HANDHELD ART

Enduring Idea: Beauty

Integrated Discipline: Social Studies

Unit Title: (re)Mixed Messages: Investigating Cultural (re)Presentations of Beauty

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Unit Description: Visual art and visual culture are often responsible for creating and responding to culturally constructed notions of beauty. Despite one's subjectivity, those ideas are communicated in ways that determine standards for what gets to count as beautiful and, more significantly, what does not. Investigating works of visual art and the visual culture of beauty enables learners to critically respond to misrepresentations or generalizations about beauty and construct new personal and collaborative notions of the beautiful.

Images: 2008.7 Greg Miller *Sure Thing* (2008)

Key Concept: Cultural (re)presentations of beauty

Essential Question: What are different cultural (re)presentations of beauty and how do they shape our personal and collaboratively constructed standards of beauty?

CCSS Art:	MAHS 1-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.
	MAHS 1-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.
Integrated CCSS:	Have learners interpret patterns of behavior as reflecting values and attitudes, which contribute to or pose obstacles to cross-cultural understanding (*National Standards for Social Studies: Culture and Cultural Diversity*).
Learning Outcomes:	Learners identify and discuss different culturally constructed (re)presentations of beauty in visual art and visual culture.
	Learners identify and articulate their own constructed notions of "beauty" and how/what/who those standards include/exclude.
	Learners respond to/mashup personal and culturally constructed standards of beauty/inclusion/exclusion with the production of a "Concept in 60 Seconds" video.
Motivator:	In small groups learners are given 5 minutes to look through magazines, instructed to collect as diverse a selection of images of people as they can. Give no other instruction at this time. Once time is up, ask learners to classify and arrange their images. How much diversity is actually present (sex, gender, ethnicity, age, body type, etc)? What is missing? Generate a web of words and ideas from the discussion.
Day Breakdown:	Day 1- Motivator; In small groups, learners will identify an issue or issues generated from discussion which they want to explore in more depth; Collage images and text (concept art) from magazines to communicate an idea from the motivating activity that communicates that issue; Close by sharing concept art.
	Day 2- Open with recap of the first lesson; Discuss Greg Miller's *Sure Thing* (2008)- What do learners think the image is trying to communicate with visual images and text? How/does it relate to the conversations from

the previous lesson?; Watch MissRepresentation trailer; Introduce the Concept in 60 (see link in Resources) project; Show Beauty in a Second and Losers as examples of video collage; Instruct learners to being making "shot list" (use storyboard templates if helpful).

Day 3- Learners begin collecting media (still images, film clips, audio, captured images, and clips from the internet) on designated thumb drives.

Days 4,5,6- Learners compose Concept in 60 videos using collected media using video editing software (iMovie crib sheet available in Resources)

Day 7- Screen Concept in 60 videos.

Materials: Fashion and/or celebrity magazines
Paper
Scissors
Glue or glue sticks
Thumb drives
Flip Camera or other digital image recording device
Computers or tablets outfitted with video editing software or app
Internet access
YouTube clip converter www.clipconverter.cc

Resources: MissRepresentation Extended Trailer
https://www.youtube.com/watch?v=S5pM1fW6hNs

Beauty Above All Else: The Problem With Dove's New Viral Ad
http://nymag.com/thecut/2013/04/beauty-above-all-else-doves-viral-ad-problem.html

Beauty in a Second
http://www.youtube.com/watch?v=CfNHleTEpTI

EveryNONE: Losers
http://www.youtube.com/watch?v=xp2J-fibKjg

iMovie crib sheet (PDF)
http://dmp.osu.edu/dmac/resources/imovie09_jensen.pdf

Blank video storyboard templates (PDF)
http://dmp.osu.edu/dmac/supmaterials/storyboards.pdf

Concept in 60 Example- Storytelling
http://www.youtube.com/watch?v=bhIUx1FKtBg

Sample Concept in 60 Assignment
http://sites.duke.edu/english211s_01_s2013/2013/02/05/b4-concept-in-60-video/

Assessment: Formative- As learners work, ask them to articulate their concepts. Be sure to respond specifically to how they are interpreting and communicating the Key Concept and Essential Question. Provide feedback that fosters critical inquiry of inscribed notions of beauty that limit, exoticize, and exclude. Consider doing short video diaries each day, which can also be used as media for final Concept videos.

Summative- Screen the Concept in 60 videos and ask for responses. Consider doing a final video diary series where learners have an opportunity to reflect on their initial ideas about beauty and how/if those ideas evolved during the process of making their videos. Learners might also generate prose, poetry, or artist statements as a response.