



Grade/s: 6th

Enduring Idea: Belonging

Integrated Discipline: English Language Arts

Unit Title: Exploring Our Identities

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Unit Description: “Everyone has one! If I don’t get it, I won’t have any friends.” Everyone has wither heard these words being uttered by a child or have spoken them personally. This attempt at “fitting in” is a life-long issue, whether it is art school as a child trying to gain acceptance into the popular groups or as an adult following the latest fashion trends. Social influences, through peer pressure, stereotypes, or even through the media can not only shape our identity, but can also affect our daily choices. Throughout this unit, learners will be reflecting on their identity. Learners will be viewing several artists and their artworks and will analyze how identity plays a crucial role throughout our lifetime, both in positive and negative ways. Learners will also develop their own symbol to represent their identity using the foil relief process.

Images:

1. CMA 1951.43
- *Colonel Alonzo Dargan*, William Harrison Scarborough, 1865-1868, oil on canvas
2. CMA 1954.39
- *Muse of Painting*, Giovanni Battista Lupicini, 1606-1625, oil on canvas
3. CMA 1957.11
- *Head*, Alfred Henry Maurer, 1929, oil in canvas in composition board

Key Concept: The need to belong can affect our daily choices and identity.

Essential Question: How does the need to belong affect one’s identity and

daily choices?

- CCSS Art:**
1. VA6-1.3 Select and apply the most effective materials, techniques, and processes to communicate his or her experiences and ideas through artworks.
 2. VA6-1.4 Use art materials and tools in a safe and responsible manner.
 3. VA6-2.1 Select a work of art, analyze its composition, and discuss which elements of art and principles of design are used in the work.
 4. VA6-3.1 Identify and describe the content in works of visual art.
 5. 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.
 6. 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.
 7. VA6-5.2 Describe, discuss, and evaluate, both orally and in writing, the different qualities and characteristics of her or her own artworks and those of others, including works by South Carolina artists.

Integrated CCSS: Language Arts

1. 6-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
2. 6-4.2 Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.
3. 6-4.6 Edit for the correct use of written Standard American English, including punctuation, semicolon, commas to enclose appositives, and commas to separate introductory clauses and phrases.
4. 6-4.7 Spell correctly using Standard American English.
5. 6-5.3 Create written descriptions using precise language and vivid details.

- Learning Outcomes:**
1. The learner will view artists who explore the concept of identity.

2. The learner will discuss how they represent themselves.
3. The learner will explore their identity through personal reflection and small group discussion.
4. The learner will compose a paragraph to explain, "Who am I?"
5. The learner will discuss symbols used in everyday life.
6. The learner will create a symbol that represents their identity.

Motivator: Learners will be shown a variety of photographs. Learners will carefully study each photograph and will hypothesize who these people are, or what their identity may be.

- a. Who are these individuals?
- b. What are their likes? Dislikes?
- c. What is identity?
- d. What does appearance tell us about identity?
- e. What does your appearance say about you?

Learners will also view a variety of artworks to visually aid in the understanding of identity. Learners will discuss how relationships and belonging affect identity and will reflect on the groups they belong to.

Day Breakdown: *Based on 50 minute class periods

Day 1: Motivator (see above)

Day 2-3: Learner will discuss concepts from the previous class period. The teacher will inform learners of the expectations of their writing assignment. Learners will compose a paper informing the reader about their identity and the different relationships that the students belong to. Learners will also reflect on how their different relationships shape their identities.

Day 4: Learners will enter and begin by viewing and analyzing several common symbols/logos. Learners will name several other examples that are not displayed. The teacher will explain that these symbols and logos are all a part of contemporary visual culture. Learners will discuss symbols including their purpose and how they are created. Learners will create 3-5 different symbols that could represent their identity. Learners will choose the strongest image to act as their symbol.

Day 5-8: Learners will use their chosen symbol to create their final artwork. The learners will cover a piece of foam/mat board with aluminum foil (like wrapping a present) to use as their background/border.

Learners will use permanent markers to decorate the border. After learners have created their symbol on drawing paper they will glue it to the center of the aluminum foil. Learners will periodically meet with the teacher to consult the rubric in order to make sure learners are satisfying each expectation, as well as address any questions or concerns.

Day 8: 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 identity. The learners will need to review the rubric in order to assess their progress, as well as that of their peers.

Day 9: Learners will use this day for making any final edits to their artworks. Any learner who have 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 their self-critique, a final artwork, as well as the one-page identity paper.

- Materials:**
- Notecards (group discussion)
 - Pencils and erasers
 - Notebook paper
 - Sketchbooks
 - Newspaper (place under aluminum foil to create a deeper relief)
 - Mat/foam board
 - Aluminum foil
 - Sharpies
 - Glue
 - Scissors

- Resources:**
1. A variety of photographs
 2. A variety of logos and symbols
 3. Artworks by Frida Kahlo and Miriam Schapiro

- Assessment:**
- Identity paper rubric
 - Studio participation rubric
 - Project rubric