Curriculum Map for Justice-Oriented Teaching

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| **Unit Title:** *Diversity Through Art & Media: Past Present and**Future*  **Discipline:** *Fine Arts***Grade:** *8th* | |
| **Social Justice Goals/Rationale:**  Purpose:   * To give students an opportunity to explore their history and identities * Teach art history and media in a fun and innovative way that promotes critical thinking * Introduce discussion of stereotypes and discrimination, as well as how to identify them and conveyed messages in media   This unit is important to teach because stereotypes and discrimination affect everyone, and art history is an effective and vivid way of instigating discussions and understanding. | |
| **Stage 1 – Desired Results** | |
| **Relevant Standard(s):**  **FINE ARTS:**  **STATE GOAL 25: Know the language of the arts.**   1. *Understand the sensory elements, organizational principles and expressive qualities of the arts.*  * 25. A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence. * 25. A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.  1. *Understand the similarities, distinctions and connections in and among the arts.*  * 25. B.3 Compare and contrast the elements and principles in two or more art works that share similar themes.   **STATE GOAL 26: Through creating and performing, understand how works of art are produced.**   1. *Understand processes, traditional tools and modern technologies used in the arts.*  * 26. A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.   **STATE GOAL 27: Understand the role of the arts in civilizations, past and present.**  *A. Analyze how the arts function in history, society and everyday life.*   * 27. A.3b Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment.  1. *Understand how the arts shape and reflect history, society and everyday life.*  * 27. B.3 Know and describe how artists and their works shape culture and increase understanding of societies, past and present. | |
| **Understanding(s):**  *Students will understand that:*   * Everyone comes from different backgrounds * Everyone deserves respect * Discrimination affects many groups of people * An author’s choice of words and images can affect audience opinion and perspective * There is a wide variety of multicultural artists and artwork | **Essential Question(s)**  *Justice-oriented*   * Where are my ancestors from? /Where am I from? * What do I identify as? * How has my history affected my life and my identity? * How can I Identify conveyed messages and stereotypes? * Why does society use stereotypes? * How do I feel about stereotypes? * How can I help build a respectful classroom?   *Content-specific*   * What year was the painting made? * Where was the painting made? * Who is in the painting? Why? * What is the artist trying to convey? * How can I convey my feelings/message in my work? |
| **Students will know:**   * Their history and background. * How to use class materials, as well as the school library and the internet for research. * What stereotypes are and how to identify them. * More information about other cultures, backgrounds, and how diverse America is. * How to utilize art methods, such as contrast, color and perspective to create meaning and unity in artwork. * How art can perpetuate and interpret stereotypes. * How to use a variety of technology and tools to analyze art elements and principles. * How to compare and contrast material. * Explain a process and reason for using certain materials in their project. * Identify cultural meanings and objects within a painting or artwork | ***Students will be able to:***   * Research and locate information outside of the classroom * Identify stereotypes and disrespectful behavior * Understand how to identify messages in art and media * Think critically about art and what they see in the media * Utilize art methods, such as contrast, color and perspective to create meaning and unity in artwork. * Use a variety of technology and tools to analyze art elements and principles. * Compare and contrast material. * Explain a process and reason for using certain materials in their project. * Identify cultural meanings and objects within a painting or artwork |
| **Stage 2 – Assessment Evidence** | |
| Formative Assessments   * Class Discussions * Group Collaboration * Written Reflections * Sketches, Illustrations and Paintings * Teacher Observation * Final Project Development and Planning * Discussions and Presentations of Homework/Artwork * Handouts With Critical Thinking Questions, and Post Film Clip Questions   Summative Assessment (Aligned to Justice-Oriented & Content-Specific EQs)   * Critical Thinking and Questioning Activities * Essay to Accompany Final Project | |
| **Stage 3 – Learning Plan** | |
| **Key readings/resources:**  **Websites and Handouts**   * Teacher Vision. Web. Diversity Printables and Resources for Teachers.   Retrieved from https://www.teachervision.com/diversity/teacher-resources/33631.html   * Essay prompt for final project   **Video Clips**  *Lesson 1*   * PBS POV. (2006). "No Bigger Than A Minute: Analyzing Messages Conveyed Through Visual Images". [Lesson Plan]. Retrieved from http://www.pbs.org/pov/nobiggerthanaminute/lesson\_plan.php * PBS POV. (2005), " Big Enough: Identity, Stereotypes and Diversity”. [Lesson Plan].   Retrieved from http://www.pbs.org/pov/bigenough/lesson\_plan.php   * Carl Ladd. (2008). PBS POV. Off and Running: exploring identity [Lesson Plan]. Retrieved from http://www.pbs.org/pov/offandrunning/lesson\_plan.php PBS POV. (2010).   *Lesson 2*   * PBS POV. (2006). "No Bigger Than A Minute: Analyzing Messages Conveyed Through Visual Images". [Lesson Plan]. Retrieved from http://www.pbs.org/pov/nobiggerthanaminute/lesson\_plan.php * Carl Ladd. (2009). PBS POV, "New Muslim Cool: Interpreting Diverse images of Muslim life in the United States” [Lesson Plan]   Retrieved from http://www.pbs.org/pov/newmuslimcool/lesson\_plan.php   * Faith Rogow. (2013). PBS POV. Ping Pong: challenging stereotypes; a new look at old age. [Lesson Plan] Retrieved from http://www.pbs.org/pov/pingpong/lesson\_plan.php   *Lesson 3*   * Carl Ladd. (2008). PBS POV, "The Last Conquistador: Should Tax Dollars Fund Controversial Art?” [Lesson Plan]Retrieved from http://www.pbs.org/pov/lastconquistador/lesson\_plan.php   **Learning Activities:**   1. *Personal History and Identity*   Materials Needed:   * Projector * DVD player * DVDs of *Big Enough (2005)* and *Off and Running (2008), and* internet access to view video clips included in PBS POV lesson plan Adoption *Stories: creating a short video for the ‘This Is My Family’ contest (2010).* * Examples of past student work   In this activity, students will be given the opportunity to learn and explore their family history, where they came from and what that means to them, how they perceive themselves, stereotypes and how they identify as a person. Students will watch several clips from the films *Big Enough (2005), No Bigger Than a Minute (2006)* and *Off and Running (2008)* to instigate discussions and critical thinking activities*.* As homework, students will create self-portraits of themselves that reflect their history and identity.  Prior to beginning the lesson, set up the projector and method of watching film clips so they are ready to use immediately. Once class is seated, initiate a brief discussion of each other’s family history, backgrounds and ask the students how they identify as a person, before introducing the unit.  ***(To Students)***  **For the past few weeks, we have been learning about the history and artwork of many different civilizations and artists. For the next four weeks, we will be watching clips from several films, researching our own history and take a more critical look at the art work we see in on TV and the artwork we learned about last week, as part of a four week long unit about diversity. In the four weeks, we will have three lessons and a final project. Homework will consist of three art projects and a brief essay about what you have learned in the unit. Any questions?**  Proceed with the lesson by showing the *Behind the Lens* clip *in Big Enough (2005*) lesson plan, clip 1 of *Off and Running* lesson plan, and clips 3 and 5 of *Wo Aini Mommy* lesson plan. End with clip 4 of *Off and Running* lesson plan. All lesson plans with video clips are attached in material section. Take brief break to discuss material.    **(To students)**  **What did the film clips we watched have in common? They each showed a glimpse into the lives of different people, and gave us an idea of different ways that make up our identities. There are many different things and aspects of life people can identify with and consider being part of their history. In the first clip, the man's height and disability affected who/what minority group he identified as. The man identified as a little person, or dwarf, because he is less than 4 feet 10 inches tall. In the second clip, the young woman considered her religion and life before adoption to be primary parts of her identity. In the final clip we watched, despite being born in China, the little girl identified primarily as American.**  **Family history, physical features, gender, sexual orientation, disability, interests, nationality, and race, are some of the many things that affect who and what we may identify as. For homework this week, I'd like you all to think about what makes up your identities. This Friday, we will be visiting the school library to learn about the different materials we can use to research and find information to better understand our identities.**  **Let’s watch one last clip before we start sketchbook time. This clip is the trailer of the *film No Bigger Than a Minute (2006),* which is also about little people, and centers on the director’s childhood.**  Show the class film trailer for film No Bigger Than a Minute (2006), included in PBS lesson plan. Once trailer is over, initiate sketchbook time activity.  **For sketchbook time today, please draw a self-portrait using the various aspects of your lives that make up your identity. Self-portraits will be due next Tuesday. Anyone that completes their research Friday before the end of class can continue to work on their self-portraits. Think critically about the materials you use; it can affect perception and helps the audience understand the message you are conveying. Here's my self-portrait, and examples of past student projects for this lesson.**  *Friday*  Introduce the students to the school librarian, and allow her to introduce and guide students through the variety of research materials that can be used to locate and gather information. Walk around and observe the students to ensure everyone is on task. As students complete their research, remind them to work on their self-portraits.  ***2.*** *Representations in Art History and Media*  *Materials Needed:*   * Projector * DVD player * DVDs of *No Bigger Than a Minute (2006)*, New Muslim Cool (2009), and *Ping Pong (2013).* * Computer with internet access to show students examples of representations of individuals and minority groups through art history. * “Lesson 2 pictures” folder on computer desktop * Copies of prompt and rubric for final project * Examples of past final projects students have made for the unit   If DVDs of films are unavailable, utilize computer with internet access to also view video clips included in PBS POV *No Bigger Than a Minute (2006)*, *Ping Pong* (2013), and *New Muslim Cool* (2009) lesson plans.  In the second activity, stereotypes will be discussed alongside examples in art and the media. Students will reflect on how they feel about these representations and be challenged to try and identify the message the artist is trying to convey. Students will also be shown how choice of words, color, contrast, and other tools that can be used to convey a message and perspective to the audience. As homework, students will create their own pieces of art that convey a message. Student work will be displayed and presented on the classroom wall. The lessons build up to a final project, in which students will complete and present a brief essay and art project of their choice about what they have learned from the unit.  Ask students to take out their self-portraits. Walk through the room and give each student credit in gradebook if they completed the homework. Ask the class if anyone would like to present their self-portrait to the class before turning in. Allow volunteering students to present, and then collect the projects.  Before beginning the second lesson, open the “lesson 2 photographs" folder located on computer desktop, and show the class several of the images over the projector. The folder consists of artwork collected by the teacher and parents that was chosen because they depict or confront stereotypes, or utilize art methods such as color and contrast to affect audience perception. Ask students what they think each piece of art is depicting, and show the class second film clip from No Bigger Than a Minute (2006) lesson plan, to connect the lesson to last week. Follow with discussions and questions regarding how students feel about stereotypes, and a better grasp of students' understandings of the subject matter.  **(To Students)**  **The artwork I showed you all depicts stereotypes of different minority groups, confronts stereotypes, or utilize the art methods we have learned in class to affect audience perception to convey a message. Can anyone tell me what a stereotype is? Where have you seen or heard stereotypes before? Are they usually negative or positive? Are they true?**  After discussion, tell the class you’re going to show them a few more film clips. Play clips 2 and 4 of New Muslim Cool (2013) lesson plan, clip 3 of Ping Pong (2013) lesson plan, and clip of Big Enough (2005) lesson plan. Clips from New Muslim Cool (2009) center on a wedding, and a Muslim man recording a song for his rap CD. Ask the class what they thought of these clips and if they the stereotypes of the depicted minority groups.  Briefly review the different art methods the class has learned with over the past few weeks alongside pay artwork discussed in class. Challenge students to use the new lens they have learned to look at art and media from now on. Initiate a new discussion that centers on representations of minority groups in the media, and all students if they can think of any examples that utilized at methods to alert audience perception and opinion. Following the discussion, introduce the next project.  **(To Students)**  **Now that we have reviewed the different art methods again, try to look at artwork and media through a lens that allows you to identify the stereotypes and possible negative messages about a group of people the artist may be trying to convey. Can anyone identify the negative message depicted in this piece?**  **(After Discussion)**  **For sketchbook time today, consider what topics are important to you and use it as a subject to create a piece of artwork. Try to use the new lens we learned today to convey your feelings about the topic through the piece. We will be working on this assignment the rest of class today and Friday. It will be due next Tuesday at the beginning of class.**  Distribute copies of prompt for final project.  **(To Students)**  **In roughly two weeks, our unit on diversity will be over. The purpose of each of these lessons is to teach you all information about diversity, your personal histories and how to identity messages in artwork and media. After the final lesson next well, everyone will be turning in a final project. As I mentioned last week, the final project will consist of a brief essay about what you have learned and an art project of your choice to correspond with the essay. The paper I just passed out is the essay prompt for the final project. The final project is not due for another two weeks, but I encourage you all to start brainstorming ideas for your essay.**   1. *The Future of Diversity*   *Materials Needed:*   * Computer with internet access to show students examples of controversial public artwork, political art work, and activist art work * A world map to show students where each piece of artwork discussed was made   In the final section, the class will discuss art in public, political messages in art, and be challenged to consider what kind of future they see for the United States regarding diversity and multiculturalism, and what they have learned. Current topics and relevant controversies will also be discussed.  Prior to starting the final lesson, collect student artwork made for last week’s lesson and display them on the classroom wall. Ask the class if anyone would like to volunteer to have the class try and guess the message conveyed in their homework, and present it themselves afterwards. Initiate the final lesson by reviewing the material learned so far in the unit and ask new questions to give students a preview of this week's lesson.  **(To students )**  **What have we learned the past few weeks? Can anyone Volunteer to tell me? We learned about reapers history, and how to research information on our own. We also learned about stereotypes and the various ways they can be conveyed and identified in art and media. This week we will be learning about public and tax funded controversial art. Public at is a great way of making a town more beautiful and bringing the community together, however, some artwork can be interpreted differently and cause conflict and controversy. The next video clip I'm going to slow you is the trailer for a film about a controversial piece of public tax funded art made. The film takes place in El Paso, Texas, where a Spanish conquistador named Juan De Onate, is said to have massacred nearly 2,000 people in the Acoma Indian tribe. At the time of the filming, an artist was commissioned with tax money to create a statue of Juan De Onate, to honor and celebrate him. Many family members of the few hundred Acoma tribe survivors are still alive and are angered by this; while some say the man was heroic, others consider him a monster and murderer. While watching this trailer, I’d like you all to think about what of public at you have seen and if you believe there should be limits or rules to what artwork can be displayed in public or funded with tax money.**  Show the class the trailer of *The Last Conquistador (2008)* included in lesson plan. Afterwards, open the corresponding file on desktop. The file includes photographs of various pieces of public art, controversial art, political art, tax funded art, and finally, activist art, collected or taken by parents and the teacher. For the final activity in this lesson, challenge students to identify the messages in each piece. Break students into groups and assign each table two pieces of art to discuss and compare.  **(To students )**  **In your groups, use the lens we learned last week to identify messages. Discuss with your groups what you think about your group’s artwork, and if you believe there should be limits or rules to what artwork can be displayed in public or funded with tax money.**  Have groups present their discussion and two pieces of art they reviewed to the class. Once all groups have presented, have students work on their final projects.  *Final Project*  *Materials Needed*:   * Essay prompt * Examples of past work done by students. Examples are located in storage closet of the art classroom. * Provide students opportunity to utilize any medium, material, or paper they would like for corresponding art project.   Students will complete a brief essay and an art based project to represent what they have learned from the unit and present their projects to the class.  Allow students the opportunity to complete their projects within the initial 15 minutes of class. Once the 15 minutes have passed, make an announcement to the class and request they place their art projects on the large table in the back of the room.  **(To students)**  **Time is up. Please turn in your projects to the large table In the back of the room and gather around for presentations.**  Have students present their essays and art projects to the classroom. Grade their presentation based on speaking skills (eye contact, audience interaction, etc.), duration of the presentation, and whether or not they answered the prompt. | |