



Enduring Idea: Identity

Grade: Fifth Grade

Integrated Discipline: English Language Arts

Unit Title: Character Exploration with Emblems and Objects

Unit Designer: Molly Whittaker

Unit Description: The identity of an individual derives from their set of personal and behavioral characteristics. Furthermore our identities are in constant transformation because we continue to be influenced from our relatives, culture and our environment. In the unit the learners will examine artists who explore their own personal character and illustrate their emotional state and appearance with emblems and objects. The learners will explore their identities with emblems and objects that represent them to create an altered self-portrait. The learners will create their altered self-portraits with collage materials and watercolors. The learners will also read Portrait of My Father as a Young Man and write their own character poem using narrative language and description.

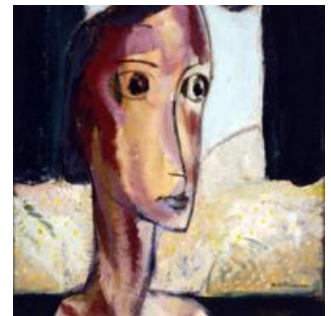
Images:

Deborah Muirhead, Document, 2007.2

Roberto De LaMonica, Gravura 52, 1967.6

Mauricio Lasansky, Portrait of an Artist, 1963.26

Alfred Henry Maurer, Head, 1957.11



Key Concept: Outside influences can inhibit identity.

Essential Question: How does personal identity change or evolve over time?

Visual Art Standards:

VA5-3.2: Select and use age-appropriate subject matter, symbols, ideas and the elements and principles of design to communicate meaning through his or art making.

VA5-3.3: Discuss the ways that choices of subject matter, symbols and ideas combine to communicate meaning in his or his or her works of visual arts.

VA5-5.1: Identify and discuss purposes for the creation of works of visual art.

Integrated Common Core Standards:

CCSS.ELA-Literacy.W.5.3b: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

Learning Outcomes:

Learners will examine an artist's intention in creating personal portraiture with emblem and objects.

Learners will explore their identities with chosen emblems and objects to alter their self-portraits.

Learners will illustrate their own personal character and experiences with collage materials for their self-portraits.

Motivator: The learners will read and respond to the poem *My Father as a Young Man* to introduce the notion of personal identities. The learners will explore their own identities using narrative language and description to create character poems. The learners will use their character poems as an inspiration for their altered self-portraits. The learners will discuss the emblems and objects that are important to their character and that influence their personal experiences.

Day Breakdown:

Class Period 1

Motivation: The teacher will read and respond to Rainer Maria Rilke's Portrait of My Father as a Young Man to introduce the concept on character exploration and personal identities.

Discussion: How do you describe your appearance? What characteristics represent you? Do you look like your parents? Or siblings? What emblems or objects represent your character? What objects are important in your life? What are your interests? What is important to you? Friends? Relatives? How would you depict an emotional state in a self-portrait? How might emotions reflect your character or identity?

The learners will respond to discussion and write their own character poem.
Teacher Demonstration: The teacher will present the artist images to show the different perspectives on portraiture.

Brainstorm: The learners will begin to draw their self-portraits with personal emblems or objects in their journals. (The teacher will distribute mirrors to the learners to examine their own appearances or face).

*The teacher will collect character poems and drawings in their journals.

*Learners will be graded on the class participation rubric.

Class Period 2

Studio Time: The students will begin their altered self-portraits and select collage materials.

*The teacher will demonstrate how to use the oil pastels for the outlines and the wet brush technique for watercolors.

*Learners will be graded on the class participation rubric.

Class Period 3

Studio Time: The students will complete their altered self-portraits and write artist statements.

*Learners will be graded on the class participation rubric and artist statement.

Materials:

Mirrors

Watercolors

Watercolor Paper

Oil Pastels

Brushes

Magazines

Tissue Paper

Glue

Construction Paper

Scissors

Colored Pencils

Pencils

Newspaper

Journals

Resources:

Chitra Ganesh: The Wipe, Trapped Like Me, and The Forest.

Frida Kahlo: Portrait with Thorn Necklace and Hummingbird and Portrait with Monkeys.

Rainer Maria Rilke: Portrait of My Father as a Young Man Poem

Assessment:

Class Participation Rubric:

Did the learner use class time to their fullest potential?

Did the learner participate in class discussion? (Or was courteous when others participated in discussion?)

Did the learner have journal entries? Did the learner have initial drawings in their journals?

Did the learner write a character poem that describes their appearance and character?

Artist Statement:

Learners will write an artist statement and reflect how their altered self-portraits illustrated their personal identities. Learners will discuss the importance of their chosen emblems and objects in their self-portraiture.