or culture within the arts.

Multiple Readings: People may interpret artworks and other visual representations differently, depending on their experiences, beliefs, and attitudes which are reflective of ones' self and identity.

Concept/Skill Vocabulary Terms: photography, montage, stereotypes, misconceptions, composition, overlapping, lighting, angles, center of interest, dispel, diptych, unity, mood

Overall Lesson Objective:

Given a PowerPoint presentation on social justice photo montages and a variety of skill demonstrations, students will successfully create an 8.5in X 11in diptych photo montage using phones or professional cameras, glue, magazines, and newspapers that effectively represents a stereotype of the chosen person the student interviewed in comparison to the dispelled version of the stereotype, using appropriate lighting, angles, compositional center of interest, mood, and unity.

Daily Objectives: Given a comprehensive demonstration on how to create a successful diptych composition using collage materials, paper, glue, and photo print-outs, students will successfully create their 8in X 12in diptych photo montage, focusing on compositional center of interest, mood, and unity, to successfully communicate their chosen person's stereotype in comparison to the dispelled stereotype gathered from the interview.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Successful creation of 8in X 12in diptych photo montage, focusing on compositional center of interest, mood, and unity.

-Successful communication of their chosen person's stereotype in comparison to the dispelled stereotype gathered from the interview.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

- PowerPoint
- Interview handout
- Examples

Art Materials Necessary for the Lesson:

- Printer
- Scissors
- Phones or professional cameras
- Paper
- Glue
- Magazines and Newspaper

Teacher Activities	Student Activities
<p>Introduction: (10 min)</p> <p>Review requirements for the project and demonstrate how to use magazines, newspapers, and collage materials to represent the stereotypes and dispelled stereotypes from the conducted interview.</p> <p>Development:</p> <p>Demonstration: (30 min)</p> <ol style="list-style-type: none"> 1. Glue each photograph side by side to a piece of paper. 2. Look at your interview and look for images in magazines and newspapers that represent the dispelled and stereotypical descriptors written in your notes. 3. For example if the interviewee said, “Some people think I’m uneducated, because I am African American.” You would maybe look for images that represent the word uneducated and collage those images onto the photograph you took of her. This goes for the dispelled version as well. 	<p>Students will engage in review through discussion about the requirement for the project and prepare to watch and engage in the demonstration.</p> <p>Students will watch, take notes, and assist in the demonstration.</p>

4. Remember to focus on successfully overlapping the images to create mood, unity, and a center of interest.

Pass out the prints out of students photographs and provide materials for students to work on their photo montages. If students aren't done by the end of class provide them with plastic bags to put their cut-outs in and have the students finish them at home.

Students will work on their photo montages and if not done take home to complete.

Conclusion: (5 min)

Allow time for students to clean up and return materials. If students would like to check out a magazine there will be a check out sheet for that as well.

Students will clean up and return all materials and check out magazines and materials if needed.

Unit 2 Lesson 1 Day 3 of 3

DAILY PLAN

Lesson Title: Dispelling Stereotypes: Diptych Photo Montage

Grade Level: 11th & 12th

S & S Statements:

Democratic Popular Culture: Challenges people to become self-aware of cultural biases, stereotypes and misconception they may hold about another race or culture within the arts.

Multiple Readings: People may interpret artworks and other visual representations differently, depending on their experiences, beliefs, and attitudes which are reflective of ones' self and identity.

Concept/Skill Vocabulary Terms: photography, montage, stereotypes, misconceptions, composition, overlapping, lighting, angles, center of interest, dispel, diptych, unity, mood

Overall Lesson Objective:

Given a PowerPoint presentation on social justice photo montages and a variety of skill demonstrations, students will successfully create an 8.5in X 11in diptych photo montage using phones or professional cameras, glue, magazines, and newspapers that effectively represents a stereotype of the chosen person the student interviewed in comparison to the dispelled version of the stereotype, using appropriate lighting, angles, compositional center of interest, mood, and unity.

Daily Objectives: Given an interactive large group critique activity, students will collaboratively and thoughtfully provide feedback on each other's diptychs, attentively focusing on how the diptych uses lighting, angles, and compositional center of interest to communicate the overall mood, unity, and stereotype.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Collaboratively and thoughtfully provided feedback on each other's diptych.

-Attentively focused on how the diptych used lighting, angles, and compositional center of interest to communicate the overall mood unity and stereotype.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

-Critique activity handout

Art Materials Necessary for the Lesson:

-Finished pieces -Pencil -Visual Journals

Teacher Activities	Student Activities
<p>Introduction: (5 min)</p> <p>Review requirements for the lesson and explain the critique activity to students.</p> <p>Have students hang up their diptychs using clips onto the whiteboard.</p> <p>Development: (35 min)</p> <p>Critique Activity/Game:</p> <p>Students will try to guess the stereotypes in each diptych and the artist who designed the piece will assign points to the people they think were closest to the stereotype.</p> <p>Once points are assigned we will discuss the piece as a class and provide feedback to the artist focusing on, how the diptych uses lighting, angles, and compositional center of interest to communicate the overall mood, unity, and stereotype</p> <p>Whoever has the most points at the end will receive a prize from the instructor</p> <p>Conclusion: (5 min)</p> <p>Have students turn in their photo montage and interview notes as a class and ask for three students to provide feedback on this project and what they've learned from it.</p>	<p>Students will prepare for the critique activity by handing their photo montages up on the board with clips provided and listen to instructions for the large group critique.</p> <p>Students will engage in the game by guessing what stereotype is represented in each photo montage and provide feedback on peers' work. The person with the most points at the end will receive a prize from the instructor.</p> <p>Students will turn in their photo montage and interview notes and provide feedback on the project.</p>

Preview for students the next project which will be Public Service Announcements so they can start to think about ideas.

Students will begin thinking about some public service announcements they have seen and what they may want to do theirs on.

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Unit 2 Lesson 2

Public Service Announcements

Unit 2 Lesson 2 Day 1 of 9
Name: Alaiyha Bryant

DAILY PLAN

Lesson Title: Dispelling Stereotypes Public Service Announcements Grade Level: 11th & 12th
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S & S Statements:

Democratic Popular Culture: Challenges people to become self-aware of cultural biases, stereotypes and misconception they may hold about another race or culture within the arts.

Multiple Readings: People may interpret artworks and other visual representations differently, depending on their experiences, beliefs, and attitudes which are reflective of ones' self and identity.

Identity: Visual narratives are created to develop self-awareness and the discovery of personal misconceptions and stereotypes.

Concept/Skill Vocabulary Terms: Public Service Announcement (PSA), Stereotypes, Identity, Mind Map, Slogan, Irony, Comedic Humor, Dark Humor, Sound, Special Effects, Superscript, Voice-over, Filming, Storyboard, Narrative

Overall Lesson Objective: Given a PowerPoint presentation on PSA's and a variety of skill demonstrations, students will successfully create a 30 second PSA about stereotypes, using a phone or professional camera, paper, scissors, glue, computers, printers, and editing programs, that clearly expresses a message to help dispel stereotypes focusing on, appropriate lighting, props, shots and angles, slogans, special effects, superscripts, and communication techniques.

Daily Objectives: Given a collaborative multicultural activity, interactive PowerPoint presentation, paper, and pencil, students will actively investigate personally-meaningful stereotypes, successfully identify the components of PSA's, and begin to collectively brainstorm slogans for a PSA based on dispelling stereotypes.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

- Actively investigated personally meaningful stereotypes.
- Successfully identified components of a PSA.
- Collectively began to brainstorm slogans for a PSA based on dispelling stereotypes.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

- Multicultural Self-Handout [Multicultural Self Handout.docx](#)
- Mind Map of PSA
- PowerPoint Presentation – [PSA PowerPoint.pptx](#)

-Video Examples of PSA's:

STEREOTYPES (STUDENT VIDEO) https://www.youtube.com/watch?time_continue=2&v=EmKtf0acr2o

MOUTH - https://www.youtube.com/watch?time_continue=1&v=zkJjNYiOHxw

DEAR WHITE PEOPLE - https://youtu.be/Slv_7nWz74g

Art Materials Necessary for the Lesson:

-Paper

-Pencil

-Markers

-Handout

-Different Color Dry Erase Markers

Teacher Activities	Student Activities
<p>Introduction: (10 min)</p> <p>PPT Contemporary Art Stereotypes</p> <p>Artwork and PSA's</p> <p>Discussion Questions:</p> <p><i>-What do you see in these images and PSA's? (students describe specific imagery)</i></p> <p><i>-What stereotypes are presented?</i></p> <p><i>-What do you think the artist's intent was with these artworks? (to make us think about stereotypes, how stereotypes are socially constructed)</i></p> <p>Transition:</p> <p>So, our next project is going to be making Public Service Notices about stereotypes. <i>Who can tell us what a public service announcement (PSA) is?</i></p> <p>Development: (25 min)</p> <p>Multicultural Self Activity:</p> <ol style="list-style-type: none"> 1. Allow students time to fill in their mind map with 4 identifiers that describe who they are and put their name in the middle circle. 2. Number students off 1-3 and have them discuss in groups a time when they felt proud to be associated with one of their identifiers and a time when they found it challenging to be associated with one of their identifiers. 3. Allow students to then pick one of their identifiers they would want to use for their group PSA and write their stereotype statements. For example, "I am African-American but I am NOT uneducated." 4. Finally allow students to write their statements bigger on white paper using markers and have a few share with the class. <p>Follow-Up Discussion Questions:</p> <p><i>-Did anyone hear somebody challenge a stereotype that you once bought into? If so what?</i></p> <p><i>-How did it feel to challenge your stereotype?</i></p> <p><i>-How do you think PSAs could help to dispel stereotypes?</i></p>	<p>-Students will participate in the discussion about stereotypes in order to understand how stereotypes are socially constructed.</p> <p>-Students will participate in the activity by filling out the handout and sharing stories about their stereotypes in small groups. Students create a personal descriptive phrase to challenge a stereotype attributed to self.</p> <p>-Students will share phrases with the class, which will lead into a class discussion.</p> <p>-Students will reflect on the activity through participation in class discussion and begin thinking about how to transform their statements using filming techniques.</p>

-How do you think we could use props and special effects to communicate one of the statements shared?

Videos PSA Examples

-Allow students to watch each short PSA and discuss some of the filming techniques they saw and how to go about incorporating those in their PSA's.

-Students view videos, analyzing the content for application in project.

Conclusion (10 min)

Inform the students that next class, we are going to be creating storyboards and slogans for our PSA.

Closing Question:

Based on everything that we have talked about today, who can make a suggestion for a slogan to get us all thinking ahead?

-Students will make suggestions for a slogan to get the class thinking about possible slogans for their own PSA's.

PSA PowerPoint and Handout

DISPELLING STEREOTYPES THROUGH PSAs

1

Artist: Joel Pares



2

PUBLIC SERVICE ANNOUNCEMENT (PSA)

• Message to raise awareness, changing public attitudes and behavior towards a social issue.



3

PUBLIC SERVICE ANNOUNCEMENT GUIDELINES

- 30 seconds in length
- Script
- Score
- Voice-over
- Text/Superscript (Imaginative inclusion. Not just boring, quick, and hand written text)
- Slogan



4

CIRCLES OF MY MULTICULTURAL SELF-ACTIVITY



5

DISCUSSION

- Share with your group a story about a time you felt proud to be associated with one of your identifiers.
- Share with your group a story about a time it was challenging or painful to be associated with one your identifiers.

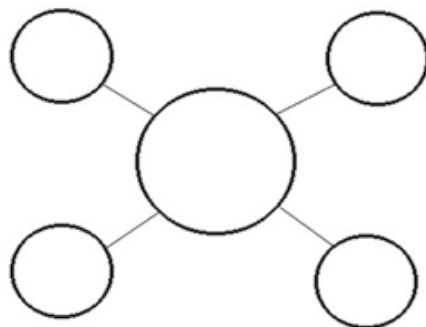
6

Circles of My Multicultural Self-Handout

This activity highlights the multiple dimensions of our identities. It addresses the importance of individuals self-defining their identities and challenging stereotypes.

Directions:

Place your name in the center circle of the structure below. Write an important aspect of your identity in each of the satellite circles -- an identifier or descriptor that you feel is important in defining you. This can include anything: Asian American, female, mother, athlete, educator, brother, Christian, scientist, or any descriptor with which you identify.



1. Share a story about a time you were especially **proud** to identify yourself with one of the descriptors you used above.
2. Share a story about a time it was especially **painful** to be identified with one of your identifiers or descriptors.

Fill in the following sentence:

I am (a/an) _____ but I am NOT (a/an) _____.

Unit 2 Lesson 2 Day 2 of 9**Name: Alaiyha Bryant****DAILY PLAN****Lesson Title:** Stereotype Public Service Announcements**Grade Level:** 11th & 12th**S & S Statements:**

Society: Society shapes self-awareness and influences how people view other cultures and races through visual culture.

Identity: Visual narratives are created to develop self-awareness and the discovery of personal misconceptions and stereotypes.

Democratic Popular Culture: Democratic Popular Culture challenges people to become self-aware cultural biases, stereotypes, and misconceptions they may hold about another race or culture within the arts.

Concept/Skill Vocabulary Terms: public service announcement (PSA), stereotypes, identity, mind map, slogan, irony, comedic humor, dark humor, sound, special effects, superscript, voice-over, filming, storyboard, narrative, text

Overall Lesson Objective: Given a PowerPoint presentation on PSA's and a variety of skill demonstrations, students will successfully create a 30 second PSA about stereotypes, using a phone or professional camera, paper, scissors, glue, computers, printers, and editing programs, that clearly expresses a message to help dispel stereotypes, using appropriate lighting, props, shots and angles, slogans, special effects, text, superscripts, and communication techniques.

Daily Objectives: Given a demonstration on how to complete storyboards for a public service announcement, storyboard handout, pencils, markers, and colored pencils, students will actively take notes in their artist workbooks during the demonstration and successfully illustrate six story board panels that effectively communicates dispelling stereotypes, focusing on settings, props, scripts, superscripts, slogans, special effects, communication technique, creative text and a cohesive narrative to dispel the stereotype statements chosen by the group.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Actively took notes in their artist workbooks during the demonstration.

-Successfully illustrated six story board panels.

-Effective communicates dispelling stereotypes focusing on, props, scripts, superscript, slogans, special effects, communication techniques, creative text, and a cohesive narrative to dispel the stereotype statements chosen by the group.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

-Example of storyboards created for PSA's

- Storyboard handout

<http://www.storyboardthat.com/articles/e/public-service-announcements>

http://www.scholastic.com/drive2life/pdf/nrsf_drivetolife_onedecision.pdf

<http://www.scholastic.com/browse/lessonplan.jsp?id=1504>

Art Materials Necessary for the Lesson:

-Paper

-Markers

-Pencils

-Colored Pencils

-Storyboard handout

Teacher Activities	Student Activities
<p>Introduction:</p> <p>Review what was covered last class, such as the elements and techniques addressed in the videos and PowerPoint presentation and the purpose and definition of a slogan.</p> <p>Development:</p> <p>Demonstrate how to create a storyboard for a public service announcement using a sample storyboard example.</p> <p><i>Who can tell me what a special effect is and an example of one?</i></p> <p><i>Who can tell me what a superscript is?</i></p> <p><i>“On the storyboard handout there will be spaces for you to write your script, what audio, special effect, and superscript your group is thinking of using for each scene.”</i></p> <p>Demo the following steps:</p> <p>Step 1. Choose which stereotype statements your group would like to base there PSA on, because that will be your slogan (s). You can choose more than one statement to be included but remember it's a 30 second PSA)</p> <p>Step 2. Write your script for each scene</p> <p>Step3: Write in the audio, special effect, and superscript your group is using for each scene</p>	<p>Students will engage in review by discussing what they recall from the previous class.</p> <p>-Students will engage in the demonstration and discussion by responding to the questions.</p> <p>-Students will take notes during the demonstration in their artist workbooks, so they know which steps to follow when they are in their groups.</p>

Step 4: Draw in the background which will be your setting for each scene and the props you will need for each scene based on the scripts your group has written.

Step 5. Assign the following roles to each group member. Film masters, Editors, Actors, and Designers. Write in each person's name next to that role on the back of your storyboard.

Have students ask any questions they may have after the demonstration and then get into their groups to work on their storyboard.

Conclusion:

Allow students time to clean-up and go back to their seats and inform them that they will have a little time next class to finish up the storyboards and may want to meet up before the next class to work if they aren't at least halfway done.

Students will ask questions if they need clarity and begin working in their groups on their storyboards.

Students will return materials to proper locations and go back to their seats to listen for what to expect for next class.

PSA Handouts

PSA - Public Service Announcements
by Anna Warfield

For more lesson plan ideas, visit our teacher resources page!

A public service announcement, commonly known by the PSA acronym, is a message spread in the interest of the public. The objectives of PSAs are to raise awareness and change public attitudes, opinions, or even behavior towards an issue. These messages can be instructional, inspirational, or even shocking to elicit emotion and action.

The grid displays 12 storyboard examples arranged in two columns and six rows. Each storyboard has a title and a 'Storyboard' section with panels. The topics are: Global Warming, Water, Train, Fridge, Arrest, Bullying, Words Hurt, and Comic-Test. Each storyboard includes a 'Storyboard' section with panels and a 'Storyboard' section with panels.

How to Write a Public Service Announcement

Public service announcements are for the benefit of the public, and usually contain a message that you should take away. What do you want to say? Should you tell a story or make a bold statement? Here are a few steps on how to write a PSA storyboard.

- 1. Choose an Issue**
Select a topic or issue that would benefit the public. This topic may address social or environmental issues such as bullying, smoking, or industrial pollution, but also might be on a smaller scale like "bath to your chair" or "lower your mouth when you cough or sneeze." Think about what message you want to get across and to whom you are directing this message.

PSA - Fridge

Start My Free Trial ▶

- 2. Hook Your Audience**
A good PSA will be noteworthy for at least one reason. Maybe a PSA will grab attention because of its comedy, shock value, emotionality, or importance to the audience. Make use of the various character positions and expressions to demonstrate an array of emotions. Use eye-catching images in your storyboard cells from the Storyboard That library and Proton For Comic, and try not to leave much empty white space. Use dialogue bubbles or other Textables to explain your message. A very different, but effective, strategy is to limit the text to a single word or slogan, or to leave text out entirely.

PSA - Arrest

Start My Free Trial ▶

- 3. Get Your Facts Straight**

Unit 2 Lesson 2 Day 3 of 9**Name: Alaiyha Bryant****DAILY PLAN**

Lesson Title: Stereotype Public Service Announcements	Grade Level: 11 th & 12 th
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S & S Statements:

Society: Society shapes self-awareness and influences how people view other cultures and races through visual culture.

Identity: Visual narratives are created to develop self-awareness and the discovery of personal misconceptions and stereotypes.

Democratic Popular Culture: Democratic Popular Culture challenges people to become self-aware cultural biases, stereotypes, and misconceptions they may hold about another race or culture within the arts.

Concept/Skill Vocabulary Terms: public service announcement (PSA), stereotypes, identity, mind map, slogan, irony, comedic humor, dark humor, sound, special effects, superscript, Voice-over, filming, storyboard, narrative

Overall Lesson Objective: Given a PowerPoint presentation on PSA's and a variety of skill demonstrations, students will successfully create a 30 second PSA about stereotypes, using a phone or professional camera, paper, scissors, glue, computers, printers, and editing programs, that clearly expresses a message to help dispel stereotypes, using appropriate lighting, props, shots and angles, slogans, special effects, superscripts, and communication techniques.

Daily Objectives: Given a guide to creating PSA's handout, demonstration on filming techniques and access to phones and cameras, once their storyboard is completed and approved, students will successfully practice filming one scene of their PSA without props with their assigned group, using appropriate lighting, shots and angles, and the 180 rule to clearly communicate one scene of their PSA.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Successfully practiced filming one scene of their PSA with their assigned group using appropriate lighting, shots and angles, and the 180 rule.

-Clearly communicated one scene of their PSA.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

- http://alegacyofgiving.org/wordpress/wp-content/uploads/2012/12/PSA-Guide_2016.pdf
- Handout on basic techniques used in filming
- Guide to creating PSA's Handout

Art Materials Necessary for the Lesson:

- Access to phones for filming
- Professional cameras for students if needed

Teacher Activities	Student Activities
Introduction: (10 min)	
Remind students that they will have the first 10 minutes of class to complete their storyboards with their assigned groups.	Students will work in their groups for about 10 minutes to finish up their storyboards.
Check storyboards to make sure all components are there such as: images, audio, special effects, and superscripts.	Once the group is finished, students will receive approval from instructor and the next steps will be assigned to groups as they finish.
Development: (25 min)	
Demonstrate to students some basic filming techniques such as how to adjust the lighting, shots and angles, and use the 180 rule to skillfully communicate their PSA. This will be individual group demonstrations as each group finishes their storyboards and depending on if the group is planning on using a professional camera or phone the instructor will demo using the device the group is using.	Students will follow along during the demo and take notes on filming techniques specific to their groups filming device.
Provide students with hall passes to go out and film.	Students will grab a hall pass in order to leave class to film.

Allow students to practice using the filming techniques addressed in the demonstration by allowing them film one scene of their PSA depicted in their story board without any props until comfortable. Remind them of their list of roles the group decided on and to focus on adjusting the lighting, shots and angles, and the 180 rule when filming.

Conclusion: (10 min)

Re-gather all students together to clean-up and put materials away.

Ask students to upload their best take of their filmed scene to the Google Drive folder set up for this project before next class.

Students will practice filming once scene of their PSA without any props until comfortable. They will focus on adjusting the lighting, shots and angles, and the 180 rule and stick to their roles chosen as a group.

Students will clean up and upload the best take of their scene to the Google Drive folder set up for that project and then be dismissed.

Designing a PSA Handout



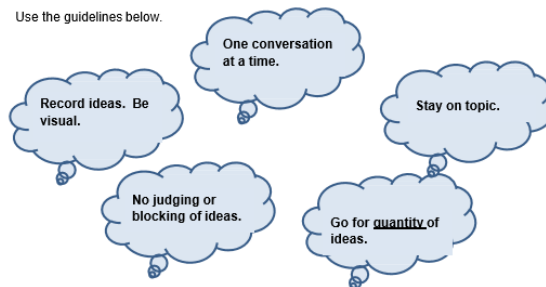
A Legacy of Giving

Creating a 30 Second PSA

Brainstorm Ideas

Now you have seen some effective PSAs, get together with a group of 5 or 6 people and brainstorm ideas for making a PSA about **healthy eating and being a savvy consumer**. Brainstorming is a great way to come up with ideas as a group that you may not think of on your own. **Choose a topic that excites you.**

Use the guidelines below.



Either: Have a team member (who writes clearly) capture all the ideas that team members call out in words and drawings. Or: each person writes down ideas on a post-it note and then sticks the ideas on a board.

Sample answers for anti-bullying video: Caine

1. The purpose is to bring awareness to the problem of bullying in schools.
2. The video is advocating speaking out against bullies.
3. The audiences are parents and students in school.
4. Emotional appeal is used to feel empathy for Caine who is repeatedly bullied.
5. The tone and language match the purpose by using a first-person account to help us understand how someone who is bullied feels.

Unit 2 Lesson 2 Day 4 of 9**Name: Alaiyha Bryant****DAILY PLAN****Lesson Title:** Stereotype Public Service Announcements**Grade Level:** 11th & 12th**S & S Statements:**

Society: Society shapes self-awareness and influences how people view other cultures and races through visual culture.

Identity: Visual narratives are created to develop self-awareness and the discovery of personal misconceptions and stereotypes.

Democratic Popular Culture: Democratic Popular Culture challenges people to become self-aware cultural biases, stereotypes, and misconceptions they may hold about another race or culture within the arts.

Concept/Skill Vocabulary Terms: public service announcement (PSA), stereotypes, identity, mind map, slogan, irony, comedic humor, dark humor, sound, special effects, superscript, Voice-over, filming, storyboard, narrative

Overall Lesson Objective: Given a PowerPoint presentation on PSA's and a variety of skill demonstrations, students will successfully create a 30 second PSA about stereotypes, using a phone or professional camera, paper, scissors, glue, computers, printers, and editing programs, that clearly expresses a message to help dispel stereotypes, using appropriate lighting, props, shots and angles, slogans, special effects, superscripts, and communication techniques.

Daily Objectives: Given a demonstration on how to create props for their PSA, paper, cardboard, markers, colored pencils, scissors, glue, paint, construction paper, and access to computers, students will begin to creatively construct their props that will successfully communicate their message in their PSA.

Assessment Criteria:

- Creatively constructed their props
- Props successfully communicate their message

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

- Passes to film in hallways or other school areas
- Example props handout
- http://alegacyofgiving.org/wordpress/wp-content/uploads/2012/12/PSA-Guide_2016.pdf

Art Materials Necessary for the Lesson:

- Paper
- Glue
- Computer Access
- Paint
- Paint brushes
- Pallets for Paint
- Cups for water
- Colored Pencils
- Tape
- Cardboard
- Scissors
- Markers

Teacher Activities	Student Activities
<p>Introduction: (10 in)</p> <p>Remind students that their practice clips should be on the Google Drive.</p> <p>Introduce prop construction by showing two examples on how to create them:</p> <ol style="list-style-type: none"> 1. Using the computer/digital imagery and software such as Photoshop and Illustrator. This is for designing posters, signs, etc. as props. 2. Using art materials in the classroom such as, paper, found objects, newspapers, markers, colored pencils, etc. <p>Explain to students that their props should enhance the scene in which they correlate with and should be clear and creative.</p> <p>Examples of props could be a poster, protest sign, stuffed animal, found objects etc.</p>	<p>Students should have their practice clips on Google Drive.</p> <p>Students will ask any questions and help during the demonstration on creating props using digital or 2-D art media.</p> <p>Students will be reminded of various props they could made and that each prop made by the group should enhance the scenes in which they correlate with.</p>

Development: (25 min)

Allow students to work with their groups to start creating their props using art materials and/or the computers.

Students will begin working with their groups on prop design using art materials and/or the computers.

Conclusion: (10 min)

Allow time for clean-up and re-group students. Explain that each group should start filming their final PSA's next class and to finish up anything the groups are still working on or missing before next class, so groups can start filming.

Students will clean-up and return all materials to proper locations and be expected to start filming next class for their final PSA.

Inform students that there will be about 10 minutes in the beginning of next class to finish prop construction, but after that it will be just filming time.

Unit 2 Lesson 2 Day 5 of 9**Name: Alaiyha Bryant****DAILY PLAN****Lesson Title:** Stereotype Public Service Announcements**Grade Level:** 11th & 12th**S & S Statements:**

Society: Society shapes self-awareness and influences how people view other cultures and races through visual culture.

Identity: Visual narratives are created to develop self-awareness and the discovery of personal misconceptions and stereotypes.

Democratic Popular Culture: Democratic Popular Culture challenges people to become self-aware cultural biases, stereotypes, and misconceptions they may hold about another race or culture within the arts.

Concept/Skill Vocabulary Terms: public service announcement (PSA), stereotypes, identity, mind map, slogan, irony, comedic humor, dark humor, sound, special effects, superscript, Voice-over, filming, storyboard, narrative

Overall Lesson Objective:

Given a PowerPoint presentation on PSA's and a variety of skill demonstrations, students will successfully create a 30 second PSA about stereotypes, using a phone or professional camera, paper, scissors, glue, computers, printers, and editing programs, that clearly expresses a message to help dispel stereotypes, using appropriate lighting, props, shots and angles, slogans, special effects, superscripts, and communication techniques

Daily Objectives: Given review on filming techniques and time to finish up props, students will collaboratively and accurately use lighting, shots and angles, props, 180 rule, and phones or cameras to successfully film the scenes represented on their storyboard that effectively dispels stereotypes of their choosing.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

- Collaboratively and accurately used lighting, shots and angles, props, 180 rule and phones or cameras to film PSA.
- Successfully filmed the scenes represented on their storyboard
- Scenes effectively dispel stereotypes of their choosing.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

- Handout received from previous class
- Passes for students to leave the room to film
- Example of student made PSA's

Art Materials Necessary for the Lesson:

- | | | | |
|-----------------|-------------------|-------------------|----------|
| -Paper | -Paint pallets | -Cardboard | -Markers |
| -Glue | -Paint | - Tape | |
| -Cups for water | - Colored Pencils | - Computer Access | |
| -Scissors | - Paint brushes | - Cameras | |

Teacher Activities	Student Activities
<p>Introduction: (10 min)</p> <p>Review with students some of the filming techniques and allow 10 minutes for students to finish up creating their props for their scenes.</p> <p>Development: (25 min)</p> <p>Once the 10 minutes are up for prop designs, students will take the hall pass and start filming their final PSA's.</p> <p>“When filming, make sure to think about shot/angles, lighting, and the 180 rule to keep everything clear, in focus, and precise. Make sure your message is clear and do multiple takes of each scene, because we will be editing them next class and you want may have some that are better than others.”</p> <p>Have students refer to the guide for creating PSA's handout for reference and to keep them on track.</p> <p>Conclusion: (10 min)</p> <p>Re-group students and have them return cameras if borrowed. Explain to students that we will have part of next class to continue filming and that there will be a demonstration on how to use an editing software for their films. If needed groups should get together outside of class and film if behind.</p>	<p>Students will engage in review through a discussion about filming techniques and finish creating their props for their scenes.</p> <p>Students will take a hall pass and begin filming their final PSA's, capturing multiple takes of each scene for editing purposes and focusing on shot/angles, lighting, incorporating props correctly, and making sure their scenes are clear, precise, in focus and communicative of the slogan.</p> <p>Students will use the PSA guide to help keep them on track and as a reminder on what to do.</p> <p>Students will return cameras if borrowed and expected to work outside of class if behind.</p>

Unit 2 Lesson 2 Day 6 of 9**Name: Alaiyha Bryant****DAILY PLAN****Lesson Title:** Stereotype Public Service Announcements**Grade Level:** 11th & 12th**S & S Statements:**

Society: Society shapes self-awareness and influences how people view other cultures and races through visual culture.

Identity: Visual narratives are created to develop self-awareness and the discovery of personal misconceptions and stereotypes.

Democratic Popular Culture: Democratic Popular Culture challenges people to become self-aware cultural biases, stereotypes, and misconceptions they may hold about another race or culture within the arts.

Concept/Skill Vocabulary Terms: public service announcement (PSA), stereotypes, identity, mind map, slogan, irony, comedic humor, dark humor, sound, special effects, superscript, Voice-over, filming, storyboard, narrative

Overall Lesson Objective:

Given a PowerPoint presentation on PSA's and a variety of skill demonstrations, students will successfully create a 30 second PSA about stereotypes, using a phone or professional camera, paper, scissors, glue, computers, printers, and editing programs, that clearly expresses a message to help dispel stereotypes, using appropriate lighting, props, shots and angles, slogans, special effects, superscripts, and communication techniques

Daily Objectives: Given an interactive demonstration on how to edit films in Final Cut Pro and time for students to finish filming, students will actively take notes in their artist workbooks on the demonstration and successfully finish filming their PSA's, using appropriate filming techniques such as shots, angles, lighting, and 180 rule, and begin to skillfully edit their films using Final Cut Pro, focusing on trimming, audio, speed.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Actively took notes in their visual journals.

-Successfully finished filming Public Service Announcements.

-Appropriate film techniques such as shots, angles, lighting, and 180 rule used in PSA's.

-Began skillfully editing films using Final Cut Pro, focusing on trimming, audio, speed.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

-<https://www.wikihow.com/Use-Final-Cut-Pro-Workflow>

<https://www.atomiclearning.com/finalcutprox.shtml>

-Demo on how to use Final Cut Pro -Hall Passes

-Final Cut Pro installation on computers -Final Cut Pro Handout

Art Materials Necessary for the Lesson:

-Computers -Cameras/Access to phones

-Phone Cords to connect to computer

Teacher Activities	Student Activities
<p>Introduction: (10 min)</p> <p>Allow students the first half of class to finish filming their PSA's and to take the hall pass to leave the room and do so.</p> <p>Development:(25 min)</p> <p>Once the first half of class is over, we will re-group as a class and start the demonstration on Final Cut Pro editing software.</p> <p>Pass out the handout on using Final Cut Pro and demonstrate features on the projector as students follow along.</p> <p>Using Final Cut Pro:</p> <ol style="list-style-type: none"> 1.Open up software on computers and click File> New 2. Plug in camera of phone using USB cable 3. If plugging in the camera go to Log and Capture and your video should show up 4. Begin editing by trimming scenes, rearranging and combining scenes, adding audio. Incorporating text, and adjusting the speed. <p>Allow students to import one clip into Final Cut Pro to practice with the different features using their handouts as well.</p> <p>If comfortable with the software allow students to start working with groups to edit their PSA's.</p> <p>Conclusion: (10 min)</p> <p>Explain to students that they should be done or close to done filming their PSA's. They should get together outside of class and film too if needed as we will continue editing clips next class and have a small group in-progress critiques during the next class period.</p>	<p>Students will use the first half of class to finish filming their PSA's as a group and take the hall pass to leave the classroom.</p> <p>Students will take notes in the visual journals during the demonstration on how to use Final Cut Pro and follow along with the handout provided as well.</p> <p>Students will practice by importing one film clip into Final Cut Pro and using features such as trimming and audio to understand how the different tool work.</p> <p>Students will begin to compile all scenes and edit their final PSA's as a group once they are comfortable with the software.</p> <p>Students will be expected to be done or close to done filming and if not to work outside of class. Students will also have an in-progress small group critique during next class.</p>

Unit 2 Lesson 2 Day 7 of 9**Name: Alaiyha Bryant****Name:****DAILY PLAN****Lesson Title:** Stereotype Public Service Announcements**Grade Level:** 11th & 12th**S & S Statements:**

Society: Society shapes self-awareness and influences how people view other cultures and races through visual culture.

Identity: Visual narratives are created to develop self-awareness and the discovery of personal misconceptions and stereotypes.

Democratic Popular Culture: Democratic Popular Culture challenges people to become self-aware cultural biases, stereotypes, and misconceptions they may hold about another race or culture within the arts.

Concept/Skill Vocabulary Terms: public service announcement (PSA), stereotypes, identity, mind map, slogan, irony, comedic humor, dark humor, sound, special effects, superscript, Voice-over, filming, storyboard, narrative

Overall Lesson Objective: Given a PowerPoint presentation on PSA's and a variety of skill demonstrations, students will successfully create a 30 second PSA about stereotypes, using a phone or professional camera, paper, scissors, glue, computers, printers, and editing programs, that clearly expresses a message to help dispel stereotypes, using appropriate lighting, props, shots and angles, slogans, special effects, superscripts, and communication techniques.

Daily Objectives: Given access to Final Cut Pro software on computers, time to finish editing, a short critique activity, and critique handout, students will skillfully finish editing their PSA's in Final Cut Pro, successfully upload their edited films to Google Drive, and collaboratively view another groups PSA and provide constructive feedback using the handout provided focusing on shots, angles, lighting, props, and slogans.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

- Skillfully finish editing PSA's in Final Cut Pro
- Successfully uploaded edited films to Google Drive
- Collaboratively viewed another groups PSA
- Provided constructive feedback using the handout provided.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

- Google Drive Folders made
- Critique Handouts for viewing another groups PSA

Art Materials Necessary for the Lesson:

- Computer
- Phone Cord
- Pencils

Teacher Activities	Student Activities
<p>Introduction: (10 min)</p> <p>Allow students the first half of class to finish editing their PSA's.</p> <p>After the first half of class is over, explain the in-progress critique activity to students.</p> <p>Development: (25 min)</p> <p>Small group in-progress critique:</p> <ol style="list-style-type: none"> 1. Two groups will exchange film clips and watch each other's films and provide feedback on shots, angles, lighting, props, and slogans. 2. The feedback will go on the peer-review sheets which you will then give to the other group once you finished. 3. You need to provide feedback on what is working well and what needs improvement regarding the filming techniques and overall communication of the slogan. 4. When commenting on aspects of the film that may need improvements, offer suggestions for the other group as well. <p>Pass out peer-review sheets for the in-progress critique and allow students to start the activity.</p> <p>Conclusion: (10 min)</p> <p>Re-group students and have them hand in their peer-review sheets and explain to students that they will be given back to the groups tomorrow so they can make edits based on the feedback received from peers.</p>	<p>Students will take the first half of class to finish editing their PSA's with their assigned groups.</p> <p>Students will engage in the in-progress critique and fill out the peer-review sheet for the other group. When providing feedback students will focus on shots, angles, lighting, props, slogans, and how effective the overall film was in communicating their slogan.</p> <p>Student will hand their peer-review sheets to the instructor and the instructor will pass them back to the corresponding groups next class so they can make changes based on feedback received.</p>

Unit 2 Lesson 2 Day 8 of 9**Name: Alaiyha Bryant****Name:****DAILY PLAN****Lesson Title:** Stereotype Public Service Announcements**Grade Level:** 11th & 12th**S & S Statements:**

Society: Society shapes self-awareness and influences how people view other cultures and races through visual culture.

Identity: Visual narratives are created to develop self-awareness and the discovery of personal misconceptions and stereotypes.

Democratic Popular Culture: Democratic Popular Culture challenges people to become self-aware cultural biases, stereotypes, and misconceptions they may hold about another race or culture within the arts.

Concept/Skill Vocabulary Terms: public service announcement (PSA), stereotypes, identity, mind map, slogan, irony, comedic humor, dark humor, sound, special effects, superscript, Voice-over, filming, storyboard, narrative

Overall Lesson Objective:

Given a PowerPoint presentation on PSA's and a variety of skill demonstrations, students will successfully create a 30 second PSA about stereotypes, using a phone or professional camera, paper, scissors, glue, computers, printers, and editing programs, that clearly expresses a message to help dispel stereotypes, using appropriate lighting, props, shots and angles, slogans, special effects, superscripts, and communication techniques

Daily Objectives: Given feedback received from the critique in the previous class, projectors, laptop carts, permission from administration, and hall passes, students will successfully edit their PSA's based on feedback received from peers and innovatively display their PSA somewhere in the school for people to see as they are passing by. Students will actively monitor their area throughout the remainder of the school day and part of the following school day and successfully report to the class, responses and reactions from those walking past during the beginning of next class.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

- Successfully edit PSA's based on feedback received from peers
- Innovatively displayed their PSA somewhere in the school for people to see as they are passing by.
- Actively monitored their area throughout the remainder of the school day.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

- Permission from administration to display PSA's
- Layout of building with areas that have access to plugs for students to see

Art Materials Necessary for the Lesson:

- Computer -Phone Cord -Speakers - Flash drives
- Laptop Carts with projectors and laptops -Laptop Chargers –Extension Cords

Teacher Activities	Student Activities
<p>Introduction: (10 min)</p> <p>Pass back peer review sheet to corresponding groups and allow students the first 15 minutes of class to make changes based on feedback.</p> <p>Set-up projector and laptop carts for groups to take as their working on editing.</p> <p>Development: (25 min)</p> <p>Showcase PSA’S Activity:</p> <p>After the 15 minutes are up, have students finalize their films and save them onto a flash drive.</p> <p>Explain to students the next steps which are:</p> <ol style="list-style-type: none"> 1. Pick an area in the school where you can project your PSA’s for everyone to see. 2. Make sure the location has an outlet nearby and that your film is able to be seen so maybe think about projecting onto a wall or on the side of a locker bank etc. 3. You will take a cart which has extension cords, laptops, and speakers on it to set up your PSA. Make sure the volume is low so you don’t interrupt classes. 4. Throughout the rest of the day and part of tomorrow you will periodically check the area in which you projected your PSA and record any reactions you observe people walking past have to it. 5. Next class you will present your PSA and the reactions from people walking past it to the class. <p>Conclusion: (10 min)</p> <p>Gather students back to the class and remind them to monitor their PSA’s periodically throughout the day and into tomorrow and record reactions from those walking past to present to the class tomorrow.</p>	<p>Students will make changes using Final Cut Pro editing software to their PSA’s based on feedback from their peers</p> <p>Students will finalize and save films to a flash drive.</p> <p>Students will take the hall pass and a cart with their flash drives and as a group decide on where to display their PSA in the school.</p> <p>Students will monitor their display throughout the rest of the day and into tomorrow morning and record reactions from people viewing and walking past the display.</p> <p>Students will be expected to present their observations and recordings next class.</p> <p>Students will return to the classroom and will be reminded about the expectations for the display and presentations for next class.</p>

Unit 2 Lesson 2 Day 9 of 9**Name: Alaiyha Bryant****DAILY PLAN**

Lesson Title: Stereotype Public Service Announcements	Grade Level: 11 th & 12 th
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S & S Statements:

Society: Society shapes self-awareness and influences how people view other cultures and races through visual culture.

Identity: Visual narratives are created to develop self-awareness and the discovery of personal misconceptions and stereotypes.

Democratic Popular Culture:

Democratic Popular Culture challenges people to become self-aware cultural biases, stereotypes, and misconceptions they may hold about another race or culture within the arts.

Concept/Skill Vocabulary Terms: public service announcement (PSA), stereotypes, identity, mind map, slogan, irony, comedic humor, dark humor, sound, special effects, superscript, Voice-over, filming, storyboard, narrative

Overall Lesson Objective: Given a PowerPoint presentation on PSA's and a variety of skill demonstrations, students will successfully create a 30 second PSA about stereotypes, using a phone or professional camera, paper, scissors, glue, computers, printers, and editing programs, that clearly expresses a message to help dispel stereotypes, using appropriate lighting, props, shots and angles, slogans, special effects, superscripts, and communication techniques

Daily Objectives: Given an opportunity to showcase students PSA's in the school, final PSA's, access to computers, projectors, and visual journals, students will quickly show their PSA's, report to the class how people walking by in the hallway responded to their PSA's, successfully turn in their final PSA's on Google Drive and successfully hand in physical copies of storyboards.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

- Quickly reported to the class how others responded to their PSA's displayed in the school
- Successfully turned in final PSA's on Google Drive
- Successfully handed in physical copy of storyboard

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

-Google Drive folder created for final PSA's

Art Materials Necessary for the Lesson:

- Computer Access
- Pencils
- Projector
- Flash drive

Teacher Activities	Student Activities
<p>Introduction: (10 min)</p> <p>Allow students to use the first 5 minutes of class to take down their PSA displays and return materials back to the art room.</p> <p>Once students are back in the room, instructions will be given for presentations.</p> <p>Development:</p> <p>Final Presentations: (30 min)</p> <p>Each group will show their PSA to the class and the class will provide comments and questions related to the formal qualities and concepts displayed in the PSA.</p> <p>Once questions and comments are asked, then students will conclude by telling the class some of the reactions other people who saw their PSA had.</p> <p>Conclusion: (5 min)</p> <p>Once presentations are over the instructor will collect storyboards, and students will drag and drop their final PSA's in the Google drive folder made by instructor for this lesson.</p> <p>Allow students to provide feedback about the project and preview the next lesson which will be a Social Issue Visual Narrative: Accordion-Folded Book.</p>	<p>Students will use the first 5 minutes of class to take down their displays and return materials back to the art room.</p> <p>Students will receive instructions for the PSA presentations.</p> <p>Students will present their PSA's and observations from the displays with the class and the class will provide feedback and comments.</p> <p>Students will turn in their storyboards hardcopy and their PSA's into the Google drive folder.</p> <p>Students will provide feedback on the PSA project and will begin thinking about the next lesson.</p>

Unit 2 Lesson 3 Social Issue Visual Narrative: Accordion Folded Book

Unit 2 Lesson 3 Day 1 of 8**Name: Alaiyha Bryant****DAILY PLAN****Lesson Title:** Social Issue Visual Narrative: Accordion-Folded Book **Grade Level:** 11th & 12th**S & S Statements:**

Power/Privilege: Self-awareness is examined through visual narratives and interactive activities, that reveal unknown or known variances within power and privilege depending on culture and race.

History: Historical representations of cultures in art contribute to identity development and self-awareness.

Identity: Visual narratives are created to develop self-awareness, and the discovery of personal misconceptions and stereotypes.

Concept/Skill Vocabulary Terms: visual narrative, self-awareness, social issue, book art, bonefolder, book board, binding, accordion fold, assemble, cover, introduction, composition, solution, conclusion, race, culture, overlapping, cultural symbols, setting, mood, point of view, emphasis, overlapping, plot, call to action.

Overall Lesson Objective: Given a comprehensive PowerPoint presentation, demonstrations, mixed media paper, double sided tape, glue, bonefolders, book boards, and 2-D stations, students will creatively design a 4.25in X 11in accordion-folded book that successfully communicates a narrative about an issue or problem surrounding a different race or culture, focusing on cultural symbols, setting, mood, point of view, overlapping, plot, emphasis, and call to action, using at least three different 2-D media.

Daily Objectives: Given a comprehensive PowerPoint presentation on narrative art and a research handout, students will actively research a social issue surrounding a different race or culture and successfully create a mind map in their visual journals representing the issue, call to actions/solutions, effects it has on the culture or race, and....

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Actively researched a social issue surrounding a different race or culture.

-Successfully created a mind map in visual journals representing the issue, call to actions/solutions, effects it has on the culture or race, and...

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

-<https://www.youtube.com/watch?v=iq7FoYAH1qY>

-PowerPoint presentation on Narrative Art

-Research Handout

Art Materials Necessary for the Lesson:

-Visual Journals

-Pencils

Teacher Activities	Student Activities
Introduction: (10 min) <p>Introduce Narrative art through a PowerPoint presentation:</p> <p>Questions related to narrative art PowerPoint:</p> <p><i>Who can tell me what narrative art is?</i></p> <p><i>How do you think narrative art can be used to create social change?</i></p> <p><i>What are some different types of narrative art?</i></p> <p><i>Who can provide an example of a cultural symbols and explain why it is important?</i></p> <p><i>How does this image use cultural symbols, mood, emphasis and overlapping to tell a story?</i></p> <p><i>What are the component parts of a narrative? How could you communicate the parts of a narrative visually?</i></p> <p>Development: (25 min)</p> <p>Have students think about a culture or race they would like to research more about and assign students to research a social issue surrounding their chosen race or culture.</p> <p>Explain to students that they can use the internet to research the issue but they will be making a mind map to help them lay out their research.</p> <p>The mind map must be created in your visual journals and have the following included in them: the social issue, information about the race or culture; including</p>	
	<p>Students will engage in the PowerPoint presentation by contributing to the discussion about narrative art.</p> <p>Students will think about a culture or race they would like to research and being researching a social issue surrounding that culture or race.</p>

cultural symbols, how the issue effects the race or culture, and a call to action/solution.

Allow students to work on computers to find research and start their mind maps in their visual journals and remind them to keep thinking about the components of a visual narrative as addressed in the PowerPoint presentation, so when searching for information pull out the descriptors that you can represent visually.

Students will begin researching social issues surrounding another race or culture on computers and start creating their mind maps.

Conclusion: (10 min)

Re-group students and have them put materials back in appropriate location and remind them that their mind maps and research should be finished by next class. Next class will be demonstrations on the various 2-D centers with practice time before we get into creating the accordion books.

Students will put materials back in proper locations and their research and mind maps are expected to be completed by next class.

Unit 2 Lesson 3 Day 2 of 8**Name: Alaiyha Bryant****DAILY PLAN**

Lesson Title: Social Issue Visual Narrative: Accordion-Folded Book	Grade Level: 11 th & 12 th
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S & S Statements:

Power/Privilege: Self-awareness is examined through visual narratives and interactive activities, that reveal unknown or known variances within power and privilege depending on culture and race.

History: Historical representations of cultures in art contribute to identity development and self-awareness.

Identity: Visual narratives are created to develop self-awareness, and the discovery of personal misconceptions and stereotypes.

Concept/Skill Vocabulary Terms: visual narrative, self-awareness, social issue, book art, bonefolder, book board, binding, accordion fold, assemble, cover, introduction, composition, solution, conclusion, race, culture, overlapping, cultural symbols, setting, mood, point of view, emphasis, overlapping, plot, call to action,

Overall Lesson Objective:

Given a comprehensive PowerPoint presentation, demonstrations, mixed media paper, double sided tape, glue, bonefolders, book boards, and 2-D stations, students will creatively design a 4.25in X 11in accordion-folded book that successfully communicates a narrative about an issue or problem surrounding a different race or culture, focusing on cultural symbols, setting, mood, point of view, overlapping, plot, emphasis, center of interest, and call to action, using at least three different 2-D media.

Daily Objectives: Given a visual narrative planning handout, demonstration on how to complete the handout, markers, colored pens, and pencils, students will actively participate in the demonstration by assisting the instructor, and successfully complete the planning handout using the mind map created last class focusing on setting, mood, point of view, call to action, effects of the issue on the chosen race or culture, the issue, and information about the race or culture.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Actively participated in the demonstration by assisting the instructor.

-Successfully completed the planning handout using the mind map created last class focusing on setting, mood, point of view, call to action, effects of the issue on the chosen race or culture, the issue, and information about the race or culture.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

-Visual Narrative Planning Handout

Art Materials Necessary for the Lesson:

-Visual Journals

-Pencils

-Markers

-Colored Pens

Teacher Activities	Student Activities
Introduction: (10 min)	
Review material covered in the narrative PowerPoint presentation such as: definitions, concepts, and techniques used by artists.	Students will engage in review through discussion of the narrative PowerPoint presentation.
Check the research handouts and mind maps to make sure they are completed.	Students will show the instructor research and mind map handouts, which should be completed.
Development: (25 min)	
Hand out a visual narrative planning handout and explain how the students will complete the handout:	
Directions: Using your mind map and research handout that you should have completed take the descriptors and information gathered and categorize it on the planning handout.	Students will follow along using their visual planning handout and after instructions are explained students will be working on planning their narratives using the hand out.
For example: If you have “Police brutality related to African American males,” you would write that under the problem/issue category. Once you have your research categorized, begin thinking about how you want to visually represent those in a logical order for your visual narrative accordion book.	Students will think about the formal qualities required for the narratives as well as the three

There are boxes next to each category for you to sketch ideas into and make sure you think about overlapping, emphasis, mood, center of interest, and setting involving a foreground, middle ground, and background. Also being to think about which three media you want to explore to represent your visuals.

media they would like to explore to represent their research.

Allow students to work on the planning handout and if not finished it will be homework.

Students will work on the planning handout and if it is not finished by the end of class, it will be homework.

Conclusion: (10 min)

Re-group students and have them put materials back in appropriate location and remind them that the handout should be finished by next class. Next class will be demonstrations on the various 2-D centers with practice time before we get into creating the accordion books.

Students will put materials back in proper locations and will be expected to have their accordion book planning handout done by next class.

Unit 2 Lesson 3 Day 3 of 8
Name: Alaiha Bryant

DAILY PLAN

Lesson Title: Social Issue Visual Narrative: Accordion-Folded Book Grade Level: 11 th & 12 th

S & S Statements:

Power/Privilege: Self-awareness is examined through visual narratives and interactive activities, that reveal unknown or known variances within power and privilege depending on culture and race.

History: Historical representations of cultures in art contribute to identity development and self-awareness.

Identity: Visual narratives are created to develop self-awareness, and the discovery of personal misconceptions and stereotypes.

Concept/Skill Vocabulary Terms: visual narrative, self-awareness, social issue, book art, bone folder, book board, binding, accordion fold, assemble, cover, introduction, composition, solution, conclusion, race, culture, overlapping, cultural symbols, setting, mood, point of view, emphasis, overlapping, plot, call to action, unity

Overall Lesson Objective:

Given a comprehensive PowerPoint presentation, demonstrations, mixed media paper, double sided tape, glue, bone folders, book boards, and 2-D stations, students will creatively design a 4.25in X 11in accordion-folded book that successfully communicates a narrative about an issue or problem surrounding a different race or culture, focusing on cultural symbols, setting, mood, unity, point of view, overlapping, plot, emphasis, and call to action, using at least three different 2-D media.

Daily Objectives:

1. Given a comprehensive demonstration on techniques using the painting and drawing centers and practice activities, students will actively explore the two media in their visual journals and critically think about how they could apply different techniques to their accordion-folded book, focusing on mark making, contrast, and color choice to create mood, emphasis, and unity.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

- Actively explored painting and drawing in their visual journals
- Critically thought about how they could apply different techniques to their accordion-folded book, focusing on mark making, contrast, and color choice to create mood, emphasis, and unity.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

Book Binding steps for Front and back cover:

<http://www.designsponge.com/2013/03/bookbinding-101-accordion-book.html>

<https://artfulparent.com/watercolor-techniques-ideas-kids>

<https://craftwhack.com/acrylic-painting-techniques-to-try/>

http://www.themandalalady.com/learn_how/

<https://pencils.com/it-all-starts-with-a-mark/>

<https://www.art-is-fun.com/creating-value-in-pen-and-ink-drawings>

<https://www.artforkidshub.com/how-to-blend-with-oil-pastels/>

<http://www.mericherry.com/2015/02/19/working-pastels-easy-process-art-kids/>

<https://buggyandbuddy.com/cool-ways-to-use-chalk/>

<http://thevirtualinstructor.com/charcoal.html>

Art Materials Necessary for the Lesson:

Painting Center:

- Acrylic paints
- Acrylic Matte Medium
- Paint brushes
- Activity Handouts
- Water Cups
- Palettes
- Watercolors
- Watercolor brushes
- Palettes

Drawing Center:

- Graphite
- Colored Pencils
- Micron Pens
- Pastels
- Charcoal
- Activity Handouts
- Erasers
- Blending Tools

Teacher Activities	Student Activities
Introduction: (5 min)	
Check to make sure students have completed the accordion book planning handouts.	Students will show instructor their accordion planning handouts.
Have the drawing and painting centers set-up with activity handouts printed and at each station.	
Introduce students to the 2-D centers and explain that we will be focusing on the painting and drawing centers today and the mixed media and digital centers tomorrow.	Students will participate in the demonstrations and understand how to use various techniques and media.

Have students gather around for some quick demonstrations on how to use some of the materials in the centers and have them bring their visual journals over as well.

Development: (35 min)

Demonstrations:

Note: These will be quick demonstrations and there will be handouts and activities at every station so students can refer back to them when working with the media.

Painting Center:

Quickly demo underpainting and layering acrylics along with using a matte medium to help spread the acrylic paint. (5 minutes)

Demo how to apply water color and create different washes which will also be on the handout. (5 minutes)

Drawing Center:

Quickly show how to blend colored pencils and layer them to build up a rich hue. (5 minutes)

Show how to apply charcoal and create transitions. (5 minutes)

Show how to use micron pens to create value through stippling. (5 minutes)

Show how to create different textures and value using graphite. (5 minutes)

Show how to build value and rich hues using pastels. (5 minutes)

Allow students time to practice at the different stations in their visual journals using handouts and activities provided (10-15 minutes)

Conclusion: (5 min)

Re-gather students and allow time to put back materials and clean-up.

Let students know that next class there will be a demonstration on creating the front and back cover of their accordion book, and using the mixed media and digital 2-D centers.

Students will assist in the demonstrations and think about which media and techniques they would want to use in their accordion style books.

Students will practice the painting and drawing techniques from the demo in their visual journals.

Students will return materials to proper locations.

Students will be introduced to book-binding during the next class

Book Binding Steps

Bookbinding 101: Accordion Book

By Grace Bonney



Over the past few weeks, we've dipped our toes into the world of bookbinding. After mastering a [five-hole pamphlet stitch](#) and [japanese four-hole binding](#), it's time to tackle the final introductory process. This week, we'll put aside the needle and thread and explore a book constructed *without a single stitch*. The [accordion book](#) is a folded structure; the book block is made by simply folding a sheet of paper back and forth in page-width increments. This project is, perhaps, a bit more involved than those of weeks past, but it allows me to introduce a few additional basic materials found in every book artist's studio and a handy technique or two. I hope you'll enjoy the project! — [Pooja](#)

Photos and styling by [Claire Dalgleish](#)



i. Trim all four corners of the book cloth along the diagonal, using your book board as a guide.



4. Lift one edge of the book cloth and press it onto the back of the board. Again, use your bonefolder to smooth and secure. Repeat for all four sides. Tap each corner with the flat of your bonefolder so they aren't too pointy.



Unit 2 Lesson 3 Day 4 of 8
Name: Alaiha Bryant

DAILY PLAN

Lesson Title: Social Issue Visual Narrative: Accordion-Folded Book Grade Level: 11 th & 12 th

S & S Statements:

Power/Privilege: Self-awareness is examined through visual narratives and interactive activities, that reveal unknown or known variances within power and privilege depending on culture and race.

History: Historical representations of cultures in art contribute to identity development and self-awareness.

Identity: Visual narratives are created to develop self-awareness, and the discovery of personal misconceptions and stereotypes.

Concept/Skill Vocabulary Terms: visual narrative, self-awareness, social issue, book art, bone folder, book board, binding, accordion fold, assemble, cover, introduction, composition, solution, conclusion, race, culture, overlapping, cultural symbols, setting, mood, point of view, emphasis, overlapping, plot, call to action,

Overall Lesson Objective:

Given a comprehensive PowerPoint presentation, demonstrations, mixed media paper, double sided tape, glue, bone folders, book boards, and 2-D stations, students will creatively design a 4.25in X 11in accordion-folded book that successfully communicates a narrative about an issue or problem surrounding a different race or culture, focusing on cultural symbols, setting, mood, point of view, overlapping, plot, emphasis, and call to action, using at least three different 2-D media.

Daily Objectives:

1. Given an interactive demonstration on mixed media and digital 2-D centers, students will actively explore the two media using their visual journals, cameras, and computers, and critically think about how they could apply different techniques to their accordion-folded book, focusing on digital techniques, overlapping, emphasis, unity, and center of interest.
2. Given an informative demonstration on how to create the front and back covers for the accordion style book, students will successfully begin designing the front and back covers of their 4.25 in X 11 in accordion book focusing on measuring, binding, and composition.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

- Actively explore digital and mixed media using visual journals, cameras, and computers.
- Critically thought about how they could apply different techniques to their accordion-folded book, focusing on digital techniques, overlapping, emphasis, unity, and center of interest.

-Successfully began designing the front and back covers of their 4.25 in X 11 in accordion book, focusing on measuring, binding, and composition

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

- Activity handouts for 2-D Centers
- Book Binding Instructions: <http://www.designsponge.com/2013/03/bookbinding-101-accordion-book.html>
- <http://www.createmixedmedia.com/make>
- <https://www.bhphotovideo.com/explora/photography/tips-and-solutions/13-creative-exercises-photographers>
- <http://distans.svefi.net/exercises/>
- <http://mashable.com/2010/08/19/adobe-illustrator-tutorials/#r7du2C7V15q6>

Art Materials Necessary for the Lesson:

Book Binding:

- Glue
- Cutting Board
- X-Acto Knife
- Mixed Media Paper
- Ruler
- Glue Brush
- Fabric
- Book boards
- Bone folder

Mixed Media Center:

- Mixed Media paper
- Glue
- Textured Paper
- Found Objects
- Stamps
- Drawing and Painting Materials

Digital Media Center:

- Cameras
- Laptops/Computers
- Adobe Illustrator
- Adobe Photoshop

Teacher Activities	Student Activities
<p>Introduction: (20 min)</p> <p>Review a few techniques students explored from last class in their visual journals and how they may use them in their accordion book</p> <p>Explain the two centers: digital and mixed media that we will explore today and also explain to students that this is a quick refresher demonstration, because we have worked with both media in the last unit, so they should be familiar with them.</p>	
	<p>Students will engage in review and share with the class what techniques and media they are thinking of using in their accordions style book.</p>

Demonstration:

Quickly go over various materials used to create a successful mixed media piece and remind them of overlapping, textures, center of interest and foreground, middle ground, and background. Also remind them of the photo transfer technique. (5 minutes)

Students will actively listen and engage in the demonstrations using activity handouts.

Quickly go over digital media which will be photography and using Photoshop and Illustrator to create an image. (5 minutes)

Allow students to practice at each station and think about how to use the two materials in their accordion book. (10 minutes)

Students will practice using materials and applying different techniques in their visual journals using the activity handouts provided at each center.

Development: (20 min)

Explain to students that they will need to design a front and back cover for their book. Pass out the handout which displays the steps for book binding.

Book Covers Demonstration:

1. Using your book cover, measure and cut the fabric or mixed media paper to fit the book board, which provides support for the covers.
2. Once the fabric and paper are cut, dilute the glue with water and attach the fabric or paper to the book board using your bone folder to help smooth out air bubbles and glue.
3. Trim corners of the paper or fabric using your book board as a guide and adhere the edges to the book board using your bone folder to smooth it out.
4. Tap the edges of each corner so they aren't too sharp and point and repeat the steps for the back cover as well.
5. Design your book cover with one of the 2-D media we've explored. Focus on communicating the issue your narrative is about and make the cover visually appealing by focusing on emphasis, overlapping, and center of interest.

Students will follow along during the demonstration using a handout provided, which will lay out the steps as well.

Allow students to work on their book cover and ask any questions if needed.

Students will work on their book covers and ask any questions if needed.

Conclusion: (5 min)

Re-group students and allow time for clean-up. Explain to students that next class there will be a short demo on creating the pages for your accordion book and that they will have time to finish creating their book covers (front & back)

Students will return all materials to proper locations and have time next class to continue assembling their book covers.

Unit 2 Lesson 3 Day 5 of 8
Name: Alaiha Bryant

DAILY PLAN

Lesson Title: Social Issue Visual Narrative: Accordion-Folded Book Grade Level: 11 th & 12 th

S & S Statements:

Power/Privilege: Self-awareness is examined through visual narratives and interactive activities, that reveal unknown or known variances within power and privilege depending on culture and race.

History: Historical representations of cultures in art contribute to identity development and self-awareness.

Identity: Visual narratives are created to develop self-awareness, and the discovery of personal misconceptions and stereotypes.

Concept/Skill Vocabulary Terms: visual narrative, self-awareness, social issue, book art, bone folder, book board, binding, accordion fold, assemble, cover, introduction, composition, solution, conclusion, race, culture, overlapping, cultural symbols, setting, mood, point of view, emphasis, overlapping, plot, call to action,

Overall Lesson Objective:

Given a comprehensive PowerPoint presentation, demonstrations, mixed media paper, double sided tape, glue, bone folders, book boards, and 2-D stations, students will creatively design a 4.25in X 11in accordion-folded book that successfully communicates a narrative about an issue or problem surrounding a different race or culture, focusing on cultural symbols, setting, mood, point of view, overlapping, plot, emphasis, and call to action, using at least three different 2-D media.

Daily Objectives:

Given an interactive demonstration on how to create and assemble accordion style pages and time to continue creating book covers, students will actively continue working on their book covers and successfully begin to design and assemble their accordion style book, using paper, glue, bone folders, and 2-D materials, focusing on cultural symbols, setting, mood, emphasis, call to action, plot, and point of view.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

- Actively continued working on book covers.
- Successfully began designing and assembling accordion style books, focusing on cultural symbols, setting, mood, emphasis, call to action, plot, and point of view.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

- Book Binding Handout:

<http://www.designsponge.com/2013/03/bookbinding-101-accordion-book.html>

Art Materials Necessary for the Lesson:

Book Binding:

-Glue
-X-Acto Knife
-Ruler
-Fabric
-Book boards
-Bone folder
-Cutting Board
-Mixed Media Paper
-Glue Brush

Mixed Media Center:

-Mixed Media paper
-Glue
-Textured Paper
-Found Objects
-Stamps
-Drawing and Painting Materials

Digital Media Center:

-Cameras
-Laptops/Computers
-Adobe Illustrator
-Adobe Photoshop

Painting Center:

-Acrylic paints
-Acrylic Matte Medium
-Paint brushes
-Activity Handouts
-Water Cups
-Palettes
-Watercolors
-Watercolor brushes
-Palettes
-Activity Handouts

Drawing Center:

-Graphite
-Colored Pencils
-Pastels
-Charcoal
-Erasers
-Blending Tools

Teacher Activities	Student Activities
Introduction: (15 min)	
Review techniques and steps for book binding and introduce how to create the accordion style pages and how attach them to the book covers.	Students will engage in review through discussion regarding the steps for book binding.
Pass out the handout that also shows the steps for creating accordion style pages.	Students will receive a handout that shows the steps for creating accordion style pages.

Demonstration: Accordion style pages

1. Grab a sheet of large construction paper and fold the strips of paper in half.
2. Fold one edge towards the initial fold and that will create two pages that are $\frac{1}{4}$ the width of the total sheet. Use your bonefolder to crease the paper. You will then have 4 accordion style pages.

Demonstration: Attaching Accordion style pages to book covers:

1. Dilute the glue with water and place the accordion pages in the center of the hardcovers and press down. Use the bonefolder to smooth down the pages.

Explain to students that when they are designing their pages for the book to make sure they have an introduction and conclusion and to make sure the narrative is sequential.

Also remind them to have a call to action at the end and to focus on cultural symbols, setting, mood, point of view, overlapping, plot, emphasis.

Make sure students use at least three different media and successfully communicate the issue surrounding another race and culture using the research students gathered.

Development: (25 min)

Allow students to finish designing and assembling their book covers and then encourage them to move on to designing their accordion style pages.

Walk around and help students as they are assembling their books and remind them of the guidelines for the lesson.

Conclusion: (5 min)

Re-group students and allow time for clean-up. Have students return all items to appropriate locations.

Explain to students that a new artist will be introduced next class and they will have studio time.

Students will follow along during the demonstration using the handout provided for reference.

Students will be reminded of the guidelines established for the project.

Students will finish designing and assembling their book covers and then move on to designing their accordion style pages.

Student will continue working and ask for help if needed.

Students will return all items to appropriate locations and have studio time next class to keep working on their accordion style books.

Unit 2 Lesson 3 Day 6 of 8
Name: Alaiha Bryant

DAILY PLAN

Lesson Title: Social Issue Visual Narrative: Accordion-Folded Book Grade Level: 11 th & 12 th

S & S Statements:

Power/Privilege: Self-awareness is examined through visual narratives and interactive activities, that reveal unknown or known variances within power and privilege depending on culture and race.

History: Historical representations of cultures in art contribute to identity development and self-awareness.

Identity: Visual narratives are created to develop self-awareness, and the discovery of personal misconceptions and stereotypes.

Concept/Skill Vocabulary Terms: visual narrative, self-awareness, social issue, book art, bonefolder, book board, binding, accordion fold, assemble, cover, introduction, composition, solution, conclusion, race, culture, overlapping, cultural symbols, setting, mood, point of view, emphasis, overlapping, plot, call to action,

Overall Lesson Objective:

Given a comprehensive PowerPoint presentation, demonstrations, mixed media paper, double sided tape, glue, bonefolders, book boards, and 2-D stations, students will creatively design a 4.25in X 11in accordion-folded book that successfully communicates a narrative about an issue or problem surrounding a different race or culture, focusing on cultural symbols, setting, mood, point of view, overlapping, plot, emphasis, and call to action, using at least three different 2-D media.

Daily Objectives:

Given 2-D centers, bone folders, glue, handouts, refresher demonstrations and a handout featuring a new narrative artist, students will actively continue working on their accordion style books and effectively incorporate at least one element or style inspired from an artist we have discussed, focusing on clearly communicating the social issue surrounding a different race or culture, using at least three media to create a sequential narrative through establishing a setting, mood, point of view, plot, call to action, emphasis, and cultural symbols.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Actively continued working on accordion style book

-Effectively incorporated at least one element of style inspired from an artist we have discussed in their accordion style books.

-Clearly communicated the social issue surrounding a different race or culture, using at least three media to create a sequential narrative through establishing a setting, mood, point of view, plot, call to action, emphasis, and cultural

symbols.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

-Narrative artist of the day handout

Art Materials Necessary for the Lesson:

Book Binding:

-Glue
-Cutting Board
-X-Acto Knife
-Mixed Media Paper
-Ruler
-Glue Brush
-Fabric
-Book boards
-Bone folder

Mixed Media Center:

-Mixed Media paper
-Glue
-Textured Paper
-Found Objects
-Stamps
-Drawing and Painting Materials

Digital Media Center:

-Cameras
-Laptops/Computers
-Adobe Illustrator
-Adobe Photoshop

Painting Center:

-Acrylic paints
-Acrylic Matte Medium
-Paint brushes
-Activity Handouts
-Water Cups
-Palettes
-Watercolors
-Watercolor brushes

Drawing Center:

-Graphite
-Colored Pencils
-Pastels
-Charcoal
-Erasers
-Blending Tools

Teacher Activities	Student Activities
Introduction: (10 min)	
Review techniques and steps from demonstration last class and introduce the new artist of the day: Basquiat	Students will engage in review through discussion about the demonstration from last class and be introduced to a new artist: Basquiat.
Distribute handouts representing information about the artist of the day and ask a few discussion questions such as:	Students will receive a handout with information about Basquiat.

What issue is Basquiat representing?

How does he use cultural symbols in his work?

How does Basquiat use formal qualities such as emphasis and overlapping to communicate the narrative?

What techniques and styles do you notice in his work that you may use in your accordion style book?

Students will engage in a discussion about Basquiat's work by responding to the discussion questions.

Development: (30 min)

Based on the presentation about narrative art and artist of the day handouts students will choose at least one artist to draw inspiration from and include some techniques or styles from the artist of their choice into their accordion style books.

Allow students to keep working on designing and assembling their accordion style books. Do refresher demos as needed and answer any questions students may have as they are working.

Remind students to keep the guidelines for the project in mind when creating their narratives.

Students will choose at least one artist we have discussed in class to draw inspirations from and include some technique or styles from the artist of their choice into their accordion style books.

Students will continue working on designing and assembling their accordion style book. Student will ask any questions they may have.

Students will be reminded of the guidelines pertaining to the lesson.

Conclusion: (5 min)

Re-group students and allow time for clean-up. Students will put materials back in proper locations. Explain to students that their last work day will be next class and if they are behind to work outside of class as well.

Students will put materials back in proper locations and will be expected to work outside of class if they aren't done or close to being done after our last work day which will be next class.

Unit 2 Lesson 3 Day 7 of 8**Name: Alaiyha Bryant****DAILY PLAN**

Lesson Title: Social Issue Visual Narrative: Accordion-Folded Book	Grade Level: 11 th & 12 th
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S & S Statements:

Power/Privilege: Self-awareness is examined through visual narratives and interactive activities, that reveal unknown or known variances within power and privilege depending on culture and race.

History: Historical representations of cultures in art contribute to identity development and self-awareness.

Identity: Visual narratives are created to develop self-awareness, and the discovery of personal misconceptions and stereotypes.

Concept/Skill Vocabulary Terms: visual narrative, self-awareness, social issue, book art, bonefolder, book board, binding, accordion fold, assemble, cover, introduction, composition, solution, conclusion, race, culture, overlapping, cultural symbols, setting, mood, point of view, emphasis, overlapping, plot, call to action,

Overall Lesson Objective:

Given a comprehensive PowerPoint presentation, demonstrations, mixed media paper, double sided tape, glue, bonefolders, book boards, and 2-D stations, students will creatively design a 4.25in X 11in accordion-folded book that successfully communicates a narrative about an issue or problem surrounding a different race or culture, focusing on cultural symbols, setting, mood, point of view, overlapping, plot, emphasis, and call to action, using at least three different 2-D media.

Daily Objectives:

Given 2-D centers, bone folders, glue, handouts, refresher demonstrations and a handout featuring a new narrative artist, students will actively continue working on their accordion style books, focusing on clearly communicating the social issue surrounding a different race or culture, using at least three media to create a sequential narrative through establishing a setting, mood, point of view, plot, call to action, emphasis, and cultural symbol.

Given an artist statement handout, students will successfully reflect on their visual narratives, the process of creating them, and how they used materials to represent the formal qualities.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

-Actively continued working on their accordion style book.

-Clearly communicated the social issue surrounding a different race or culture, using at least three media to create a sequential narrative through establishing a setting, mood, point of view, plot, call to action, emphasis, and cultural

symbols.

-Successfully reflected on their visual narratives, the process of creating them, and how they used materials to represent the formal qualities.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

-Artist Statement Handout

-Artist of the Day Handout

Art Materials Necessary for the Lesson:

Book Binding:

-Glue
-Cutting Board
-X-Acto Knife
-Mixed Media Paper
-Ruler
-Glue Brush
-Fabric
-Book boards
-Bone folder

Mixed Media Center:

-Mixed Media paper
-Glue
-Textured Paper
-Found Objects
-Stamps
-Drawing and Painting Materials

Digital Media Center:

-Cameras
-Laptops/Computers
-Adobe Illustrator
-Adobe Photoshop

Painting Center:

-Acrylic paints
-Acrylic Matte Medium
-Paint brushes
-Activity Handouts

Drawing Center:

-Graphite
-Colored Pencils
-Pastels
-Charcoal
-Erasers
-Blending Tools

Teacher Activities	Student Activities
Introduction: (10 min)	
Review techniques and styles from Basquiat's work and then pass out artist statement guidelines.	Students will engage in review about Basquiat's work through discussion and receive artist statement guidelines.
Explain to students that they will have to incorporate the following in their artist statements:	
<ol style="list-style-type: none"> 1. Explain and reflect on the book making process 2. Discuss the materials you used and why? 3. Provide visual evidence and describe how you incorporated the formal qualities in your narrative. 	Student will follow along using their handout as the instructor explains the guidelines.

4. Explain any changes you would make if you had the opportunity to do this project again?
5. Discuss what you liked and dislike about the project.

Explain to students that their artist statements should be typed in Microsoft Word using 12 pt. font and Times New Roman. Also tell them the due date for the artist statements will be next class and that they should print a hard copy to turn in with their accordion books.

Development: (30 min)

Allow students to finish up designing and assembling their visual narratives focusing on, cultural symbols, setting, mood, point of view, overlapping, plot, emphasis, and call to action, using at least three different 2-D media.

Students will finish designing and assembling their visual narratives, focusing on cultural symbols, setting, mood, point of view, overlapping, plot, emphasis, and call to action, using at least three different 2-D media.

If students are done with their accordion books allow them to work on their artist statements, which will be due next class.

Students will work on their artist statements if they are done with their accordion books.

Conclusion: (5 min)

Gather students and allow time for clean-up. Have students return materials to their proper locations. Remind students that their artist statements typed in Microsoft Word and in hard copy form will be due next class along with their projects. Also remind students that there will be a group critique next class and to have their final narratives completed.

Students will clean-up and return materials to proper locations. Students will be expected to have their artist statements types in Word and in hard copy form next class. Students will also be expected to have their final piece completed and ready for the critique which will happen next class.

Unit 2 Lesson 3 Day 8 of 8**Name: Alaiya Bryant****DAILY PLAN**

Lesson Title: Social Issue Visual Narrative: Accordion-Folded Book	Grade Level: 11 th & 12 th
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S & S Statements:

Power/Privilege: Self-awareness is examined through visual narratives and interactive activities, that reveal unknown or known variances within power and privilege depending on culture and race.

History: Historical representations of cultures in art contribute to identity development and self-awareness.

Identity: Visual narratives are created to develop self-awareness, and the discovery of personal misconceptions and stereotypes.

Concept/Skill Vocabulary Terms: visual narrative, self-awareness, social issue, book art, bonefolder, book board, binding, accordion fold, assemble, cover, introduction, composition, solution, conclusion, race, culture, overlapping, cultural symbols, setting, mood, point of view, emphasis, overlapping, plot, call to action,

Overall Lesson Objective:

Given a comprehensive PowerPoint presentation, demonstrations, mixed media paper, double sided tape, glue, bonefolders, book boards, and 2-D stations, students will creatively design a 4.25in X 11in accordion-folded book that successfully communicates a narrative about an issue or problem surrounding a different race or culture, focusing on cultural symbols, setting, mood, point of view, overlapping, plot, emphasis, and call to action, using at least three different 2-D media.

Daily Objectives: Given an interactive large group critique activity, students will collaboratively and thoughtfully provide feedback on each other's visual narratives, attentively focusing on how the visual narrative uses cultural symbols, setting, mood, point of view, overlapping, plot, emphasis, and call to action, and at least three different 2-D media to successfully communicate a problem surrounding a different race or culture.

Assessment Criteria: *Notes: 1) Link criteria to objectives, 2) Include rubrics, etc. as attachments.*

- Collaboratively and thoughtfully provided feedback on each other's visual narratives.
- Attentively focused on how the visual narrative uses cultural symbols, setting, mood, point of view, overlapping, plot, emphasis, and call to action, and at least three different 2-D media to

successfully communicate a problem surrounding a different race or culture.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

-None required

Art Materials Necessary for the Lesson:

-Final Visual Narratives

-Artist Statements

Teacher Activities	Student Activities
Introduction: (10 min)	
<p>Explain the large group critique activity: Student Questioning Critique</p> <ol style="list-style-type: none"> 1. Students will give a brief summary about their visual narrative, explaining what the issue or problem is and the overall moral of the story. 2. Students presenting, will then ask the class two questions max about their piece. The questions could be related to formal qualities and concepts communicated in the piece. This will allow students to choose what is important to discuss about their visual narratives. 3. The rest of the class will then be invited to ask two questions max and provide any comments or suggestions about the visual narratives, focusing on: cultural symbols, setting, mood, point of view, overlapping, plot, emphasis, and call to action 	<p>Students will listen to the instructions for the critique.</p> <p>Students will gather their final piece and prepare to present their pieces to the class.</p>
Development: (30 min)	
<p>Allow students to start presenting their pieces to the class and to receive feedback based on questions asked of the class and vice versa.</p> <p>After the critique has concluded students will turn in their final visual narrative along with a hard copy of their artist statements.</p>	<p>Students will start presentations and receive feedback based on questions asked of the class and vice versa.</p> <p>Student will prepare to turn in their final piece and hard copy of artist statements. Students will turn in their artist statements and visual narratives.</p>

Conclusion: (5 min)

Allow students to turn in visual narratives and a hard copy of their artist statements.

Students will provide feedback about the project and will begin thinking about community awareness and activism, which will be the focus for unit three.

Allow students to provide feedback about the project and explain that we will be starting our independent projects in the next unit, which will focus on community awareness and activism.

Unit 3 Visual Culture and Community Awareness/ Activism

Unit 3 Rationale

The purpose of Unit 3 in *Art and Race: Exploring Social Justice Through Visual Culture: Visual Culture and Community Awareness/ Activism* is to build on previous concepts and skills and apply those to a larger society in order to raise awareness and advocate for social change in a community. In unit one and two students were investigating social problems, misconceptions, and stereotypes. In unit three students will be generating solutions to social problems and using activist research to support their solutions. Students will learn how to be activists and be the voice in society through activist art that strives to make change. This unit is an important part of the Art and Race curriculum because at the end of this unit students will be able to apply the concepts and skills learned in units 1 and 2 in order to solve social issues.

Unit 3 Assignment Sheet

Interactive Racial Issue Mural in Conjunction with Activist Inspired Solution Pieces

Visual Culture and Community Awareness/ Activism

Introduction:

Unit 1 and Unit 2 consisted of discovering racial stereotypes, misconceptions, and self-awareness through visual culture. Now you will put together concepts, skills, and techniques explored in the previous units and work together to create an interactive class mural, representing a racial issue that we decide on as a class using acrylic paint. In conjunction with the class mural, you will also create a 2-D solution piece, which will be inspired by research on a famous activist that has also advocated for the racial issue chosen by the class. The mural will be interactive and will allow the viewers to add notes and imagery to the class mural. Your solutions will be a representation of how your assigned activist advocated or solved the racial issue depicted in the class mural. Solutions will be presented at the end of this unit as if you were your assigned activist in the era he/ she lived in, presenting your proposed solution to an audience.

Description of Expectations:

I. Project Description:

Mural:

The next four weeks will consist of deciding on a racial issue as a class, sketching your mural design, sketching your solution design, painting the mural, and creating your solution design using your chosen medium. Once the class has decided on a racial issue, you will be required to produce three sketches in your visual journals, representing how you would portray the issue in the mural. Each student will be given an 18 in X 24 in canvas panel to paint on. You will be required to have at least three source images for color reference. I will also divide you up into

small groups of 3-4 people and you will be assigned a portion of the mural to create. Each group will work on one of the following areas: background, middle ground, and foreground. We will look at various activist artworks and artists such as; Banksy, Shepard Fairey, Suzanne Lacy, Zanele Muholi, etc. in a PowerPoint presentation to help generate ideas for the mural and 2-D solution pieces. As a class, you will decide on a color scheme to create a sense of unity and I will provide you with different options during demonstrations. It is your job to hold your group accountable for getting the work done and to stay on task. If any conflict or problems arise within your groups, please let me know and I will take care of it from there. Work together and help each other to make this a successful piece.

Solution Piece:

For your solution piece, you will be assigned a famous activist that has advocated for the issue the class has chosen and your job is to research their proposed solution to the issue. You are to record your research in your visual journals, which will then become the inspiration for your solution design. Therefore, you will produce five thumbnail sketches in your visual journals of your solution design, which should replicate your research. After your sketches have been approved by me, depending on which task you are working on for the day, you will begin creating your designs. I will provide a checklist for the class mural and one for the solution, so you know what to do for each task. Your solution piece, relating to the racial issue presented in the mural, needs to be two dimensional in design and between 9 in X 12 in and 18 in X 24 in. The following five centers will be set up around the room for you to work with: Drawing, Photography, Painting, Digital, and Mixed Media. We have worked with these centers in Unit 2, so you should be familiar with them, but if you need a refresher demonstration, I will be more than happy to assist you. In order to complete your solutions on time to showcase in conjunction with the mural, I will have half of the class

working on the mural and the other half working on your solutions. Each day we will rotate and the schedule with names of who is in which team and what you will be doing will be posted to keep you on track.

Workshop Demonstration:

I will demonstrate how to project sketches for the class mural to your canvas panels using a projector in order to enlarge and draw your design. I will demonstrate how to under paint using open acrylics. I will demonstrate mural techniques in order to create various textures with acrylic paint such as sponging, stippling, stenciling, antiquing, and glazing. I will also demonstrate how to successfully create a color palette for various painting styles. For the solution 2-D pieces, if you are having trouble with a specific technique at the 2-D centers you choose, I will do refresher demonstrations as well. Lastly, I will explain how to achieve contrast, value, unity, detail, and balance successfully in a mural.

Visual Journals:

You will be required to use your visual journals to document research, explore materials, and sketch ideas for this project. I will check your visual journals periodically throughout the unit and at the end of the unit you will submit your visual journals to me for grading. Your visual journals are designed to help you organize your thoughts, sketches, and ideas and have been a record of your progress and experiences throughout the semester. You will be expected to have a complete visual journal that includes your own sketches, explorations, and research along with class required research, sketches, and media explorations. Design your visual journals however you please as these are your memories and experiences you have created in this art course. You will receive them back with comments and feedback once graded and are encouraged to keep developing visual journals after this class has concluded.

Teacher Meetings:

Each of you will meet with me twice out of the four weeks in order to check your progress and address any questions or concerns you may have and I will also provide constructive feedback. The first meeting will be to discuss your research and solution designs which will take place the third day of the first week. We will discuss your research and how your solution design accurately represents your research along with anything else you would like feedback on. The second meeting will be to discuss your canvas panel in progress paintings for the class mural and this will be held the third day of week 2. We will discuss your composition, color choice and anything else you would like feedback on. In both meetings, I will be looking for detail, balance, and center of interest.

Critiques:

At the end of the second week we will have an in-progress group critique. In this critique, you will be required to develop two questions each for your canvas panel and your solution piece to ask the class in order to help you make your pieces stronger. Your classmates will also be allowed to ask one question about your piece as well. On the last day of the four weeks, we will be doing a role-playing critique in small groups. The activist you were assigned to research for your solution piece will be your character. You will present your solution piece to your small group of 4-5 people as if you are the activist in the era of which they lived in. If you are uncomfortable presenting in front of a small group you will have the option of presenting your piece to me individually or recording yourself presenting as the activist and showing that to me or your small group. Everyone should participate in the critique activities.

Artist Statement/Reflection:

You will be writing a reflection on your experience and process of creating an interactive mural and solution piece based on research. Explain your reflective process and evaluate how your pieces communicated the overall message you intended on sharing with the viewers. Also reflect on the activist research and roleplay critique and write about how it felt to become someone who advocated for an issue to a group of people and what you would do differently if able to do this project again. Lastly think and write about how you could apply activism and community awareness outside of the school environment similarly to how we did in this project.

Exhibition:

The class mural and solution pieces will be displayed in the art show and each of you will title your solution pieces and come up with a title for the class mural to be displayed with the pieces. You will create a nametag with your name, title, grade level, and media used to be displayed with your solution piece. You will also help set-up the show by hanging up the canvas panels to create the class mural using command strips to adhere to the back of the canvas and the walls. You will then display your solution pieces surrounding the mural. In order to make this interactive, the class will also help set-up a table next to the mural display with different colored strips of paper or post it notes, sharpie markers, and push pins or tape for viewers to make comments, write encouraging quotes, or imagery in response to the racial issue presented in the class mural and attach it to the mural. Your friends, parents, family, and loved ones will also be invited to the art show. This mural and your solution piece will be representative of advocating for social change and raising community awareness about race, which sums up everything we have learned throughout the semester.

Scope and Sequence:

Unit 3: *Visual Culture and Community Awareness/Activism*

Concept Organizers	Concept Statements
Identity	Community awareness and activism for subjugated cultures and races are independently explored in art to def misconceptions and stereotypes.
Society	Community awareness and activism contributes to the way society views all cultures and races through various art forms, such as graffiti and memorials.
History	Community activism in art has been used throughout history and constantly takes on new forms within society, to continue or discontinue subjugation of various cultures and races.
Power/Privilege	Issues of power and privilege within culture contexts are the roots of activism used in the arts, to raise awareness in the community for races and cultures that are deemed underprivileged and underrepresented by society.
Democratic Popular Culture	Activist art within the community is supported by democratic popular culture when done to help others reflect on racial issues surrounding various cultures in society.
Multiple Readings	Advocating for social issues surrounding a race different from ones' own generates attached meanings from ones' cultural experiences, which affects how a person chooses to represent a social issue in the arts.

Student Themed Development:

Research:

Research pertaining to your assigned activist will be an important aspect of this project, as your research will inspire your solution piece. I have provided you with guidelines for your activist research and encourage you to use credible websites. Your research should be recorded in your

visual journals, which will be assessed at the end of the course. You will be role-playing your assigned activist, so make sure you research them thoroughly.

Project Steps:

Mural Design

Step 1: Decide on racial problem as a class

Step 2: Provide three thumbnail sketches in your visual journals with your group.

Step 3: Receive approval of sketches from the teacher

Step 4: Decide on color scheme as a class

Step 5: Project your best sketch onto 18 in X 24 in canvas panels and transfer design.

Step 6: Create your pallet using the class color scheme and as a group and begin your underpainting with acrylics.

Step 7: Layer acrylics onto canvas panels and make sure you are focusing on scaling to size, center of interest, unity through color scheme, balance, value, major and minor focal points, and detail.

Step 8: Periodically put the canvas panels together as a class and make adjustments if needed.

Step 9: Hang mural for the show in location chosen by students.

Solution Piece:

Step 1: Research famous activist using research guidelines handout and record findings in visual journals.

Step 2: Produce five thumbnail sketches for your solution piece inspired by activist research.

Step 3: Have sketches approved by instructor.

Step 4: Choose at least one 2-D center and begin designing your solution piece.

Step 5: Make sure your solution piece is between 9 in X 12 in and 18 in X 24 in and focuses on detail, unity, balance, value, contrast, and clarity.

Step 6: Create a name tag to display next your solution piece including a name, title, media, and size.

Step 7: Hang solution pieces around mural.

Overall Objective:

Given a PowerPoint on contemporary activist art, demonstrations on how to create a mural, group brainstorming, prior knowledge of concepts, elements, and principles of design, and a wide range of materials, students will collaboratively create an interactive 270 in. by 360 in. mural representing a racial issue using 18 in X 24 in canvas panels and acrylic paint, focusing on scaling to size, center of interest, unity through color scheme, balance, value, major and minor focal points, and detail. Given access to a wide range of materials and a famous activist, students will actively research their activist and successfully create a 2-D solution piece, between 9 in X 12 in and 18 in X 24 in, using one or more of the following 2-D media: photography, mixed media, drawing, painting, and digital media to visually represent their solution to the racial issue obtained from their activist research, focusing on detail, unity, balance, value, contrast and clarity. Given a well-known activist and the students final piece that represents the solution gathered from the activist research, students will successfully present their solution to the class, role-playing as if they were the activist in the era in which their assigned person lived proposing their solution to an audience.

Art Materials:**Mural Materials:**

- Acrylic Paints
- Paint Brushes
- Water
- Water Cups
- Palette Knives
- Paint Palette
- 18 in X 24 in Canvas Panels
- Projectors

Solution Piece Materials:

- **Drawing Center:**
 - Drawing Paper in sizes up to 18in X 24in
 - Colored Pencils
 - Micron Pens
 - Pastels
 - Markers
 - Charcoal
 - Graphite
- **Painting Center:**
 - Different Size canvas boards and water color paper up to 18 in X 24 in
 - Acrylic
 - Water Colors
 - Oils
 - Turpentine
 - Linseed Oil

- Watercolor, Acrylic, Oil Paint brushes
- Water
- Water Cups
- Palette
- Palette Knives
- **Photography Center**
 - Cameras
 - Extra SD Cards
 - Laptops/Chromebooks
- **Digital Media Center:**
 - Laptops with Adobe Creative Cloud software on it
 - Printers
 - Extra USB's
- **Mixed Media Center:**
 - Mixed Media Paper up to 18 in X 24 in
 - Texture Papers
 - Magazines
 - Books
 - Newspapers
 - Stamps
 - Glue
 - Scissors
 - Paint
 - Colored Pencils
 - Pens
 - Recycled Objects
 - Fabric

List of Handouts & PowerPoints:

- Unit Calendar/Schedule
- Artist as Activist PowerPoint

- Mural and Solution Piece Checklist
- Reflection Handout
- Research Guidelines Handout

Resources:

- Canvas Panels and Materials: https://www.dickblick.com/products/blick-economy-canvas-panel-classroom-packs/?clickTracking=true&wmcp=pla&wmcid=items&wmckw=07015-1023&gclid=Cj0KCQiAus_QBRDgARIsAIRGNGiNJGesYWZV34sdRLLOr5hCz3ptsO7Hr-tQYceI_n-IDco_tRHB6VMaAmuMEALw_wcB
- Activism Research and Lessons: <https://artisticactivism.org/>
- Painting and Mural Design Techniques: http://www.cpag.net/guide/2/2_pages/2_1.htm
- Brazilian Street Artist: Eduardo Kobra <http://www.streetartbio.com/about-eduardo-kobra-biography>

END OF CURRICULUM