



THEARTGALLERY
UNIVERSITY OF MARYLAND

Grade Level:

High School

Integrated Subjects:

Can be connected to
History and Language
Arts standards

Lesson Title:

Using Art to Teach the Civil Rights Movement, Identity, and Perception

National Arts Education Association (NAEA) Standards and Lesson Aims:

NAEA Visual Arts Content Standard(s):

1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols, and ideas
4. Understanding the visual arts in relation to history and cultures
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others

NAEA Visual Arts Achievement Standard(s):

- 2.C Create artworks that use organizational principles and functions to solve specific visual arts problems.
- 3.A Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
- 4.C Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own artmaking.
- 5.A Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
- 5.B Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
- 5.C Reflect analytically on various interpretations as a means for understanding and evaluating works of art.

Aim(s):

Students will be able to critically analyze artworks created in response to the Civil Rights Movement, make connections to issues on race and identity in today's society, and create an original artwork, driven by specific artistic choices, in response.

<p>Visual Art Vocabulary:</p> <p>Self-portrait – A portrait done of one’s self.</p>	<p>Other Subject Vocabulary:</p> <p>Perception – the state of being or becoming aware of something.</p> <p>Identity – the distinguishing personality or character of an individual.</p> <p>Stereotype – a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude, or uncritical judgment</p> <p>Civil Rights Movement – a movement beginning in the 1960’s in the United States led primarily by African Americans in an effort to establish the civil rights of individual Black citizens</p>
<p>Prior Knowledge Needed:</p>	
<p>Visual Art:</p> <p>Basic knowledge of the principles of art and design, multiple avenues of expressing meaning through art (via different techniques and media).</p>	<p>Other Subject:</p> <p>History of the Civil Rights Movement (see timelines and Prezi).</p>
<p>Required Materials:</p>	
<p>Class/Student Materials:</p> <ul style="list-style-type: none"> • Pencils • Paper • Erasers • Personally collected materials for original artworks (if applicable). • Mirrors (optional) • Other materials specified by students to relay their artistic choices (must be able to explain why they need said materials). 	<p>Teacher Materials:</p> <ul style="list-style-type: none"> • Prezi (Link or selected slides from PDF) on Historical Background information for artworks - http://prezi.com/z_swk6bt7iuf/network-of-mutuality-50-years-post-birmingham/ • Timeline on the Civil Rights Movement • <i>Think. Write. Draw.</i> workbook or selected pages • Perception and Identity Slideshow • Caricature drawings examples • Caricature Self Portrait rubric (below) • Caricature Self Portrait Checklist (below) • Brainstorming Worksheet

Learning Activities (Engaging Activity, Lesson steps, etc.):

	<u>Day One:</u>	<u>Day Two:</u>	<u>Day Three:</u>	<u>Day Four through Project Due Date:</u>
Engaging Activity/Warm-up:	<p>Warm up question: Write down five things you know about the Civil Rights Movement.</p> <p>Have students respond in written form then share several answers.</p>	<p>Warm up activity: Draw yourself exactly as you appear today. This should be a full-body drawing – from head to toe. It does not have to be realistic, but a caricature portrait. Be sure to include every last detail (hairstyle, jewelry, tattoos, etc.). (You may want to draw an example of your own caricature self-portrait on the board for all to see). OPTIONAL: Give each student a hand mirror.</p> <p>Have students work on the drawings for at least ten minutes before explaining the next steps (listed below).</p>	<p>Warm up question: Display Glenn Ligon’s “Condition Report.”</p> <p>What historical event does this artwork reference? Name three specific choices the artist made while creating this artwork (with media, tools, size, etc.).</p> <p>Have students respond in written form then share several answers.</p>	<p>Warm up question: How can you, as an artist, manipulate meaning through your artistic choices? Give two specific examples of how meaning of an artwork can be enhanced by changing media, size, tools, surface, etc. in an artwork.</p> <p>Have students respond in written form then share several answers.</p>
Frontal Teaching:	<p>Engage students in a discussion about the Civil Rights Movement, referring to the timeline as needed. Discuss how art can be used to respond to historical events before introducing the exhibition, <i>Network of Mutuality: 50 Years Post Birmingham</i>. Show the Prezi presentation (http://prezi.com/z_swk6bt7iuf/network-of-mutuality-50-years-post-birmingham/) to introduce students to the imagery they will see in some of the exhibition artworks (NOTE: you may only need to use selected slides if you are not using the entire <i>Think. Write. Draw.</i> workbook).</p>	<p>Show the Perception and Identity slide show. Have students complete the prompt on the last slide.</p>	<p>Discuss how artists use the elements and principles of design to communicate meaning in their artworks. Artists make deliberate choices to express/convey meaning. Refer to the artworks students viewed in the previous lessons. As an example, discuss Ligon’s “Condition Report” in which the artist used two paints that do not mix well so the artwork would appear cracked and would continue to deteriorate over time. Discuss what this could be a metaphor for. This is an example of how an artist’s choice of media can affect meaning in an artwork. Discuss how artists use other tools to manipulate their work (refer to the tools mentioned on the Brainstorming Worksheet).</p>	<p>Explain the criteria for the Perception and Identity project. Give students the project rubric and checklist so they can self-assess throughout the process.</p>

Guided Practice:	<p>Introduce the <i>Think. Write. Draw.</i> workbook or work book pages you selected. Choose one work of art to be completed together as a class. The “Think” categories are meant to engage students in a meaningful thought process about the artwork. Read the corresponding “Think” questions aloud for the class and have students respond verbally. The “Write” categories are meant to engage students in the artwork by writing down their thoughts. Have students complete the corresponding “Write” questions. You may choose one or two students to share their answers. The “Draw” categories are meant to engage the students in an artistic response to the artwork. Read the question aloud for the class and have them brainstorm for three to four minutes on how they would respond artistically. Have students share their ideas with the class.</p>	<p>Reintroduce Tam Joseph’s “UK School Report.” If there was not enough time during the previous class, have students complete the <i>Think. Write. Draw.</i> workbook pages for the artwork. Discuss the effects of stereotyping. Think of some negative effects for using both positive stereotyping (“All Asians are good at math”) and negative stereotyping (“He looks like a thug”). Ask students if they have stereotyped others or have been stereotyped themselves. Try to make students comfortable with discussing why people are stereotyped. Others may be stereotyped by their race, religion, clothing, jewelry, and in many other ways. Develop a collaborative list on these forms of stereotyping.</p> <p>Introduce the next steps for their caricature self-portraits. Show some examples of the provided student work.</p>	<p>Have students work in groups on selected artworks from the <i>Think. Write. Draw.</i> workbook. In their groups, students should analyze the work and decipher the artists meaning through the artistic choices they made. Some good artworks to look are Michael Paul Britto’s “African Klan Suit #2 (Hypnotic),” Karina Aguilera Skivirsky’s photographic series, Chaz Maviyane-Davies’ “1962012” and “Mantone,” Francis Jetter’s “The Executioner’s Wrong,” Michael Platt’s “Portrait of Midnight Meditation,” and Julie Moos’ Domestic Series.</p> <p>Students should make a list of choices the artist made and what their intended meaning may be. If there is time, share some examples with the class.</p>	<p>As students work on their sketches and begin their final projects, meet with them individually to help develop their ideas, focusing especially on how their artistic choices affect meaning.</p> <p>Allow several opportunities for students to critique their artwork in groups and at least one mid-project whole class critique. This will allow students to receive feedback from their peers and help build confidence in their projects.</p>
-------------------------	---	--	---	--

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Independent Practice:</p>	<p>After students have completed one workbook page as a class, ask students to explore the workbook pages you provided and select one artwork that they wish to respond to. Students should also respond to Tam Joseph’s “UK School Report” to prepare for tomorrow’s activity. Float about the room to ensure students are working independently (or in groups). Workbook pages should be completed for homework if they are not finished during class time.</p>	<p>Students will continue to work on their caricature self-portraits, making sure they are detailed and accurately display what they are wearing that day. Next, students should brainstorm ways that they may be stereotyped based solely on their appearance. Students will then draw labels on their portraits stating ways others may stereotype them based on what they are wearing that day and other defining characteristics.</p>	<p>Students will be asked to make their own artworks related to the theme of “Perception and Identity.” Have the class complete the Brainstorming Worksheet and create several thumbnail sketches of their ideas. Worksheets should be completed for homework if time runs out.</p> <p>If time allows (or complete during the next class), hold a class or small group critique in which students share their ideas for their projects. Each student should receive feedback on their artworks from at least two peers before moving on.</p>	<p>Students will work independently on their Perception and Identity projects.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Check For Understanding:</p>	<p>Gauge student understanding through their verbal responses.</p> <p>Float about the room to ensure students are working independently (or in groups) on their workbook assignments.</p> <p>Exit Slip Question: Name something new you have learned about the Civil Rights Movement today.</p>	<p>Give students the Caricature Self-Portrait Checklist and rubric so they can check their own work as they complete it.</p> <p>Float about the room to ensure students are working on their self-portraits.</p> <p>Exit Slip Question: How can using positive stereotypes negatively affect their target?</p>	<p>Gauge student understanding through their verbal responses.</p> <p>Float about the room during group and independent practice to ensure students are working.</p> <p>Exit Slip Question: How do artists manipulate the elements and principles of art to communicate meaning in their artworks?</p>	<p>Give students the Identity and Perception rubric and checklist so they can check their own work as they complete it.</p> <p>Float about the room to ensure students are working through the challenges of their projects.</p> <p>Exit Slip Question: How can using positive stereotypes negatively affect their target?</p>

Assessment Rubric/Checklist:

Checklist(s):

Caricature Self Portraits Checklist:

- I drew a full-body self-portrait (from head to toe).
- I added every detail I could to the drawing (design on t-shirt, hairstyle, visible birthmarks/tattoos, freckles, jewelry, stains on clothes, etc.)
- I critically analyzed how others might perceive me and make stereotyped judgments based on my appearance – I took down some notes during my thinking process.
- I labeled my portrait with stereotypes others might assume are true based on my appearance.
- I completed the project
- I completed the self-assessment portion of the rubric

Perception and Identity Project Checklist:

- I completed the brainstorming worksheet
- I completed at least five sketches of different ideas based on my brainstorming worksheet
- I participated in a class/group critique to further develop my ideas and used the class feedback to increase meaning in my work
- I reworked my sketches after the critique
- I made thoughtful artistic choices regarding the following:
 - Media
 - Size
 - Imagery
 - The elements and principles of art
 - Tools
- I completed the artwork
- I completed the self-assessment segment of the rubric

Rubric(s):

Assessment Rubric						
Student Name:					Class Period:	
Assignment: Caricature Self Portraits					Date Completed:	
	Excellent	Good	Average	Needs Improvement	Rate Yourself	Teacher's Rating
Criteria 1 – Drew, to the best of your ability, an accurate cartoon-like self-portrait.	20	15	10	5		
Criteria 2 – Added details of what you were wearing that day.	20	15	10	5		
Criteria 3 – Created labels based on how someone might perceive you based solely on your appearance. Grasped the concept of stereotyping. Included at least ten labels.	20	15	10	5		
Criteria 4 – Craftsmanship – Displayed skillful use of the art tools & media. Took care with your artwork and protected it from harm.	20	15	10	5		
Criteria 5 – Effort, completion: took time to develop idea & complete project - (Didn't rush.) Focused on work during class time. Completed on time.	20	15	10	5		
Total Possible: 100					Your Total:	Grade:

Assessment Rubric

Student Name:					Class Period:	
Assignment: Perception and Identity Artwork					Date Completed:	
	Excellent	Good	Average	Needs Improvement	Rate Yourself	Teacher's Rating
Criteria 1 – Developed an original idea relating to the theme of perception and identity. Created sketches throughout the developmental stages of the artwork.	20	15	10	5		
Criteria 2 – Participated in critiques and used them to improve my ideas and final product.	20	15	10	5		
Criteria 3 – Considered how your artistic choices add to the meaning of the work AND can explain how they do so.	20	15	10	5		
Criteria 4 – Craftsmanship – Displayed a skillful use of selected art tools and media. Took care with your artwork and protected it from harm.	20	15	10	5		
Criteria 5 – Effort and completion: took time to develop idea & complete project? (Didn't rush.) Focused on work during class time. Completed on time.	20	15	10	5		
Total Possible: 100					Your Total:	Grade: