



Grade/s: 9-12

Enduring Idea: Identity

Integrated Discipline: ELA

Unit Title: My Many Layers

Unit Designer: Lane Laney

Unit Description: Identity is constructed from the experiences, DNA, and environment of an individual. It is a unique and malleable attribute that our learners are eager to discuss. Within this unit, learners will explore the ways that pressures from peers and society can lead to identity suppression and how, often, artists turn to art to explore their own identity.

Images: "A Gentleman of the Emo Family," Jacopo Robusti (1962.15)
"Opening to the Unknown Nourishment," Lesley Dill (2002.11.1)
"The Dutch Wives," Jasper Johns (1980.7)

Key Concept: Outside influences can inhibit identity

Essential Question: What factors affect the development and suppression of personal identity?

CCSS Art: VAH2-1.2 Describe the ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks.
VAH2-1.3 Communicate ideas through the effective use of a variety of materials, techniques, and processes in works of visual art.
VAH2-3.1 Explore the sources of the subject matter and the ideas in variety of works of visual art.
VAH2-3.3 Select and effectively use subject matter, symbols, and ideas to communicate meaning through his or her artworks.

Integrated CCSS: CCSS.ELA-Literacy.W.9-10.2e Establish and maintain a formal style and objective tone while attending to the

norms and conventions of the discipline in which they are writing.

Learning Outcomes: The learners will...

- Explain how artists throughout history have represented personal identity in different ways and motivations for using art to explore identity
- Construct a multi-layered collage using at least one example of the tape transfer process
- Draft and write a haiku that represents the layers of their collage and/or identity

Motivator: The teacher will write or find a haiku about a random object. The haiku should be similar to a riddle inasmuch as it does not explicitly name the item. For example:

Brown spots are showing
On my aging yellow skin
Maybe I'll be bread!

A: Banana

The learners will guess the object. Each learners will then construct their own riddle haiku about an everyday object or phenomenon. The learners will share and guess the identity of the items/objects in the haikus.

The teacher will prompt a discussion about how, like the haikus, identities are multi-faceted, layered constructs that are sometimes enigmatic or concealed. After discussing what factors lead to the construction and possible suppression of personal identity, the learners will look at artwork from the CMA and discuss how each artist explored identity using different visual devices.

Day Breakdown: Day 1 - Motivator (see above)

Day 2 - Learners will brainstorm their "layers." A

brainstorming worksheet is helpful and can focus the learners' ideas. Some may benefit by looking at the project as a "visual riddle," in which they are providing clues for the viewer to solve a mystery.

Days 3-6 - The teacher will demonstrate the following processes as needed; learners will spend time working on the construction of their collages.

Processes/Collage Construction:

- Any portraits, pictures of objects, or patterns that the learners would like on a clear layer should be photographed, edited, or copied ahead of time.
This type of transfer does not require images and text to be reversed. Photocopies, newsprint, and magazine images can be transferred to packaging tape by following these steps:
 1. Cover the image with packaging tape carefully, making sure to overlap the edges of each piece of tape
 2. Burnish the surface of the tape with a hard object (scissor handles work well)
 3. Begin sanding the back of the image
 4. Once the back has been roughened, dab with a damp cloth
 5. As the water breaks down the paper, rub it away.
 6. When all of the paper is rubbed away, the image should be suspended in the tape.
- Learners will construct their collages by combining one or more packaging tape transfers with other 2D items, such as paper, text, magazine images, wallpaper, fabric, etc.
- Once the arrangement is finalized, everything can be adhered in place with modpodge. NOTE: DO NOT USE RUBBER CEMENT. Rubber cement will cause any transferred ink to run
- Once everything is glued down, sandpaper can be used to minimize the sheen of packaging tape.
Also, a final layer of matte medium reduces shine.

Day 7 - The learners will discuss haikus, their construction, and their historical significance. Using

their artwork as inspiration, the learners will thoughtfully construct a haiku in which each line represents a layer of their collage or themselves.

Completed haikus will be displayed alongside each collage during a critique.

Materials: Clear packaging tape, paper, magazines, newspapers, modpodge and other adhesives, camera (optional), editing software (optional), printer, sandpaper (optional)

Resources: Student examples:



Assessment: The learners will be assessed using a rubric that analyzes discussion participation, collage construction and processes used, effectiveness of visual devices and symbolism within the artwork, and the accompanying haiku.