PLANT YOURSELF IN THE PRESENT

MARIA LYNCH

FINDING YOUR VOICE

9th-12th Grade | Design
Learning Segment Title: Finding Your Voice

Number of Planned Lessons: 2

Age Group: High School (9th – 12th grade)

ENDURING CONCEPTS & GOALS FOR THE LEARNING SEGMENT

Central Focus:
(3-4 sentences describing the core concepts for the learning segment and meaningful connections to the subject-specific objectives, including: interpreting art, developing works of art/design, and relating art to context.

In this learning segment, students will develop an understanding of how they can use their voice through art to have a positive impact on their community. Students will explore this idea through personal connections and viewing the artist Bahia Shehab. Students will then design and create their own stencil while learning exacto knife techniques and safety. They will also learn how to apply their stencil using spray paint.

Enduring Understanding (What do you want students to understand through this learning segment?)

Key Concepts: Stencil making and How they can help their community through art

Essential Questions:
1) In what ways can we use our voices and display messages through art?
2) How do inspirational messages affect and help communities?
3) What are messages that you think your community needs?

KNOWLEDGE OF STUDENTS TO INFORM TEACHING

How does this lesson connect with and build on students’ previous/subsequent lesson(s)?

What personal, cultural, and community assets inform this learning segment?
This lesson provides an opportunity for kids to connect with their community and to realize that their voice matters. Each student can connect to their own personal culture and incorporate that if desired. Bahia Shehab is a great example because she connects her work to her culture, country, and community.

What are the developmental characteristics of these learners that are relevant to this learning segment? (physical, social/emotional, cognitive). What adaptations and consideration are needed for instruction for whole class, individuals, and students with specific needs?
High school students usually have well developed fine motor skills and will be able to precisely use exacto knives. A demonstration of exacto knife safety and techniques will be needed to ensure proper use of the tool. Students at this age have also become more socially and emotionally developed now. They will be able to grasp the concept of this lesson and the possibilities that it entails.

What are the visual art dispositions of this group that are relevant to this learning segment? What are common misconceptions in relation to this learning segment?
Stencils seem much easier to make than they actually are. Making sure an effective demonstration is shown and assisting students as they need will be important.
# LEARNING OBJECTIVES & VISUAL ART STANDARDS

## National Core Art Standards
(list grade level specific number and text)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Learning Tasks &amp; Assessment</th>
</tr>
</thead>
</table>
| Interpreting Art: (Responding) | - Introduction  
- Class discussion  
- Video shown |
| Developing Works of Art/Design: (Creating) | - Demonstration of how to make the stencil  
- Practice cutting out letters  
- Demonstration of applying the stencil |
| Relating Art to Context: (Connecting) | - Visualization worksheet to narrow down ideas |

## Learning Objectives

**VA: Re.7.2.lla:**
Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

**VA: Cr1.1.lla:**
Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social changes.

**VA: Cn10.1.lla:**
Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

## Learning Tasks & Assessment Alignment

### Assessments/Feedback:
- Observation of discussion
- Assessment of exacto knife technique practice sheet
- Feedback on visualization worksheet

### Planned Supports:
- Introduction: Classroom discussion, including strategic questions, images, and personal connections
- Teaching and modelling relevant vocabulary during introduction and demonstration

## ACADEMIC LANGUAGE

### Language Demands
(Describe language demands that are essential to this learning segment)

### Planned Supports
(Instructional strategies, learning tasks, & materials)

### Assessments/Evidence of Learning

#### Language Function:
Interpret

#### Vocabulary:
Graffiti: writing or drawings scribbled scratched, or sprayed illicitly on a wall or other surface in public place.

#### Discourse (or Syntax):
LESSON #1

Descriptive Lesson Title: Introduction

Lesson Description:
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

To introduce the project, students will effectively discuss and interpret the work of Bahia Shehab in relation to the concepts of using your voice to impact your community in a positive way. A variety of her work will be shown and a discussion will follow. Then we will transition into presenting the graffiti stencil project that the students will be creating. A video might be shown as well to spark ideas for what the students would like to say with their stencil.

Materials:
/Instructional, art making, and organizational materials required for this lesson
- Artist power point
- Video of Bahia Shehab
- Questions and topics prepared for discussion
- Other artist and student examples via power point

Instructional Strategies & Learning Tasks
/Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Differentiation/Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-15 minutes</td>
<td>Introduction to artist, Bahia Shehab. The teacher will display a power point showing information about her and her work. A video will be shown of her talking about her work and what she has done.</td>
<td>Students will observe and watch the video together.</td>
<td>If students need another source or way to learn about the artist it will be provided.</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Teacher will lead a discussion about the artist with the essential questions in mind.</td>
<td>Students will participate in the discussion by responding to questions and prompting their own questions.</td>
<td>If a student can’t participate for any reason, they may write down questions or comments instead to receive participation.</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Teacher will present the Find Your Voice project and show examples.</td>
<td>Students will observe and ask questions as desired.</td>
<td>If students have further questions or concerns they can speak to the teacher after class.</td>
</tr>
</tbody>
</table>

Relevant Assessments & Planned Feedback / (Initial, Formative, and/or Summative)

Formative:
A post-it note prompt will be asked of the students after the introduction. The question will revolve around the understanding of the assignment and how comfortable they feeling with the information they learned.

Teacher Self-assessment/Reflection:
/ (To be completed following teaching; include connections to relevant theory)
The teacher will reflect on the post-it notes prompt answers and look for what people are needing help with and how to give clarity or assistance in the best way possible.
**LESSON #2**

**Descriptive Lesson Title:** Demonstration

**Lesson Description:**
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

There will be a demonstration of how to make the stencil, as well as how to apply it, and having the students practice cutting out letters on a small mylar sheet. The goal from this demonstration is that students will be able to learn how to skillfully utilize exacto knife techniques to create a stencil and apply it to a surface. They will begin to generate ideas for the message they want to display. The students will begin forming ideas with the help of a visualization worksheet. Through this process the students will be able to demonstrate an understanding of the concept of using your voice to have a positive impact through the personal creation of a stencil with a message for their community.

**Materials:**
/Instructional, art making, and organizational materials required for this lesson)

- **Mylar sheets (5 mil)** for main stencil and practice sheet
- **Exacto knives**
- **Markers**
- **Spray paints**
- **Cardboard or any material of choice** to practice the application
- **Wall to apply stencils on**

**Instructional Strategies & Learning Tasks**

Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Differentiation/Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>The teacher will demonstrate how to use exacto knives, including specific techniques and safety precautions. They will pass out small pieces of mylar to the students and ask them to practice some of the techniques.</td>
<td>The students will actively observe the exacto knife demonstration. They will practice the techniques on the small mylar sheet along with the teacher.</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>The teacher will demonstrate how to draw/trace and cut out letters to create a finished stencil.</td>
<td>The students will observe this process and ask questions as desired.</td>
<td></td>
</tr>
<tr>
<td>5 minutes</td>
<td>The teacher will demonstrate how to apply your stencil to a surface using spray paint.</td>
<td>The students will observe this process and ask questions as desired.</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>The teacher will hand out a visualization worksheet and ask the students to start thinking about what they want their stencils to say and designing them.</td>
<td>The students will form ideas and concepts which they will transfer to their visualization sheets.</td>
<td></td>
</tr>
</tbody>
</table>

**Relevant Assessments & Planned Feedback** *(Initial, Formative, and/or Summative)*

**Formative:**
Assessments will be given for the exacto knife practice sheets through participation and display of exercising all techniques. Students will receive feedback on their visualization sheets as well.

**Teacher Self-assessment/Reflection:** *(To be completed following teaching; include connections to relevant theory)*
The teacher will reflect on how well the demonstration went by looking at the exacto knife practice sheets. They then can assess if certain things need to be gone over again. The teacher can also assess how well they got the concept of the lesson across by viewing the student’s visualization sheets. They can assist students in understanding the concepts by giving feedback.
Artifacts/Work Samples:

- **Image 1:** People engaging in an outdoor activity, likely related to plant cultivation or community gardening.

- **Image 2:** A sign with the message "PLANT YOURSELF IN THE PRESENT."