NATALEE ZEISLER

IDENTITY IN ART

4th Grade | Painting & Wearable Art
**VISUAL ART LEARNING SEGMENT PLAN**

**UWM METHODS TEMPLATE**

**Learning Segment Title:** Identity in Art  
**Number of Planned Lessons:** 3  
**Age Group:** 4th 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 personal and cultural identity. Students will explore these concepts through personal connections, the beadwork of Teri Greeves, and research. Students will then be able to learn and skillfully utilize painting skills to transform their own wearable item using cultural images and images of objects that have personal significance to them. In addition, students will present their finished wearable items to the class in a show and tell session.

**Enduring Understanding** *(What do you want students to understand through this learning segment?)*  
Students will understand how everyone has a cultural identity and interests that identify them and make them unique  

**Key Concepts:**  
1.) Identity is who a person is.  
2.) It is possible to have more than one identity based on the things you like to do/your family does.  
3.) Learning about your own identity(ies) can help you understand the way other people and cultures are

**Essential Questions:**  
1.) What is identity?  
2.) How is it possible to have more than one identity?  
3.) How can learning about your own identity(ies) help inform your ideas about other people/cultures?

### 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?**  
- Teri Greeves’s cultural art  
- The students’ own cultural and personal identities/interests  
- The student varied backgrounds

**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?**  
- Curiosity  
- Egocentricity  
- Interest in family and popular culture  
- Socially aware

**Consideration/adaptations:**  
Consider the students’ personal style and interests, and the gender identities of students. May need to adapt to give extra research help to kids w/o access to family history for research

**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?**

Some children may have trouble painting on fabric  
Misconceptions: that clothes can’t be art, that all students have similar identities or share certain ones, that identities are obvious
### LEARNING OBJECTIVES & VISUAL ART STANDARDS

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

**Learning Objectives**

<table>
<thead>
<tr>
<th>Identify and analyze cultural associations suggested by visual imagery</th>
<th>Interpreting Art: Students will be able to interpret the beadwork of Teri Greeves while making connections to their own examples of cultural and other personal identities.</th>
</tr>
</thead>
</table>
| VA:Re7.2.5a | **Learning Tasks & Assessment Alignment**

| Learning Tasks: | Learning Tasks:
|---|---|
|  | • Introduction
|  | • Looking and talking activity about artist Teri Greeves
|  | • Whole class discussion

| Assessments/Feedback: | Assessments/Feedback:
|---|---|
|  | • Informal observations
|  | • Informal question and answer session

<table>
<thead>
<tr>
<th>3rd, apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process</th>
<th>Developing Works of Art/Design: Students will be able to skillfully utilize good painting techniques, planning, and research to embellish/transform a wearable object with images/symbols about their identity(ies)</th>
</tr>
</thead>
</table>
| VA:Cr1.2.3a | **Learning Tasks:**
|  | Demonstration & art production skillbuilding activities: 1.) research techniques, (computer, interview, etc) 2.) fabric painting techniques, 3.) extra embellishment additions

| Assessments/Feedback: | Assessments/Feedback:
|---|---|
|  | • Research worksheet assessment
|  | • Informal feedback and observations

<table>
<thead>
<tr>
<th>4th, Create works of art that reflect community cultural traditions</th>
<th>Relating Art to Context: Students will display an understanding of the concepts of identity, hybrid identities, and the identities of others through the transformation and presentation of their own wearable object.</th>
</tr>
</thead>
</table>
| VA:Cn10.1.4a | **Learning Tasks:**
|  | • Art production
|  | • Show and tell

| Assessments/Feedback: | Assessments/Feedback:
|---|---|
|  | • Informal observations during show and tell
|  | • Summative rubric of finished art pieces

### ACADEMIC LANGUAGE

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

<table>
<thead>
<tr>
<th>Language Function:</th>
<th>Planned Supports (Instructional strategies, learning tasks, &amp; materials)</th>
<th>Assessments/Evidence of Learning</th>
</tr>
</thead>
</table>
| Interpret art presentation | • Introduction: Classroom discussion about Teri Greeves and her art, strategic questions about art and identity, image discussion, student connections
|  | • Show and tell presentation with finished wearable objects | • Informal observations during intro and show and tell
|  |  | • Informal q and a session

**Vocabulary:** (list & define)

- **Embellish:** to make something more attractive by the addition of decorative details or features
- **Identity:** who or what a person or thing is
- **Culture:** the pattern of behavior shared by a group of people or society
- **Cultural Identity:** the feeling of belonging to a specific culture
- **Hybrid Cultural Identity:** two or more cultural influences in the creation of one person’s identity
- **Identity:** what makes you who you are

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
|  | • Research worksheet | • Assessment of research worksheet
|  | • Teaching and showing the vocab during the into and demos | • Informal observations
LESSON #1

Descriptive Lesson Title: Introduction to Teri Greeves and Research

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

Students will look at the beadwork of Teri Greeves (on Chuck Taylors specifically). We will discuss how her work shows her cultural identities. We will also discuss specific identities (possibly more than 1 per student) that the students may have (culturally or otherwise), sharing with the class and having an open discussion. The students will be given a research worksheet in class and asked to complete it before they can make their own wearable art. Demonstrate how to go about researching (using technology, books, and asking relatives). Then, students will have time to use books and computers in class to do a little research on their identities before being sent home with their worksheets.

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

PowerPoint with photos of Teri Greeves’s work
Culture/research worksheet
Pencils
Laptops/iPads if possible
Books from the library

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>00:00</td>
<td>Introduce the artist Teri Greeves and photos of her work. Discuss where she comes from, how beadwork is significant to her and her culture</td>
<td>Observe and ask questions</td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td>Ask “what do you think of this art? How do you think it shows you about Teri Greeves’s Identity? Is there more than one identity being shown? What do you think clothing can say about an occasion or about a person?”</td>
<td>Answer questions, informal discussion</td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td>Ask “what kind of identities do you all have? What about your cultural identity? Can I have some specific examples of your identities? Why do you think that defines you? Do you have any questions about identity?” Teach vocabulary terms that the students may not be familiar with</td>
<td>Answer questions, informal discussion, ask questions</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Activity Details</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>15:00</td>
<td>Ask students “how they might show their identities visually, like Teri Greeves?”</td>
<td>Answer questions, informal discussion, ask questions</td>
<td></td>
</tr>
<tr>
<td>17:00</td>
<td>Demonstration of how to do research on identity, cultural identity, and visual symbols that might show those identities (using the internet, books, and by asking relatives)</td>
<td>Observe demonstration, ask questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>After demo students will get in-class time to begin research and begin to fill in the worksheet about their identities and research</td>
<td>Begin research and begin filling in worksheets</td>
<td></td>
</tr>
</tbody>
</table>

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

- Formative observations of in-class discussion
- Research worksheet

---

**LESSON #2**

**Descriptive Lesson Title: Hat Transformation (Art-Making)**

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

Students will watch a demonstration of how to transfer their identity-symbol sketches from previous classes/lessons onto their blank baseball hats using good sketching techniques. They will then be shown how to begin painting their baseball hats using specific brushes, sponges, and painting techniques (add a background before smaller details, good tips for painting on fabric, etc.), and how to add embellishments with sequins and other objects if they desire. A refresher on how to mix paints and a reminder to wash brushes thoroughly (esp. When using fabric paint!) would be good. Students will each be given a hat and sketching and painting supplies so that they can begin their hat transformations.

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

- Baseball hats for each student
- Sketch papers and pencils
- Completed research worksheets with sketches of symbols
- Fabric paints
- Water cups
- Paint brushes of various sizes
- Painting sponges
- Paint palettes
- Sequins
**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>0:00</td>
<td>Make sure all students have their sketches and research worksheets completed</td>
<td>Retrieve sketches and research worksheets</td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td>Begin demonstration on how to transfer sketches from sketch papers/research worksheets to baseball caps</td>
<td>Observe demonstration, ask relevant questions</td>
<td></td>
</tr>
<tr>
<td>6:00</td>
<td>Transition into a demonstration on how to begin applying paint skillfully to the fabric hat. using specific brushes, sponges, and painting techniques (add a background before smaller details, good tips for painting on fabric, etc.), and how to add embellishments with sequins and other objects if they desire. Also demonstrate a refresher on how to mix paints and a reminder to wash brushes thoroughly</td>
<td>Observe demonstration, ask relevant questions</td>
<td></td>
</tr>
<tr>
<td>13:00</td>
<td>Pass out hats to students and begin distributing paints and painting implements</td>
<td>Begin skillfully sketching and painting on baseball hats, following sketches on research worksheet</td>
<td></td>
</tr>
<tr>
<td>Near the end of class</td>
<td>Assist students in clean up</td>
<td>Clean up!</td>
<td></td>
</tr>
</tbody>
</table>

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

Formative Observations of how well students are paying attention during intro and observations and feedback for students during art making
Artifacts/Student Work: