

1 | LESSON PLAN

Uniquely Beautiful: Who Am I, Who Are We?

LESSON: Uniquely Beautiful: Who Am I, Who Are We?

DATE: May 2018

LEAD INSTRUCTOR: Stefanie Colarusso

LENGTH OF LESSON: 1-day; 1 hour, 30 minutes

GRADE LEVEL: 9th – 12th

SUBJECT AREA(S): Arts and Humanities

BIG IDEA:

The arts provide a medium to understand and exchange ideas.

ESSENTIAL QUESTIONS:

Who is my audience?

CONCEPTS:

Content for Writing

COMPETENCIES:

Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

PENNSYLVANIA EDUCATIONAL STANDARD:

9.1.12.F Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content

STATEMENT OF LEARNING:

Analyze and interpret the work of a contemporary artist who addresses social issues or concerns.

Students will begin to outline a narrative by exploring personal identity by investigating themes such as: gender, sexuality, ethnicity, cultural background, age, language etc

ANTICIPATORY SET:

Students will watch segments of Season 1 of Art 21 on "Identity"- Artists: Kerry James Marshall and Maya Lin



VOCABULARY:

- Identity
- Narrative
- Change
- Culture
- Representation
- Community

Materials:

- Video/Tech
- Chart paper
- Printouts of template
- Magazines
- Glue
- Pencils/markers

STEP BY STEP INSTRUCTION:

STEP 1: Anticipatory Set (25 minutes)

Students will watch segments of Season 1 of Art 21 on "Identity"- Artists: Kerry James Marshall and Maya Lin.

STEP 2: Investigation (15 minutes)

Students will investigate the meaning of identity in general in response to Art 21, through a pair-share activity

Students will discuss ideas about identity and begin to identify and organize categories. The instructor will organize thoughts and ideas on a large piece of paper.

STEP 3: Hands-On Demonstration: Identity (10 minutes)

Instructor will create a template for an identity chart.

Instructor will demonstrate to group how to use the identity chart.

STEP 4: Prepared Lesson (30 minutes)

Using the template of an identity chart, students will spend 30 minutes writing down specific things about themselves OR students may choose to draw pictures or add collage elements to the chart.

Students will begin to outline a narrative by exploring personal identity by investigating themes such as: gender, sexuality, ethnicity, cultural background, age, language etc

(This chart will be used for the next 4 lessons.)

STEP 5: Clean-up and Wrap-up (10 minutes)

Students will have a few minutes to wrap-up, clean-up their areas

To close each class, students will draw or write in a daily journal given to them by the instructor. Each page will have a specific prompt reflecting on the lesson

ATTACHMENTS OR SUPPLEMENTAL MATERIALS TO INCLUDE:

- *Template for "identity chart"*

PREP IN ADVANCE: