

Identity Collage

UNIT FOUNDATION

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Sources:

Students in the classroom are already learning about identity through personal narratives.

We will be looking at artists like Neal Ambrose-Smith, Carrie Mae Weems, and other artists creating art about identity.

Student Demographics

(Most of these will read, "assume some.")

Ages – 8-9 years old

Developmental/Physical Disability/Ability – Assume Diversity

Religion - Assume Diversity

Ethnicity - Assume Diversity

Socio-economic status - Assume Diversity

Sexual orientation - Assume Diversity

Indigenous - Assume Diversity

Nationality - Assume Diversity

Gender - Assume Diversity



Developmental Considerations

In bulleted form, list developmental considerations of the children with whom you will work. Consider information from Chip Wood's book, *Yardsticks*, Nancy Smith's book, *Observation Drawing with Children*, and *Child Development and Arts Education: A Review of Current Research and Best Practices*.

Yardstick recommendations: 8 year olds are adventurous, growing in confidence, 9 year olds are excited, good with fine motor skills, less patient, critical, strongly suggests to include drawing

Observation Drawing rec: 8 and 9 year olds are at ease with ideas and social relationships as well as action. Strategic and increase in attention to detail and awareness

Enduring Idea: Identity

Summary and Rationale

Identity empowers individuals to act upon their own values and beliefs. Identifying and maintaining strong self-identity strengthens your character and individuality. Furthermore, realizing how identity contributes to worldview/opinions is crucial to understanding bias between culture, groups, and communities.

Key Concepts

Identity is both individual and collective.

Identity is the lens through which you see the world.

Identity is constantly changing.

Essential Questions

What defines your identity?
How does identity influence the way you interact with the world?
How does identity change?

Unit Outcomes

TSWBAT:

- Define identity
- Represent their own identity visually
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MT Art Standards

<https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards-Revision>

Anchor Standard #1: Generate and conceptualize artistic ideas and work. Apply knowledge of available resources to enhance personal ideas through the art-making process.

Anchor Standard #2: Organize and develop artistic ideas and work. Create artwork using a variety of artistic processes and materials.

Anchor Standard #7: Perceive and analyze artistic work. Identify processes an artist used to create an artwork.

MT Common Core / Content Standards

<https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards-Revision>

(Hint: Look at your grade band under Writing and Speaking and Listening.)

MT Indian Education for All Essential Understandings

<http://opi.mt.gov/programs/indianed/IEFA.html>

Essential Understanding #2:

Just as there is great diversity among tribal nations, there is great diversity among American Indians as identity is developed, defined, and redefined by entities, organizations, and people. There is no generic American Indian.

Several of the artists we investigated and plan on sharing are contemporary American Indian artists creating work about their individual and collective identities as members of their respective nations. They examine stereotypes of American Indians and how these assumptions are harmful and untrue. We hope to highlight the artists' intentions to bring awareness to the difference between individuals, and break away from the lumping of diverse groups into one identity.

Artmaking Method Taught (Include the prompt.)

How would you describe yourself to someone new? Who or what is special to you?

Prompt: Make a collage that represents you!

Using paints, pencils, and images of things that might represent you, create a collage that tells others you are! What colors will you use? What sorts of pictures will you include? What sorts of things might you draw?

Vocabulary

Collage: a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric onto a backing.

Symbol: a thing that represents or stands for something else

Stereotype: a widely held but fixed and oversimplified image or idea of a particular type of person or thing

Slideshow with notes

LESSON PLAN: DAY ONE

Focus for the Session:

- Introduce concept of identity
- Introduce artists
- Give a demonstration and show teacher examples
- Overview of process/table groups
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Pre-Class Preparation: Materials

- Watercolor paper
- Watercolor/acrylic Paints
- Magazines/Images
- Pencils (graphite and color)
- Mod Podge/Glue
- Printouts of Missoula, Montana, school, etc.

Pre-Class Preparation: Equipment

- Scissors
- Paintbrushes
- Hair Dryers
- Paint Palette
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Classroom Preparation

List what you will need to do at the site to prepare for teaching.
Have stations set up with materials and presentation ready to go.

Lesson Learning Targets & Assessment

List targets in student language (I can...) Ensure that your verbs are measurable. (You may need to add or delete rows from the table.)

Type	Target	Assessment	Standard
Conceptual (knowing) Learning Target? Technical (doing) Learning Target? Or simply a pre-assessment? List 1-3 per lesson.	Third graders can give 3-5 examples of what can compose identity. I can create a multimedia collage.	Identify factors that contribute to identity like place, community, hobbies, values, etc. Create collage using 3 or more mediums.	Anchor standard #2 Create artwork using a variety of processes

*Time estimate mapped out on slide 2 of slideshow (Day #1 slide)

Schedule: DAY ONE

Time estimate	Presenting Identity Collage and information.
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<i>and leader of activity.</i>	
2 mins	Hook, Overview
5 mins	Pre-Assessment
2 mins	Share Enduring Idea, Essential Question, and Prompt. (Write out the script for the prompt.)
	Slideshow (Run through the Interpretive Strategy you learned at MAM with one image.)
6 mins	Idea generation
6 mins	Demo?
4 mins	Studio Time? Guided Practice, Independent practice
4 mins	Clean-up
	Assessment (formative?)

LESSON PLAN: DAY TWO

Focus for the Session:

Students will work on projects..

Pre-Class Preparation: Materials

Same as day one.

Pre-Class Preparation: Equipment

List technical support you will need. Smartboard, laptop, and printer ready.

Classroom Preparation

List what you will need to do at the site to prepare for teaching.

Have stations set up with materials and presentation ready to go.

Lesson Learning Targets & Assessment

List targets in student language (I can...) Ensure that your verbs are measurable. (You may need to add or delete rows from the table.)

Type	Target	Assessment	Standard
Conceptual (knowing) Learning Target? Technical (doing) Learning Target? Or simply a pre-assessment? List 1-3 per lesson.	I can create a multimedia collage.	Students create a collage using 3 or more materials.	Anchor standard #5 prepare artworks for presentation Anchor Standard #7: Perceive and analyze artistic work. identify

			processes an artist uses to create artwork
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Schedule: DAY TWO

Time estimate and leader of activity.	Working on collage projects.
5-10 min	Review what you did, plan for today.
25 min	Studio Time? Guided Practice, Independent practice?
10 min	Clean-up
5 min	Assessment (formative?)

LESSON PLAN: DAY THREE

Focus for the Session:

Continue work on student project

Pre-Class Preparation: Materials

Same as day one.

Pre-Class Preparation: Equipment

List technical support you will need. Smartboard, laptop, and printer ready.

Classroom Preparation

List what you will need to do at the site to prepare for teaching.

Have stations set up with materials and presentation ready to go.

Lesson Learning Targets & Assessment

List targets in student language (I can...) Ensure that your verbs are measurable. (You may need to add or delete rows from the table.)

Type	Target	Assessment	Standard

Conceptual (knowing) Learning Target? Technical (doing) Learning Target? Or simply a pre-assessment? List 1-3 per lesson.	I can create a multimedia collage.	Students create collage using 3 or more materials.	#7: Perceive and analyze artistic work. identify processes an artist uses to create artwork
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Schedule: DAY THREE	
Time estimate and leader of activity.	Working on collage projects.
5 min	Review what you did, plan for today.
20 min	Studio Time? Guided Practice, Independent practice?
10 min	Clean-up
	Assessment (formative?)

LESSON PLAN: DAY FOUR

Focus for the Session:

Continuing/finishing project and final touches/mounting/installing

Pre-Class Preparation: Materials

Same as day one.

Pre-Class Preparation: Equipment

List technical support you will need. List technical support you will need. Smartboard, laptop, and printer ready.

Classroom Preparation

List what you will need to do at the site to prepare for teaching.

Have stations set up with materials and presentation ready to go.

Lesson Learning Targets & Assessment

List targets in student language (I can...) Ensure that your verbs are measurable. (You may need to add or delete rows from the table.)

Type	Target	Assessment	Standard
Conceptual (knowing) Learning Target? Technical (doing) Learning Target? Or simply a pre-assessment? List 1-3 per lesson.	I can create a multimedia collage. I can identify content, subject matter, and potential meaning in other artworks.	Create a collage using 3 or more mediums. Identify how objects in other student's collages contribute to their identity.	Anchor Standard #2 Anchor standard #7 and 8 Identify processes an artist used,

			discuss how content contributes to subject matter
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Schedule: Day Four	
<i>Time estimate and leader of activity.</i>	<i>Finishing collage projects</i>
5 min	Review, overview
15 min	Studio time?
10 min	Critique
10 min	Summative Assessment
5 min	Closure (Qualify what you love that they did or learned.) and thanks!