

UWM Art Ed 227 Lesson Plan		
NAME OF TEACHERS: Amanda Formanek		BIG IDEA: Identity
LESSON PLAN TITLE: Identity Figures	NUMBER OF SESSIONS: 3	GRADE LEVEL: 7th
<p>DEVELOPMENTAL CHARACTERISTICS OF THE LEARNERS (graphic, social, and cultural):</p> <p>Middle school kids are egocentric, maturing and developing both mentally and physically as they search for who they are as an individual. They are also very influenced by society and the world around them. Since middle school kids are so focused on themselves, art allows them to explore themes about ideas and personally significant themes. Their personal investment in the project is super important as well.</p>		
OBJECTIVES	NATIONAL STANDARD OBJECTIVE WORKS TOWARD	
<p><i>Interpreting Art:</i></p> <p>At the conclusion of this learning segment, students will be able to describe how the cultural traditions of Katsina dolls portray identity.</p>	<p>VA:RE 8.1.7A</p> <p>Interpret art by analyzing art-making approaches, the <b>characteristics of form</b> and structure, relevant contextual information, subject matter, and use of <b>media</b> to identify ideas and mood conveyed.</p>	
<p><i>Developing works of art/design:</i></p> <p>At the conclusion of this learning segment, students will be able to demonstrate their knowledge of paper mache and wire forming by producing a figure.</p>	<p>VA. CR 2.1 7A</p> <p>Demonstrate persistence in developing skills with various <b>materials</b>, methods, and approaches in creating works of art or design.</p>	
<p><i>Relating to art context:</i></p> <p>At the conclusion of this learning segment, students will be able to recognize the concept of identity in the katsina dolls and comprehend how they were and can be used to illustrate an important moment in a story.</p>	<p>VA. CR 11.1 7A</p> <p>Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p>	
ACADEMIC LANGUAGE		
ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:	Where academic language will be practiced through writing and art making:	

Hopi Katsina Dolls Armature Identity Form Elements and principles of art Paper Mache	I will introduce the words to them, and then will continue to use them throughout the making process.
<b>LANGUAGE FUNCTION USED THROUGHOUT LESSON</b>	
Type of language function:  Narrative: since narrative is the telling of the story, we will focus throughout the lesson on how the students tell their identity narrative through their piece.	Emphasis of language function:  Critique
Where language function will be practiced through writing and art making:  We will talk about how the Hopi Katsina dolls have a narrative because they tell us a story. We can then discuss how their figures will tell a story about their identity.	

<b>Lesson Flow</b>	
<b>Supplies needed:</b> Wire, newspaper, paper mache, paint, paint brushes, glue, wood stand	
<b>Teacher Instruction</b>	<b>Expectations for Students</b>
<b>MOTIVATION/INTRODUCTION</b> <b>Looking and Talking About Art:</b>  We will do this by examining Hopi Katsina dolls and how they were used as a teaching tool.  <b>Questions based on Images:</b> <b>Essential:</b> What do you see in these dolls? What makes each doll unique? How can you show your identity?  <b>Scaffolding:</b> What aspects of these dolls show unique traits to the person who made them? How does this relate to the theme of identity we discussed earlier? What story do they tell? How?  <b>ART MAKING</b>	

<p><b>Teacher demonstration:</b></p> <p>Having a teacher sample available to begin the conversation after first examining identity. Then, have the students find the identity portions that shine through on my work.</p> <p>Then throughout the project, continuously revisit the ideas and rubric to make sure the students are all on track.</p> <p><b>Instruction during student work time:</b></p> <p>Show the students how to make an armature and how to paper mache.</p> <p><b>CLOSURE:</b></p> <p>We could begin critique by revisiting the themes we have been talking about, then take that knowledge and add upon it throughout.</p>	
<p><b>ADAPTATIONS:</b></p> <p>It could be useful to use certain adaptations such as grouping, focus on what makes people unique and how to be accepting of that, as well as providing clear and direct instructions to help students understand.</p>	<p><b>RELEVANT THEORIES:</b></p> <p>Constructivism</p>
<b>ASSESSMENTS:</b>	
<p><b>Initial assessment:</b></p> <p>We will have an open discussion about identity and narrative as a class. I will listen to hear their personal connections with these topics by asking things like “what makes your identity?”</p>	<p><b>Progressive/Formative assessment:</b></p> <p>I will have an in-progress critique with my students to see how their figures are showing identity and narrative. We will have a “blind discussion” about the pieces first to see if the artist’s ideas are being communicated visually.</p>
<p><b>Final/Summative assessment:</b></p> <p>I will have a rubric to evaluate if my students met or exceeded my expectations as laid out by the objectives. I will introduce the rubric right in the beginning of the project, and continue to relate back to it.</p>	