

**UWM Lesson Plan Template**  
*(adapted from PSOA Art Education Area)*

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<b>Lesson Title:</b>	Kara Walker Silhouettes	<b># of Sessions</b>	2-3
<b>Level/Grade/Age:</b>	9 <sup>th</sup> grade – ages 14-15		

**BIG IDEA**

*(Describe how the big idea is important to this age group in relation to student assets and the content area):*

Storytelling: The students will illustrate a story focused around contemporary topics through the use of constructing silhouette forms in order to show contrasting figures can strengthen, manipulate or change the idea based around specific story or topic. This is chosen because building relationships with others becomes increasingly important for high school age students as they develop their social and emotional skills. Storytelling will inspire purposeful talking and collaboration between students. This project will also allow students to do amounts of their own research on specific contemporary topics of their choice.

**OBJECTIVES AND NATIONAL STANDARDS:**

*Form & Structure (i.e., how does the lesson allow students to analyze and demonstrate art making approaches using art elements and principles of design to convey meaning?)*

Using a looking and talking activity, a gallery walk activity will be used with examples of Kara Walker’s artwork. Students will be able to describe how Walker was successful telling stories through her work using a list of words provided. They will then make connections to how her work uses these terms to create an effective silhouette and story. Then students will collaborate in groups to make their own narrative about a contemporary topic of their choice.

National Standard: Cr1.2.1a shape and artistic investigation of an aspect of present day life using a contemporary practice of art and design.

*Production (i.e., how does the lesson allow students to analyze and use techniques and materials through methods of experimentation and investigation to develop art and/or design?)*

Students will be creating effective silhouettes by drawing an outline of their shadows on black paper and then safely use an X-acto knife and scissors to cut out the form focusing on specific detail.

VA:Cr2.2.1a Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

*Context (i.e., how does the lesson allow students to relate art to personal, social, cultural and/or historical perspectives?)*

The students will learn how Kara Walkers use of emotions, gestures and positioning play an important

role in her exploration of storytelling. Students will see the connections that Walker’s work makes between historical representations and present day issues.

Personal Perspective (i.e., *how does the lesson provide opportunities to students for personal choices with content, methods, or styles?*)

*Students will be able to effectively construct a story about a contemporary topic of their choice with gestures represented through silhouettes. Students will explore different ways to represent situations and problem solve what is the best and clearest way to portray their story.*

VA:Re.7.1.la Hypothesize ways in which art influences perception and understanding of human experiences.

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**ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:**

<p>Academic language to be used:</p>	<p><u>Silhouette</u> – the dark shape and outline of someone or something visible against a lighter background  <u>Storytelling</u> – the social and cultural activity of sharing stories as means of entertainment, education, cultural preservation, and instilling moral values  <u>Contrast</u> – the arrangement of opposite elements (light vs dark, rough vs smooth, large vs small) in order to create visual interest or drama  <u>Contemporary</u> - belonging to or occurring in the present, dealing with ideas, events, socialization, media  <u>Interpretation</u> – a representation, an explanation or way of explaining the meaning of something. May be different from person to person  <u>Kara Walker</u> – An African American contemporary artist and painter who explores race, gender, sexuality, violence, and identity in her work.</p>
<p>Where academic language will be practiced (<i>i.e. through writing and art making</i>):</p>	<p>Language will be discussed in a gallery walk activity. The list of academic terms will be listed for students to reference when looking at specific pieces of Walkers art. Applying the terms</p>

**LANGUAGE FUNCTION USED THROUGHOUT LESSON:**

<p>Type of language function:</p>	<p>Interpretation</p>
<p>Emphasis of language function (<i>describe the main purpose of using this language function for your lesson</i>):</p>	<p>Collaborating ideas and telling a story by representing figures to form a narrative. Students will be able to collaborate ideas on how one will interpret the positioning or representation of silhouettes to tell a story.</p>
<p>Where language function will be practiced (<i>i.e., through writing and art making</i>):</p>	<p>This will teach the students how to work in groups by collaborating and bouncing ideas off of each other. Also, the importance of bringing in your own personal ideas to the groups work and being able to change ideas for the better of the group.</p>

**UNIT or LESSON OVERVIEW:**

Summary of lesson:

The students will be organized into groups of three and work with each other to trace their shadows from a projection. The groups will learn to collaborating think and feed off one another's ideas on how to portray shadow figures and what best represents a contemporary story in a meaningful way. They will learn the importance of teamwork, each group needs three people, someone to hold the light and position, someone to stand in the position and the other to trace. Problem solving will be a key to this project as the elements of how to position a pose, how the light causes foreshortening, and how ones perspective changes are problems.

**UNIT or LESSON DETAIL** *(provide for each lesson session):*

<p>Motivation/introduction:</p>	<p>Students will be asked what a silhouette is. Why they think they are used. Also ask what storytelling is. Instructor will reference a short slide show of images relating to storytelling.</p> <p>Gallery walk activity: Print off 5-6 images of Kara Walkers work along with a list of vocabulary terms. Have students in groups talk about their reactions to her work as well as have them make connections with the vocabulary. This activity will allow the students to apply the vocabulary and make sure they have an understanding of all of the terms. If not all words are fully understood, take extra time to go over what they mean.</p> <p>Discuss the groups finding with the whole class. Have each group share what they learned or discusses about their photo they were given. Then show the artist video about Kara Walker.</p> <p><a href="http://www.art21.org/videos/segment-kara-walker-in-stories">http://www.art21.org/videos/segment-kara-walker-in-stories</a> 2:00 - 10:30 min. Show power point presentation of more examples of Walker's artwork.</p>
<p>Art Making: Students will do some research of imagery, contemporary topics, and conduct sketches in ways that which tell a story.</p>	<p>Supplies: about 8, 6 by 3 ft. pieces of black construction paper and 8, 6 by 3 ft. pieces of white construction paper, 12 x-acto blades, sketch books, tape, scissors, white colored pencils, tacks/pins, cardboard</p> <p>Teacher instruction: The teacher will introduce an example of a contemporary story that he or she made. Showing beginning sketches, reference images, and then final product of silhouette forms. Then the teacher will give a short demo on different paper cutting techniques, production details, and go over safety and use of the tools.</p> <p>Note: Students will need a big open wall space to trace outlines, walls in a dark hallway as well as adaptable lighting.</p> <p>Objective: Students come up with an effective way to tell a contemporary story using silhouettes from tracings of shadows from a light source.</p> <p>Students at work: Students will work in groups of three or four and collectively brainstorm a contemporary topic that which they will tell a story about. They will make sketches and conduct research with</p>

	<p>reference images. Groups will be encouraged to discuss with one another the problems they may run into and how to solve or rethink how they want to have their work interpreted.</p> <p>Closure: Students will assist in collecting any supplies they may of have used. Students will be asked to have final sketches and story set for next class session.</p> <p><u>Session Two:</u>  Production  -Students will come to class with their group’s idea and sketches finalized. They will talk then share this idea with the teacher and go over any question they have before receiving the sheets of paper and supplies to start construction.  - Students will be asked to keep in mind how their work relates back to the list of vocabulary terms talked about from the last session.  -Most class time will be given to work on construction and cutting</p> <p>Closure: Mini Critique  Each group will hang up their project they made for the whole class to see and answer these questions: reference vocabulary</p> <ul style="list-style-type: none"> <li>• Ask other students to make interpretation of what other groups story are about.</li> <li>• “How did you show the contemporary topic you were trying to represent with silhouettes?” “Why did you make those choices?”</li> <li>• “How are emotions and poses (nonverbal cues) impacted by how we communicate, what we are communicating and how one perceives it?”</li> </ul> <p>“What things did you find that were difficult while making this project?”  Final Writing Reflection: Have students reflect on their making experience, the benefits or drawbacks of working in a group, working with a contemporary topic and how storytelling played an important part in describing this topic.</p>

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<b>ADAPTATIONS:</b>	This project could be done at a smaller scale, as a drawing with chalk on the ground, or have a felt board constructed with cut out felt pieces to help narrate a story.
<b>RELEVANT THEORIES:</b>	Constructivism
<b>ASSESSMENTS:</b>	<p>Initial (formal/informal): After viewing Kara Walker’s art and the list of vocabulary, I will be able to gauge what their abilities are in making connections between the two. As well as brainstorm contemporary topics that the students would like to talk about in their work.</p> <p>Progressive/Formative (formal/informal): While students are creating and constructing their silhouettes, we will be assessing their collaboration skills as well as how they are able to problem solve the difficulties that come with tracing</p>

<p>shadows, dealing with lighting, as well as warped perspectives.</p> <p>Final/Summative (formal/informal): The teacher will look to see how the students created their silhouettes and if they followed the steps that were encouraged. They will also look at how effective the connection that was made between storytelling and the contemporary topic that was chosen were. Also, we will be looking at their craft, how the tools given were utilized and cleanliness of the contrasted forms. Then using the answers that we get from the students for the closing activity, mini critique, and written reflection to see how the students have understood the lesson.</p>
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