Grade/s: 6th

Enduring Idea: Belonging

Integrated Discipline: Media Arts

Unit Title: Fitting In: Altering identity in order to achieve belongingness

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Unit Description: The pressure to fit in, to be accepted, or to be liked starts early and never seems to end. Starting school in kindergarten, children begin to consider how to make friends. What things can they do to make and keep friends?

This dilemma does not end with graduation. Adults often fight with what trends to follow in order to maintain a high social status, or to remain in certain groups of individuals. Due to the intense need to belong and often blinded by being popular, cool, or desirable, some individuals will alter their identities, whether in fantasy (such as a computer avatar) or reality (keeping up with the latest trends even though it is disliked by the individual).

It is often hard to tell these days who a person truly is. With great advances in technology in recent years, identities can be created in a blink of an eye, so anyone can become anything or belong to any group desired. In addition, this rise in technology has also created an increase in exposure to the media. Individuals are often bombarded by stereotypes and Photoshopped images, creating false ideas and making it harder for individuals to sometimes fit into desired groups.

In this unit, learners will begin by sharing personal experiences about peer pressure. Learners will reflect how peer pressure has or could change their daily decisions and if peer pressure has affected who they are. Learners will describe the connections between peer pressure and the need to belong. Learners will also discuss how technology and the media are affecting identity. Learners will recall and name

examples. Lastly, learners will create a personal alternate identity using a photograph, transparency, and permanent markers.

Images: 1. CMA 1963.26
- *Portrait of an Artist*, Mauricio Lasansky, 1961, engraving, etching, soft ground, drypoint, and electric stippler
2. CMA 1995.7.9
- *Portrait of a Poet: Kenneth Koch*, Alex Katz, 1970, lithograph

Key Concept: Everyone belongs to numerous complex groups, which can generate either positive or negative psychological outcomes.

Essential Question: How can belonging to an unwanted group affect an individual physically, psychologically, and behaviorally?

CCSS Art:
1. VA6-1.1 Identify the materials, techniques and processes used in a variety of artworks.
2. VA6-1.2 Describe the ways that different materials, techniques, and processes evoke different response in one who is creating or viewing artworks.
3. VA6-1.4 Use art materials and tools in a safe and responsible manner.
4. VA6-2.3 Select elements and principles of design to create artworks with a personal meaning.
5. VA6-3.1 Identify and describe the content in works of visual art.
6. VA6-3.2 Select and use subject matter, symbols, ideas and the elements and principles of design to communicate meaning through his or her art making.
7. VA6-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.
8. VA6-4.2 Discuss and write about ways that time, location, climate, resources, ideas, and technology give meaning and value to an artwork.
9. VA6-5.2 Describe, discuss, and evaluate, both orally and in writing, the different qualities and characteristics of his or her own artworks and those of others, including works by South

Carolina artists.

Integrated CCSS:

1. <u>MA6-3.1</u> Explain the ways that a variety of media texts address their intended purpose and audience.
2. <u>MA6-3.2</u> Interpret media texts using overt and implies messages as evidence for his or her interpretations.
3. <u>MA6-3.3</u> Evaluate the effectiveness of the presentation in media texts (for example treatment of ideas, information, themes, opinions, issues).
4. <u>MA6-3.4</u> Explain why different audiences might have different responses to a variety of media texts.
5. <u>MA6-5.1</u> Analyze ways that information from past and present culture has influenced the evolution of the media arts.
6. <u>MA5-6.1</u> Describe and discuss human, cultural, and societal issues related to the media arts and the use of technology.

Learning Outcomes:

1. The learner will reflect on personal experiences to discuss peer pressure with classmates.
2. The learner will view artists and discuss the use of altering identity.
3. The learner will discuss how technology and media are affecting identity.
4. The learner will create an alternate identity through the use of drawing and photography.
5. The learner will write a short story in the perspective of their new identity.

Motivator: The teacher will share a story about peer pressure. Learners will share initial reactions to the story.
   A. What happened in the story?
   B. What should she have done differently?
   C. What was done correctly?
   D. Has this or something like this ever happened to you?

The learner will explain how peer pressure and the need to belong connect.
   A. What is peer pressure?
   B. Why would someone "give in" to peer pressure?
   C. What happens when someone is isolated or doesn't belong? Behaviorally? Psychology?

Learners will divide in to small groups to discuss the affects of peer pressure.

Day Breakdown: *Based on 50 minute class periods
Day 1: Motivator (see above)
Day 2: Learners will review topics and concepts discussed during the previous class period. Learners will analyze and discuss several artworks in order to explore identity and altering one's identity.
  A. Why would these artists alter their identity?
  B. What do you think their true identity is?
  C. Do you think by altering their identity, it would be easier to belong to certain groups?
Learners will divide into small groups and will be given an artwork not shown previously. Learners will describe the picture by choosing a possible identity for the individual and explaining what types of relationships they believe this individual has.
Day 3: The teacher will show students a number of created avatar examples. These will be created through several different websites. (see resources) Learners will discuss the use of avatars in technology, including their purpose, what they represent, why someone would create one, if it helps the individual belong to a certain group, and if avatars are fantasy or reality. Learners will also compare avatars to characters portrayed in the media by watching a variety of video clips of avatars.
Day 4: The teacher will explain the project by distributing the rubric. Learners will create numerous identities through sketching and writing outlines or notes. Learners will need to consider how appearance helps to shape identity, and the various relationships that this new one may have.
Day 5: Learners will work with the teacher into order to take photographs of each learner. During this time, learners will continue to develop their ideas. Learners will begin to narrow their ideas and choose one solid concept. If learners choose a final alternate identity, they may begin planning colors and other details.
Day 6: Learners will begin to apply their alternate identity design to a transparency using permanent markers. Learners will be cautioned by the teacher about risks of exposure on clothing, as well as remind the learners of the permanence of the markers. Learners will use their photograph as a base for their design. In other works, learners will not be able to

erase mistakes, but must instead use the mistake to their advantage.

Day 7: Learners will continue to work on their alternate identity design. Learners will meet periodically with the teacher to review the rubric and to see if the learner is meeting all expectations.

Day 8: Learners will finish working on their alternate identity and will begin their writing assignment. Learners will need to write a minimum of two pages about a fictional story showcasing their alternate identity. Learners will need to include a description of the character, the character's relationships and the character's daily activities.

Day 9: This will be used as the last full studio day. Learners will need to complete their artwork and will continue to write their fictional story based on their alternate identity. If any learner finishes both assignments before clean up, learners may use the time to proof read and edit their story with a neighbor.

Day 10: Learners will participate in a final group critique, as well as an individual critique to reflect on their artworks, as well as the successes and attempts at visually depicting the enduring idea of belonging through alternate identities. The learners will need to review the rubric in order to assess their progress, as well as that of their peers.

Day 11: Learners will use this day for making any final edits to their artworks. Any learner who has not finished their self-critique may also take this time to finish. By the end of the class period, all learners will be required to submit a final artwork and final short story.

Materials:
- Notecards
- A variety of magazines
- Digital cameras
- Transparencies
- Permanent markers
- Pencils and erasers
- Notebook paper

Resources:
- Avatar examples
- Video examples
- Artworks by Cindy Sherman and Nikki S. Lee

Assessment:
- Short story rubric
- Studio participation rubric

- Project rubric
- Self-critique