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| Name: | Mali Hamm |
| Lesson Title: | Exploring “Stigma” |
| Grade Level: | 9-12th Art |

Vocab, Art History, Interdisciplinary Connections

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| Artist/Culture/Movement Connections We will be looking at five artists that challenge social stigmas. <ol style="list-style-type: none"> 1. JR 2. Tsoku Maela 3. Allison Saar 4. Dorris Salcedo 5. Favianna Rodriguez | Interdisciplinary Connections Mental health, stereotypes and the subject of racism, history and identity. |
| Art Vocabulary: book binding Vocabulary used when looking at the five artists: art installation, photography, wood, tar, metal, stencil. | Elements/Principles of Art Line, texture, shape, pattern, balance. |
| Media and Materials needed: Bookbinding board, thread, needle, drill, scissors, bookcloth, construction paper, watercolor paper, paint. | |

Content Standards

PRESENTING

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Acc.VA:Pr6: Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work

- 5.VA:Re7.2: Identify and analyze cultural associations suggested by visual imagery.

CONNECTING

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Adv.VA:Cn11: Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

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

1. Students will be constructing knowledge about major issues in society, and ways in which we can build a safer community.
2. Students will create their own journals and find value in writing along with art making.
3. Students will take information from their own funds of knowledge to relate to the information gleaned during the powerpoint.

Anticipatory Set:

(List specific statements or activities you will use to focus students on the lesson for the day.)

- video
- biopoem
- journal entries

Big Idea:

Journals are made to help students generate ideas, create a record of thoughts and feelings, and explore their own lives and concerns in relation to what they are learning. These journals will be made for daily writing activities which will allow students to write freely, without judgement and explore their ideas not only through artmaking, but through writing too.

Essential Question:

<http://art407.weebly.com/uploads/5/9/2/6/5926741/essential-questions.pdf>)

How do life experiences influence the way you relate to art? The way you make art?

Objective/Purpose:

By the end of this lesson, students will have a better understanding of who their peers are. Students will be able to create a book that will be used in the future for daily journal activities. Students will learn the importance of literacy in the classroom and how exploring our thoughts and ideas through writing, we can become better artists. The classroom community will hopefully become stronger and more open through exercises of discussing difficult subjects such as student's personal experiences with social stigmas.

Model:

Bookbinding techniques will be demonstrated. I will be demonstrating step by step instructions and checking for understanding throughout the demonstration.

Check for Understanding:

Progress checks:

- checking in on students to make sure they are properly assembling the book. Students will be given a link to a video of the demonstration if they need additional time spent on assembling.

- checking to make sure students completed both journal entries the last day before the critique
- ask students “thumbs up, thumbs down” to check for understanding throughout the lesson
- think-pair-share activities throughout the lesson

Summative checks:

- Biopoem will be presented alongside the book during the critique
- Rubric for final book

Step by Step Instruction of Lesson

| Instructional Strategies (what the teacher does) | Activities (what the students do) |
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| <p>Day 1</p> <p>Begin with showing a video of artist Favianna Rodriguez. She is a leading voice in issues such as immigration, women's issues, globalization and economic injustice. After watching the video, ask students to discuss with a partner one thing they found intriguing about the video.</p> <p>Explain how Favianna Rodriguez uses her art as a way to explore stereotypes and societal issues.</p> <p>Introduce the definitions of stigma and ask the class what they think the definition is.</p> <p>Show other terms related to stigma for a deeper understanding. These terms are: stereotype, prejudice, and discrimination.</p> <p>Introduce the four artists that challenge social stigmas.</p> <p>Have the students think-pair-share after each artist presented on how they think they challenged social stigmas.</p> | <p>Day 1</p> <p>Students watch video then discuss with their partner something that they found interesting, a question they may have, a like/dislike of the video.</p> <p>Students have a class discussion about the definitions of the term “stigma.”</p> <p>Students listen to the presentation of the four artists and have a short partner discussion after each artist presented.</p> |
| <p>Day 2-3</p> | <p>Day 2-3</p> |

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| <p>Keeping stigmas in mind and how they are represented and challenged in art, the teacher will introduce what a biopoem is and have students write one about themselves.</p> <p>Teacher will hand out paper and supplies for students to create their book covers.</p> <p>Once book covers are created, the teacher will begin to model how to assemble the book. Supplies will get passed around that is pre-cut for students to create their own books.</p> <p>The teacher will show how to glue the artwork that is dry to the cardboard, then add the bookcloth. Once everything is glued together, the teacher will drill five holes in every book.</p> <p>The class will watch a video demonstration on how to bind the book so everyone can get a good view of the presentation. This will allow for pausing and rewinding when necessary. This will also help the teacher so they can walk around and help while the video is being played.</p> <p>Once every book has five holes drilled at the top, the teacher will demonstrate how to use cotton warp thread to bind the books.</p> | <p>Students will create a biopoem about themselves that will be used to go along with their artwork for the outside of their books.</p> <p>Students will create a visual representation of the biopoem as the book cover. students can use any medium they choose: collage, pencils, markers, paint, etc.</p> <p>As students finish the first two steps, they will bring their books up to the teacher to drill the holes at the top.</p> <p>Students will watch a video demonstration of how to bind the book.</p> |
| <p>Day 4</p> <p>Teacher has students write their first journal entry. Thinking about the notion of stigmas, the prompt is: Explain a time in your life when you felt misunderstood or stigmatized. How can you express this in your art making?</p> <p>Teacher has students share with a partner what they wrote for the first prompt.</p> <p>Teacher has students respond to one more prompt: What ways can we</p> | <p>Day 4</p> <p>Students respond freely to the prompt as a warm up activity in the beginning of class.</p> <p>Students share what they wrote with a partner.</p> <p>Students respond to the second prompt.</p> <p>Students have a whole class discussion regarding the second prompt.</p> |

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| <p>reduce stigma at school, at home, and in our community? A class discussion takes place after this.</p> <p>Teacher asks students to clear their tables for a gallery walk. Students are also asked to have their biopoems out next to their books.</p> <p>Teacher instructs students to provide 2 stars and a wish to at least three of their peers on a sticky note. A class discussion will be held after.</p> | <p>Students clear their areas and place their biopoems next to their books for the class critique.</p> <p>Students walk around the room and find at least three other books to critique. They use “two stars and a wish” method. Students will return to their seats, read their comments and share with the class.</p> |
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| <p>Critique/Discussion: (What method of review and evaluation will be used to complete the lesson?):</p> <p>Students will be involved in displaying their books and biopoems for a gallery walk. They will be using the “two stars and a wish” method for critiquing one another, then following up with a class discussion.</p> |
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Assessment/Scoring Rubric

| CATEGORY | 4 | 3 | 2 | 1 |
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| Attention to Theme | The book cover is related of the assigned theme. The relationship between the book cover and the bio poem is clear. | The book cover is related of the assigned theme. There is some relationship between the book cover and the bio poem. | The book cover is related of the assigned theme. There is little relationship between the book cover and the bio poem. | The book cover is not related of the assigned theme. There is no relationship between the book cover and the bio poem. |
| Quality of Construction | The book shows considerable attention to construction. The items are neatly trimmed. All items are carefully and securely attached. There are no stray marks, smudges or glue stains. Nothing is hanging over the edges. | The book shows attention to construction. The items are neatly trimmed. All items are carefully and securely attached. A few barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges. | The book shows some attention to construction. A few barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges. | The book was put together sloppily. Items appear to be just \"slapped on\". Pieces may be loose or hanging over the edges. Smudges, stains, rips, uneven edges, and/or stray marks are evident. |

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| Biopoem | Biopoem is complete, has a unique point of view, and reflects the artist and the artwork being presented. The writing is creative and uses descriptive language. | Biopoem is complete. Vocabulary used is efficient and somewhat reflects the artwork presented. | Biopoem is incomplete. | Biopoem is missing. |
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