UWM Lesson Plan Template for Learning Segment

NAME OF TEACHER: Brad Richlen

LESSON PLAN # AND TITLE: 1, Courage and the Self

NUMBER OF LESSONS: 1

RATIONALE FOR USE OF BIG IDEA:

This lesson focuses on an understanding and development of self. An important life skill for K4 learners to develop their first year in elementary school is understanding who they are and how they function in the world around them. Life Doesn’t Frighten Me, a children’s book consisting of a poem written by Maya Angelou alongside Basquiat’s paintings, emphasizes the self, empowerment, and breaking free from stereotypes and misnomers. Through the combination of words and imagery, a definitive poetic rhythm takes shape: scary and unsettling situations and characters are developed, but are quickly diffused by a negation of fear. The speaker is able to overcome fear by the simple act of faith in this or herself. So a subtopic of “self” would be how an individual overcomes fear to be courageous and empowered. These ideas are also prevalent in Jean Michel Basquiat’s other artworks; he was an Afro-Futurist who made African Americans and issues concerning them visible in high art and understood his multi-ethnic heritage as a positive and important element of his identity. Furthermore, the author Maya Angelou along with Basquiat are culturally and historically important each in their own right, and whose messages are uplifting for students of color as well as others.

NAME THE DEVELOPMENTAL CHARACTERISTICS OF LEARNERS (graphic, social, and cultural):

Learners for this lesson are La Escuela Fratney students in K4 who live in an urban environment, the Riverwest neighborhood of Milwaukee, Wisconsin. Fratney includes a Dual Language component to their curriculum, teaching in both English and Spanish, with an emphasis on balanced literacy and inclusive environments that respect diversity. Multicultural, anti-racist education is at the core of La Escuela Fratney’s educational philosophy. The cultural diversity of the students and their families is considered a strength and school-wide themes help students connect their own experiences to lessons in various subject areas. The curriculum is designed to meet the needs of young learners preparing for life in a multicultural,
multiracial society. Children in the K4 classroom are at the preoperational stage of human development, when they are entirely obsessed with themselves and therefore, that is what they know best (Piaget, 1963). However, they are still constantly learning about the outside world as they have more and more experiences with it.

According to Craig Roland “Children, four and five years of age, will experiment with various ways of drawing the figure and may depict the figure quite differently each time they draw” (Roland, 1990, p. 5), revealing the graphic experimentation and learning taking place as they draw and develop new ways of seeing and representing themselves and the world around them. “Through the act of drawing or painting, a child may explore several self-possibilities before arriving at a satisfying self-image” (p. 6). As Claire Golomb explicates, “The urge to tell a story, to depict the important people and events in the child’s life, to embellish the picture, to play with forms and colors all lead to further experimentation and graphic differentiation” (Golomb, 2011, p. 26). Students in the K4 classroom should be asking themselves, “how do I see myself in relation to the world around me?” and framing their understanding of reality on that basis. Children in K4 might not have gone through preschool and this year of school could be their first real social experiences outside of their homes and the spaces they are comfortable in. It is important for them to not be afraid of the things they don’t understand, confront the things they fear, and take charge of their feelings, especially in a public setting. So since students are focused on the self, the classroom is working to give the confidence with new experiences, and the school is interested in cross-cultural literacies and respect for others, my lesson uses some Spanish and English among the academic language used, ask students to consider who they are and how they can have the power to overcome fear and face new experiences.

OBJECTIVES AND NATIONAL STANDARDS:

Interpreting and Developing Works of Art

Form and Structure (allow students to analyze and demonstrate art making approaches using art elements and principles of design to convey meaning):

Anchor Standard 7: Responding, Perceive

VA:Re7.2.Ka: Describe what an image represents.

After this lesson students will be able to describe what a self-portrait is and how they can represent themselves through drawing using line, color, shapes and texture. I will read Life Doesn’t Frighten Me, written by Maya Angelou and Illustrated by Jean Michel Basquiat, to students and ask them to describe who the characters are and what kinds of emotions or feelings they convey through the text and visuals that use line, color, shape, and texture in relation to the self, courage, and empowerment.
Production (allow students to analyze and use techniques and materials through methods of experimentation and investigation to develop art and/or design):

Anchor Standard 1: Creating, Investigate-Plan-Make

Students will use oil pastels to develop self-portraits while experimenting with a variety of contour lines and blending to emphasize visual and personality traits about themselves and how they have courage.

Interpreting Art and Connecting to Art Context

Art Context (allow students to relate art to personal, social, cultural and/or historical perspectives):

Anchor Standard 7: Responding, Perceive

Students will listen to a reading and describe and analyze the text and visuals of the children’s book Life Doesn’t Frighten Me to learn about how the speaker overcomes fear and has courage. Students will learn about the author Angelou, the artist Basquiat, and neo-expressionism to understand how diverse people contribute to storytelling, how to apply expressionistic qualities to their drawings, as well as how to gain an understanding of their identities through visual storytelling.

Personal Choice

Personal Perspective (provide opportunities to students for personal choices with content, methods, or styles):

Anchor Standard 8: Connecting, Synthesize

Students will develop a self-portrait drawing themselves using expressive contour lines and blending to represent their personal courageous qualities and show how they aren’t afraid of new challenges as their worldview continues to grow.

ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

Self — everything that makes individuals who they are, including how they look, act, feel, and interact with the world around them

Fear — an unpleasant emotion caused by the belief that someone or something is dangerous, likely to cause pain, or a threat, to feel this emotion is to be afraid of someone or something
Courage — the ability to overcome fear and do something that frightens one

Self-Portrait — an illustration of oneself, depicting specifically the face or head and shoulders

Figure — a person's bodily shape, organic and individual

Neo Expressionism — evoking moods or ideas in art through graphic representation

Shape — an outline showing the form of something

Line Variety — how an artist manipulates drawing media to achieve different effects, lines can be horizontal, vertical, diagonal, curved, and be combined in complex ways to create shapes and forms

Color — hue, intensity, and value of pigments that vary across the visual spectrum

Jean Michel Basquiat — multi-ethnic Afro-Futurist artist, poet and illustrator, elevated the African American in the high Art world, provided illustrations for Life Doesn’t Frighten Me

Maya Angelou — American poet, memoirist, and civil rights activist, author of Life Doesn’t Frighten Me

Oil Pastel — painting and drawing medium with expressive and visceral qualities

Type of language function: Description

Where language function will be practiced through looking, talking, writing, and art making: Students will use the academic language while describing and analyzing the work of Maya Angelou and Jean Michel Basquiat in Life Doesn’t Frighten Me as well as his portraiture paintings. Through large group discussion of the book and Basquiat’s work in conjunction with the bulletin board activities and worksheet, individual drawing, and closing remarks about each other’s work students will describe what they see and respond collectively and in their own art making by describing themselves and their experiences with fear and courage.

UNIT OR LESSON OVERVIEW:

Describe how the learning segment or lesson reflects a broad view toward creating, presenting, or responding to visual art that incorporates all of the following components:

1) interpreting art (analyzing art making approaches, theories, art forms, genres, etc. used to convey meaning)
2) developing works of art/design (using techniques, methods of experimentation, or investigation)
3) relating art to context (personal, social, cultural, or historical perspectives)
while providing opportunities for student choice (of content, methods, or styles).

My lesson focuses on interpreting art by introducing students to the art historical concept of self-portraits and how expressionistic qualities of line, color, shape, and texture can be used in painting and drawing to convey feeling and mood. The work of Jean Michel Basquiat is very sophisticated, but also quite childlike and accessible. Students will be able to readily respond to his paintings in the readings and activities because of the very emotional and expressive qualities he utilizes and that I intend to teach. In terms of developing works of art and design, I am giving students a basic outline of how to go about creating a self-portrait in my portrait-building bulletin board activity and the demonstration I do prior to studio time as well as how they might go about using a new material, oil pastels, in their work. I will be focusing on the expressionistic qualities of line, color, shape and texture, working blending as a final technique in my demo; these working concepts and techniques will provide a multitude of expressive potential for students as they do their self-portrait drawings. I will relate art to context in the reading and discussions throughout the lesson, asking students to describe and analyze the writing and paintings of two esteemed African American artists, showing students of color in my class that art is not only created from a Eurocentric point of view and that each individual has a unique perspective to share. My lesson also reflects an open and inclusive view toward art context because throughout the reading, bulletin board activity, worksheet, and final drawing I ask students to look at art from their own viewpoints and respond, making sure each student knows that their perspective is valid. I also want them to see themselves in the work since they are creating self-portraits. How they choose to represent themselves in their drawings is entirely up to them, leaving the creating session very open to student choice. I want students to be able to express themselves as long as what they create represents a self-portrait that they can explain and relate to personally.

LESSON SESSION:

MOTIVATION/INTRODUCTION: Looking and Talking About Art

Questions based on Images:

Essential:
Who are you? What makes you who you are? What fears do you have? What are some courageous things you have done to overcome your fears? Why is it important to have courage in yourself?

Scaffolding:
What do you see in this image? Is the character fearful or courageous? How do you know? What colors, shapes, lines, and textures do you see? Do they make you feel as if the character is frightened or courageous? What is a self-portrait? What will you include in your self-portrait? How can you make your self-portrait using different qualities of line, color, texture and shape?
ART MAKING:

Supplies: oil pastels, white construction paper

Teacher Instruction: After reading and talking about the self and courage in imagery and overall messages in *Life Doesn’t Frighten Me*, the class will discuss self-portraits and the work of Jean Michel Basquiat using my bulletin board activities and worksheets to orient their thinking of the self and how they personally have courage. I will then demonstrate for students how to do a self-portrait drawing using oil pastels, focusing on line variety, expressive contour line, texture, shape, and color choices in my work; I will also demonstrate blending with oil pastels and emphasize working from light colors to darker colors to create a variety of textures and moods to situate fear and courage. I will then pass out one piece of clean white construction paper and small bowls filled with oil pastels that students must share. I will instruct them to draw their own self-portraits and qualities that demonstrate themselves as courageous.

Objective: After this lesson students will be able to describe what a self-portrait is and how they can represent themselves through drawing using line, color, shapes and texture. I will read *Life Doesn’t Frighten Me*, written by Maya Angelou and Illustrated by Jean Michel Basquiat, to students and ask them to describe who the characters are and what kinds of emotions or feelings they convey through the text and visuals that use line, color, shape, and texture in relation to the self, courage, and empowerment. Students will use oil pastels to develop self-portraits while experimenting with a variety of contour lines and blending to emphasize visual and personality traits about themselves and how they have courage.

Students will listen to a reading and describe and analyze the text and visuals of the children’s book *Life Doesn’t Frighten Me* to learn about how the speaker overcomes fear and has courage. Students will learn about the author Angelou, the artist Basquiat, and neo-expressionism to understand how diverse people contribute to storytelling, how to apply expressionistic qualities to their drawings, as well as how to gain an understanding of their identities through visual storytelling. Students will develop a self-portrait drawing themselves using expressive contour lines and blending to represent their personal courageous qualities and show how they aren’t afraid of new challenges as their worldview continues to grow.

Students at Work: Each student will work on their own self-portrait illustration using oil pastels to draw their most courageous selves. After everyone has worked for at least twenty minutes I will ask students to put their oil pastels away in the containers, clean up their areas, and wash their hands in a bin with soapy water and washcloths somewhere in the room or wipe them using wet wipes depending on what is available in the room.
**Closure:** Students will come together to talk about their own self-portrait illustration and how their drawings represent the courage they themselves have. I will hang their final drawings above their respective cubbies in the classroom to show their work.

**ADAPTATIONS:** There are several students in my classroom at La Escuela Fratney that are almost exclusively Spanish speaking students, so I know that in my discussion as well as on the worksheet that I pass out I will have to include both English and Spanish translations of vocabulary and content. This will ensure that my learning environment is open and inclusive to all of my students and respects their cultural backgrounds. In order to model for students the parts of the face that make up a self-portrait, how these elements can be represented using line, color, shape and texture, and how they fit together to create a portrait I have created a velcro portrait-building activity on my interactive bulletin board; I have drawn several different styles of each facial feature and laminated them with velcro backing so students can work collaboratively to place them on my board. Armando and several other students in my classroom have problems staying still and fidgeting, so this kinesthetic activity will give them an opportunity to get up and move around at an appropriate time during the lesson and literally build a portrait with their hands in a much different way than drawing one.

To scaffold students drawing process and show more visual learners how to use oil pastels, I will do a demonstration drawing my own expressive self-portrait illustration. This will also help all learners understand what shapes and forms can be used to represent different portrait elements and how different kinds of line and color combinations can affect the feeling and mood of their drawings. It is also important to note that there is one student named Kimberly who has an IEP and several other students who need to be worked with one-on-one and monitored to help them stay on task. During the drawing portion of the lesson I will move around the room from table to table making sure that students are understanding the process and if they seem to just be scribbling or want me to show them how to draw different portrait parts, I will re-demonstrate on my own piece of paper. If a student tells me that they do not feel comfortable drawing something specific in their drawing on their own, I will also help guide their hand as they do their drawing. To help extend students who might finish their illustration quickly or only use one color oil pastel for the whole thing, I would ask them to continue their drawings by adding more color or emphasizing different elements that are important.

**RELEVANT THEORIES:** Constructivism in Social Development (Piaget), Constructivism: *Zone of Proximal Development* (Vygotsky), Multiple Intelligences (Gardner), Children’s Graphic Development (Roland/Golomb), Bloom’s Taxonomy: *Applying, Analyzing, Synthesizing, Evaluating*, Principles of Possibility: *Forming Self, Believing* (Gude), Motivation: *Increasing Good, Decreasing Bad* (Stewart/Walker)
ASSESSMENTS:

Initial Assessment

Who are you? What are some of your fears? How have you overcome them? What is line, color, shape, and texture?

Progressive/Formative assessment

Is this a self-portrait? Can you explain why you drew yourself this way? What are your courageous qualities? What kind of lines, colors, shapes, and textures have you included in your self-portrait? What kind of story do these elements tell? What kind of feeling or mood do they convey?

Final/Summative assessment

Informal discussion of student self-portraits; students will explain their imagery, what their drawings mean to them, and how their illustrations convey courage. For a formal, measurable evaluation of each students work and whether or not they met the project goals I will work from the rubric below:

Grading Rubric

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<tr>
<td>Form/Structure</td>
<td>Student participated in all lesson activities (group discussion, bulletin board activity, and worksheet), showing clear understanding of self-portraits and different ways of drawing to affect feeling and mood.</td>
<td>Student participated in two of three lesson activities (group discussion, bulletin board activity, and worksheet), showing adequate understanding of self-portraits and different ways of drawing to affect feeling and mood.</td>
<td>Student participated in one of three lesson activities (group discussion, bulletin board activity, and worksheet), showing some understanding of self-portraits and different ways of drawing to affect feeling and mood.</td>
<td>Student did not participate in lesson activities, did not demonstrate understanding of self-portraits and different ways of drawing to affect feeling and mood.</td>
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<td>Production</td>
<td>Student utilized oil pastels to draw a complete self-portrait (head, hair, eyes, ears, nose, and mouth).</td>
<td>Student utilized oil pastels to draw multiple elements of a self-portrait (head, hair, eyes, ears, nose, and)</td>
<td>Student utilized oil pastels to draw minimal elements of a self-portrait (head, hair, eyes, ears, nose, and)</td>
<td>Student did not draw any elements of a self-portrait (head, hair, eyes, ears, nose, and mouth) and did not</td>
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<td>visual and personality traits about themselves and how they have courage.</td>
<td>experimenting with a variety of contour lines and blending to emphasize visual and personality traits about themselves and how they have courage.</td>
<td>mouth), experimenting with either contour lines and/or blending to emphasize some visual and personality traits about themselves and how they have courage.</td>
<td>mouth), experimenting with either contour lines or blending to emphasize some visual or personality traits about themselves and how they have courage.</td>
<td>experiment with material handling to emphasize some visual or personality traits about themselves and how they have courage.</td>
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<td><strong>Art Context</strong></td>
<td>Student was engaged and paying attention during the entire reading, participating in discussion and showing a clear understanding of visual storytelling, how images tell stories, and how the student can relate to the work personally.</td>
<td>Student was engaged and paying attention during the most of reading, participating in discussion and showing an adequate understanding of visual storytelling, how images tell stories, and how the student can relate to the work personally.</td>
<td>Student was engaged and paying attention during little of reading, participating in discussion and showing some understanding of visual storytelling, how images tell stories, and how the student can relate to the work personally.</td>
<td>Student was not engaged and did not pay attention during the reading and does not contribute to lesson discussion.</td>
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<td>Students will listen to a reading and describe and analyze the text and visuals of the children’s book <em>Life Doesn’t Frighten Me</em> to learn about how the speaker overcomes fear and has courage. Students will learn about the author Angelou, the artist Basquiat, and neo-expressionism to understand how diverse people contribute to storytelling, how to apply expressionistic qualities to their drawings, as well as how to gain an understanding of their identities through visual storytelling.</td>
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<td><strong>Personal Perspective</strong></td>
<td>Student drew a clear and expressionist likeness of themselves, emphasizing courageous qualities through personal features and the environment the figure inhabits.</td>
<td>Student drew a close and expressionist likeness of themselves, emphasizing courageous qualities through personal features and the environment the figure inhabits.</td>
<td>Student drew some elements of the portrait, but primarily creates an expressionist likeness of themselves without a clear figural representation.</td>
<td>Student scribbled and did not work towards drawing a self-portrait, it was difficult to find personal connection to the work without asking for an explanation.</td>
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<td>Students will develop a self-portrait drawing themselves using expressive contour lines and blending to represent their personal courageous qualities and show how they aren’t afraid of new challenges as their worldview continues to grow.</td>
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**Additional Comments:**
Documentation and Work Samples