



ZINTA VOGEL

ADVOCACY: EMPATHY FOR YOURSELF AND OTHERS

7th - 9th Grade | Printmaking

LINOVISUAL ART LEARNING SEGMENT PLAN UWM METHODS TEMPLATE

Learning Segment Title: Advocacy: Empathy for Yourself and Others

Number of Planned Lessons:

Age Group: 7th-9th 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.

Students will effectively interpret the art of Wednesday Holmes and make connections to personal examples of advocacy and empathy. They will be able to utilize linocut techniques to create successful prints. Students will be able to demonstrate knowledge of empathy and advocacy through the personal creation of a linoleum block print.

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

Key Concepts:

- Our intersecting identities shape the way we experience the world.
- Empathy helps us treat ourselves with kindness.
- Empathy helps us speak up when others are being treated unfairly.

Essential Questions:

- How do our identities shape the way we experience the world?
- How do I treat myself with kindness?
- In what ways can I speak up when I see others being treated unfairly?

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?

Community assets: many local Milwaukee artists work with these concepts and in printmaking
Cultural assets: Concept is easy to relate to everyone

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?

Physical: children in this stage are going through puberty. (it would be a good idea to instill ideas of self-love at this time)

Social/emotional: Learning to show empathy, developing leadership skills, and learning to express individuality
Cognitive: More ability to have complex thoughts, better ability to express emotions

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?

Visual Art Dispositions: development of craft, engage & persist, connect art to context
Misconceptions: with linocuts, text is backwards! The parts that you cut out are negative space.

LEARNING OBJECTIVES & VISUAL ART STANDARDS		
Students will be able to...		
Student will demonstrate an understanding that...		
National Core Art Standards (list grade level specific number and text)	Learning Objectives	Learning Tasks & Assessment Alignment
VA: Re.7.1.8a	Interpreting Art: Students will effectively interpret the art of Wednesday Holmes and make connections to personal examples of advocacy and empathy.	Learning Tasks: Looking and discussing
		Assessments/Feedback: Informal observation
VA: Cr2.3.7a	Developing Works of Art/Design: Students will be able to utilize linocut techniques to create successful prints.	Learning Tasks: Demo, skill-building, worksheets for ideation
		Assessments/Feedback: Critique Informal Feedback
Va: Cn11.1.Ia	Relating Art to Context: Students will be able to demonstrate knowledge of empathy and advocacy through the personal creation of a linoleum block print.	Learning Tasks: Ideating and creating works
		Assessments/Feedback: Critique Artist Statement

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: Interpretation	<ul style="list-style-type: none"> - Classroom discussion or small group discussions - Strategic questions (Feldman’s Model) - Connections to self & world 	<ul style="list-style-type: none"> - Informal observation
Vocabulary: (list & define) Content-Based: Empathy: the ability to identify with another person's feelings or experiences Advocacy: advocacy is the ability to articulate your or someone else’s needs and the support necessary to meet those needs. Art-Making Based Relief Print: Making prints by creating a raised design on a flat surface. The design is inked or covered with color and stamped on paper or another surface. Brayer: A small roller used to spread printing ink evenly on a surface before printing. Baren: A round, smooth pad used to press paper against an inked wood or linoleum block.	<ul style="list-style-type: none"> - Teaching & modelling relevant vocabulary during introduction & demonstration. 	<ul style="list-style-type: none"> - Exit Slip following demonstration - Artist statement following project

LESSON #1: INTRO

Descriptive Lesson Title: Intro to Advocacy: Wednesday Holmes

Lesson Description:

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

In this lesson, students will look at the art of Wednesday Holmes and discuss how they use the medium to convey messages of advocacy and empathy. They will also ideate/brainstorm ideas for their projects.

Materials:

(Instructional, art making, and organizational materials required for this lesson)

Projector, computer, whiteboard/chalkboard, handouts (ideation)

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.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
8 mins	Short presentation on Wednesday Holmes	Watch presentation	
10 mins	Leading discussion on how Wednesday Holmes conveys advocacy and empathy	Talk-back/discussion, Small group discussion if students don't seem comfortable sharing in big setting (think-pair-share?)	
5 mins	Introduce printmaking project and answer questions	Listen to intro and ask questions	
7-10 mins	Give 1-on-1 feedback	Brainstorm/sketch ideas for project in sketchbooks	

LESSON #2: PRINTMAKING DEMO 1

Descriptive Lesson Title: Printmaking Demo: Carving

Lesson Description:

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

In this lesson, students will watch a demonstration of the correct and safe usage of gouging tools and begin to carve their blocks.

Materials:

(Instructional, art making, and organizational materials required for this lesson)

Handout (describing names for linocut tools, etc) and presentation with same info, linoleum block, bench hook, gouge

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.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
5 mins	Intro/Handouts	Get settled and read handout	
10 mins	Demonstration on how to safely and successfully carve linoleum	Watch demonstration and ask questions/take notes	
10-15mins	Answer questions/Give 1-on-1 feedback	Begin carving linoleum.	

LESSON #3: PRINTMAKING DEMO 2

Descriptive Lesson Title: Printmaking Demo: Pulling Prints

Lesson Description:

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

In this lesson, students will learn how to print their blocks, and begin printing.

Materials:

(Instructional, art making, and organizational materials required for this lesson)

Cut linoleum block, brayer, ink, plate, paper

LESSON #4: CRITIQUING

Descriptive Lesson Title: Critique of Prints

Lesson Description:

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

In this lesson, students will learn how to constructively critique, and critique each other's work.

Materials:

(Instructional, art making, and organizational materials required for this lesson)

Students' pieces, presentation

Artifacts/Student Work:



