

Name:	Briquelle du Bellier
Lesson Title:	Identity Cyanotypes
Grade Level:	Middle School

Vocab, Art History, Interdisciplinary Connections

Artist/Culture/Movement Connections Jonah Calinawan - Artist Cyanotype workshop with Artist Emily Fussner Anna Atkins - Artist	Interdisciplinary Connections Art History, Social Studies, History, Science, Math – Students have the capability to choose according to what they are interested in.
Art Vocabulary: Cyanotype, cyanotype historical content, transfer, transparency sheet, found objects, identity, trace, thumbnail sketch, layout	Elements/Principles of Art Line, shape, form, space, harmony
Media and Materials needed: Transparency sheet (clear), markers, scissors, prepped cyanotype sheets, found objects, pencil, sketch paper, paint, brushes, pens, glass, sunlight, UV lamps if needed.	

Content Standards

CREATING

Anchor Standard 2: Organize and develop artistic ideas and work.

6.VA:Cr2.1: Demonstrate openness in trying new ideas, materials, methods and approaches in making works of art and design.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work

6.VA:Re7.1: Identify and interpret works of art or design that reveal how people live around the world and what they value.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

6.VA:Cn10: Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.

Learning Objectives (related to standards, specific to your project)

1. Students will be able to make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
2. Students will be able to understand and appreciate the sense of themselves and others.
3. Students will be able to develop creativity and innovative thinking through the selection of content and materials.

Anticipatory Set:

Identity YouTube videos, discussions on identity and what it means to them.
<p>Big Idea:</p> <p>Through art students will learn to learn about identity, what it means, and to appreciate the individuality of one another.</p>
<p>Essential Question:</p> <ol style="list-style-type: none"> 1. How do artists and designers determine whether a particular direction in their work is effective? 2. How do life experiences influence the way you relate to art? 3. How does art preserve aspects of life?
<p>Objective/Purpose:</p> <p>Students will be able to combine multiple art making methods to develop their skills and creativity within artmaking. Students will learn about the process of cyanotypes. They are able to add it to their knowledge of artmaking materials.</p>
<p>Model:</p> <p>I will show a video on what cyanotypes are and how they are made. I will have made one or more examples to show to students. They are able to understand that there are many different ways to create this artwork. I will demonstrate how to use transfer my design or selected objects to the prepped cyanotype paper.</p>
<p>Check for Understanding:</p> <p>Before the lesson we will take a low stakes test on the content we are applying in this lesson. After the lesson we will take the same test to reinforce what we learned throughout the lesson.</p>

Step by Step Instruction of Lesson

Instructional Strategies	Activities
<p>Day 1: Set up the pre-test for the students and go through it as a class. Show the identity cyanotype PowerPoint and discuss as a class about identity the remainder of the class time. Have students write about what they believe is part of their own individual identity.</p>	<p>Day 1: Students participate in the pre-test. Students view the identity cyanotype presentation and participate in the following identity discussion. Students are responsible for writing out elements of their own identity.</p>
<p>Day 2: Show the teacher sample to the class so students can begin to think about how they might go about creating their identity cyanotype. I will present the cyanotype PowerPoint again and we can</p>	<p>Day 2: Students engage in the presentation and are able to ask questions related to the lesson. Students will have time to begin sketching out ideas or using objects as representative identity</p>

<p>view links to artists that practice cyanotype artmaking. I will make sure students have materials to begin sketches or have found objects available in the class for the students to explore.</p>	<p>materials. Students will be able to work throughout the class.</p>
<p>Day 3: Discuss the progress throughout the class and ask for questions. Coach students as needed. Prepare the class for a workday. I will adjust and add another workday if needed. Students who are ahead can have the option to explore more materials and methods.</p>	<p>Day 3: Class workday. Students will have the day to finish their transfer sheets or combining their identity objects to use for the cyanotype.</p>
<p>Day 4: Prep the class for the transfer onto the cyanotype paper. Assist students in the process. If students aren't ready to transfer, they have time to work but they will be participating when others are working on the transfer.</p>	<p>Day 4: Students will begin transferring onto the cyanotype paper. If students aren't ready, they will have the day to work on finishing up their template. Students will work on them at home to be able to participate in the critique if they aren't finished.</p>
<p>Day 5: Prepare the class for a critique day. Present talking points on the board and make sure the elements and principles of art are properly displayed. Write out identity questions and how objects might refer to certain aspects of their identity. Make sure there is enough space to display all the artwork.</p>	<p>Day 5: Students will participate in the classroom critique. They have a choice if they want to display their artwork since this project can be personal. If students choose not to display, they will still be able to participate in the critique with their peers.</p>

Critique/Discussion: Class critique day. Students will proudly display their finished artworks and we can discuss aspects of identity with students who are willing to share.

