

Billy Murray

LESSON PLAN NAME: IDENTITY IN CONTEMPORARY ART

April 23rd, 2019

Mr. Steven Nau - CAPA high school

List 2 or 3 *related* outcomes from the PA Arts and Humanities Standards:

9.1.E. *Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.*

9.3.D. *Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.*

AND 2 or 3 connections to the Common Core:

11.C *Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.*

C1. *Generate and conceptualize artistic ideas and work.*

GRADE LEVEL AND DEVELOPMENTAL RATIONALE:

Students in 9th grade have received considerable practice with the figure as well as portraiture. They possess skills in rendering, composition and design to be able to successfully complete this project.

For this project, students will be selecting a contemporary artist who has created a body of work within the last 30 years that has the same racial ethnic background as themselves. They will do a small amount of research on the artist, about their biography and work. They will create a figure drawing or a portrait of themselves in the style of the artist that they chose, and will include 5 points of research that closely relate to their life/work/style.

BIG PICTURE RATIONALE:

Identity is enormously important in the world of art, especially in the contemporary world. In the learning of both art history and contemporary art, we are flooded with images and information about white european males, when there is so much more in history and today that is relevant.

Students will be “making a connection” with an artist of a similar identity to themselves. They will be considering the importance of identity in contemporary art.

MENTOR ARTIST/S OR VISUAL CULTURE: (Contemporary and Historical)

This will vary completely by student, which is the main purpose of this assignment.

Students are encouraged to choose an artist not only with the same racial/ethnic background as themselves, but also an artists whose work individually speak to them and is meaningful. I have provided a list of resources where students can find artists, these include:

Arthistory.net

Wikipedia.org

OBJECTIVES:

SWBAT:

- Select a contemporary artist with the same racial/ethnic background as themself.
- accurately render a self-portrait, or figure drawing in the style of the artist
- Include a full composition with a background.
- Include 5 points of biographical/contextual information related to their selected artist.
- Display understanding of the importance of identity in contemporary art, through the completion of a self-assessment of their journal assignment

LOGISTICS:

Full Supply list:

Any supplies that the students may need:

- pens, pencils, sharpeners, eraser
- colored pencils and markers
- scissors/x-acto knives for collage
- various magazines, if needed
- scrap paper, if needed

SPARK/INTRODUCTION (Time: 10 min):

Before beginning the project, students will be doing a bit of research on artists. The goal is for students to find and choose an artist with the same racial ethnic background as themselves. They will be encouraged to choose an artist with a specific style is interesting to them. They will create a list of 2 different artists and brainstorm the following questions about them:

1. Describe the artist's style(s) Think about colors, shapes, lines that are used. Also be sure to think about composition.
2. What elements of this artist's work could you incorporate into your own drawing/composition?
3. How does this artist's background relate to the work that they create?

ACTIVITY (Time 2 class periods):

Students will be creating a figure drawing, portrait, or self portrait in the style of the contemporary artist that they chose. They will think about the two different artists that they chose for the brainstorming session and choose one that interest them more, or the one they hav

CLEAN-UP PROCEDURES (Time: 5 min):

All materials used will be returned to their usual location within the classroom. Students who decided to paint or collage for this project will be asked to clean up a bit earlier, since it tends to take more time.

CONCLUSION (Time: 20 min):

In order to further understand the importance of this lesson, students will complete a brief self assessment, related to the artist they chose, as well as the work that they created. The questions that are included within the assessment are as follows:

1. Why did you choose your artist for this assignment? What drew you specifically to the work they create?
2. Do you feel a different kind of connection with the artist knowing that you have the same background as they do?
3. How does your own relationship with your personal identity affect the work you create?
4. Described why you think representation is important. Why does it matter to see and understand work of artists of different racial backgrounds, religions, sexualities etc.?

EXTENSION:

Students who finish early with this project will be challenged to further their understanding of their contemporary artist. They will select a specific work of the artist, preferably one that very closely inspired their selection of them. The student will do additional research and include 3 facts about the content and creation of the piece. They will also find a way to creatively integrate the artist's selected piece with the work that they created.

ASSESSMENT STRATEGIES/RUBRICS:

- Student selected a contemporary artist with the same racial/ethnic background as themself.
- Student accurately rendered a self-portrait, or figure drawing in the style of the artist
- Included a full composition with a background.
- Included 5 points of biographical/contextual information related to their selected artist.
- Student displays understanding of the importance of identity in contemporary art, through the completion of a self-assessment of their journal assignment. (Questions for the self-assessment are listed above.)

RESOURCES & IMAGES:

The resources for the students search of their artist are listed above, and the images and information used will vary greatly by student.