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| **Name:** | Jessica Bernardino |
| **Lesson Title:** | Homage to Icons |
| **Grade Level:** | 9th - 12th grade |

**Vocab, Art History, Interdisciplinary Connections**

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| **Artist/Culture/Movement Connections:** Dorit Levinstein  <https://www.dorit-levinstein.com/> | **Interdisciplinary Connections:**  Social Science, Music, Film, Performance and Popular Culture |
| **Art Vocabulary:**  Homage, Icons, Interpretation, Identity, Portrait, and Presence | **Elements/Principles of Art:**  Emphasis, Forms, and Texture |
| **Media and Materials needed:**  Doll: Unstuffed doll (cloth), needles, thread, and stuffing.  Decoration: acrylic paint, felt, buttons, patterned fabric, and skeins floss. | |

**Content Standards**

**Creating—Anchor Standard 1:**

**Prof.VA:Cr1.2 -** Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

**Creating—Anchor Standard 2:**

**Acc.VA:Cr2.1 -** Through experimentation, practice, and persistence, demonstrate the acquisition of skills and knowledge in a chosen art form.

**Creating—Anchor Standard 3:**

**Acc.Va:Cr3 -** Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

**Connecting—Anchor Standard 11:**

**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**

**1.** Students will synthesize and present information researched on a chosen topic.

**2.** Students will be able to effectively explain and describe their artwork and creative process.

**3.** Students will assess the impact of artists and notable figures on culture and society.

**4.** Students will be able to construct a 3-dimensional form using sewing methods and materials.

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| **Anticipatory Set:**  The teacher begins the lesson by turning off the lights and playing a video that tours the interior of the Eden gallery in Miami, Florida. The gallery features artworks of contemporary artists, including Dorit Levinstein. No context or prior background will be given to students. As they watch the video, students can think about or guess the theme of the lesson. After the video ends, the teacher will turn on the lights again. Students can share their initial impressions, thoughts, and ideas. Next, the teacher will ask students to describe what they saw and ask the following questions, "Did you recognize any icons in the video? Who did you see?" Students can share the famous icons they were able to identify in the video. Also, the teacher can ask essential questions during the class discussion. This anticipatory activity will be the starting point that will transition into the start of the lesson.  <https://youtu.be/gbmk8eHMziE> |
| **Big Idea:**  The big idea of this lesson is an exploration of famous or notable figures that transcend into icon status in popular culture. These figures can also take on the label of role models for fans of all ages. Students will study this concept; research an icon that they look up to and why that is. |
| **Essential Question:**  What is an Icon?  How do artists and famous figures determine goals for reaching their dreams? How do they create meaningful work that effectively connects to others?  How do you become an Icon?  Who can be an Icon? |
| **Objective/Purpose:**  In this lesson, students will understand how individuals rise to icon status in our communities, throughout time and history. People of all ages look up to icons as role models for specific reasons important to them. As we explore this concept, students will look at the sculptural artwork of Dorit Levinstein and observe how she interprets and portrays icons of popular culture. Students will observe how Levinstein emphasizes trademark features and the icon's essence through simplistic artistic choices. Through examples of her artwork, students will learn how artists portray the human form with creative interpretations and whom they choose to as their subjects. In the end, students will understand the icons we look up to are humans with talent, passion, drive, and motivation to pursue their dreams. These icons then take on the label of role models that influence our beliefs, values, and culture. |
| **Model:**  The teacher will demonstrate various sewing methods including the running stitch, baste stitch, back stitch, catch stitch, and blanket stitch. She will go over safety guidelines when handling the materials, especially needles. There will be a thorough explanation and demonstration on how to use and hold needles. The teacher will emphasize the use of the pincushion to place the needles when not in use. Next, she will explain the construction process of the art doll. For example, how the limbs are sewn together to allow for an opening where the stuffing will enter to fill it. Also, the teacher will go over the sequence of sewing the figure limb by limb. In the end, students will be shown several methods for decorating and embellishing their art dolls including the use of buttons, acrylic paint, and sewing clothing pieces using felt. |
| **Check for Understanding:**  The teacher will use the physical and visual method of thumbs up or down to check for understanding. This method will be applied after demonstrations and announcements. Based on this non-verbal cue the teacher can see if the students need to review a process or information before moving on to the next activity.  Another method is directly asking students how they are doing throughout the lesson. Through these opportunities, students can share their thoughts, opinions, and questions about the lesson throughout the class periods. Then the teacher can clarify any information for students to understand what is expected of them. Similarly, the teacher can take into account students' feedback or suggestions to enhance the learning experience of students in this lesson. For example, taking into account students expressing they need more time to complete the art project and extending the deadline to allow the class as a whole to do their best work.  Through the class discussion on day 3, the teacher can see how well students can explain or justify their icon choice and demonstrate their knowledge of them at that point in the lesson by sharing some facts. |

**Step by Step Instruction of Lesson**

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| **Instructional Strategies** | **Activities** |
| **Day 1**  Anticipatory Activity: Video and Class Discussion  To begin the lesson, the teacher plays the video *Eden Gallery - Miami*. After it ends, she will encourage students to share their reactions, thoughts, and impressions of the video. Next, the teacher will ask questions to get students thinking about the theme of the day's lesson.  Activity: Lesson Introduction  The teacher introduces the theme of the lesson, Icons, and the artist of study Dorit Levinstein. Next, she explains the instructions and requirements for the main art project of the lesson, the art doll. The project will be for students to research an Icon they look up to with a PowerPoint slideshow and make an artistic interpretation or portrayal of the icon as a doll. The teacher will emphasize realism is not the focus for the dolls, but creative interpretations. The PowerPoint slideshow will require students to include the following:  Slide 1: Icon's background  Slide 2: Icon's life work  Slide 3: Icon's Legacy  Slide 4: Why do you look up to this Icon? Include a picture of the finished doll.  Activity: Research Worksheet  The teacher will have a student pass out the worksheets. During this time the teacher encourages students to start thinking about the icon they want to research. The worksheets will guide the research process for students. She will have students use Chromebooks to look up information, inspiration, or look at the PowerPoint examples. | **Day 1**  Anticipatory Activity: Video and Class Discussion  Students watch the video *Eden Gallery - Miami*. They will respond to essential questions while sharing their reactions, thoughts, and impression of the video. Students will try to figure out the theme of the lesson.  Activity: Lesson Introduction  Students will be introduced to the lesson and the artist Dorit Levinstein. They will be informed of the instructions and requirements for the main project of the lesson, an art doll.  Activity: Research worksheet  A student will volunteer or be selected to pass out the worksheets. Students will work individually to complete the worksheet; however, they can talk to their neighbors for help or raise their hand to ask for the teacher's assistance. |
| **Day 2**  Activity: Pair-Share  The teacher will divide the class into strategic pairs where both partners share the icons they have chosen or are considering to research and talk about what they know about them so far.  Activity: Class Announcements  The teacher explains students will turn in an informal proposal of the icon of their choice by the end of the class period. She reassures undecided students they can submit their proposal at a later time, if necessary. The teacher will ask the students how they are doing at this point in the lesson.  Activity: Research Session  The teacher will instruct students to begin their research by using the Chromebooks to look up references and information and use the worksheet to record their findings. She also explains they can start designing their PowerPoint slideshow.  Activity: Proposal Submission  The teacher will have a student pass out the proposal slips. The teacher will have students fill out the proposal slips and place them on her desk. | **Day 2**  Activity: Pair-Share  Students will work in pairs. Each partner will share their icon or ones they are considering and talk about what they know about them.  Activity: Class Announcements  Students will be informed of the work expectations for the class period. Also, they are encouraged to share how they feel at this point in the lesson.  Activity: Research Session  Students will begin the research process, work on their worksheets, and start designing their PowerPoint slideshows.  Activity: Proposal Submission  A student will volunteer or be selected to pass out the proposal slips. They will fill them out and placed them on the teacher's desk when done. |
| **Day 3**  Activity: Class Announcements  The teacher announces on day 6 there will be a pair critique. She reminds students of the upcoming deadline of the art doll project. The teacher encourages students to continue using references and resources to support their work. Next, she will ask students if they have any questions about the lesson thus far.  Activity: Class Discussion  The teacher will ask students to share with the class the icons they have chosen for the art doll project. She encourages students to share why they have chosen their icon.  Activity: Art Demonstration (Demo)  The teacher will have students gather around the table at the front of the classroom. Here the teacher will have the projector show a step-by-step guide for sewing methods. She will introduce the materials students will use for the art doll project. The materials will be placed on the table and students are welcome to touch and look at them in more detail (except needles). The teacher will explain different sewing methods for constructing the art doll. Next, she will demonstrate how to do each sewing method in real-time. In between steps the teacher will ask for a thumbs up or down response to check comprehension. As she demonstrates the methods she will point out safety guidelines for handling the materials. At the end of the demo, the teacher will ask students if they have any questions. She will ask students if they are ready to move on with a show of thumbs up or down.  Activity: Art Doll Review  The teacher will review the construction process for the art doll. She reminds students about safety guidelines for handling the materials, especially the needles. In the end, the teacher will announce students can begin working on the art doll now that they have chosen their icon. The teacher will ask the students if they have any questions. Next, she will ask a few students to help her pass out the materials.  Activity: Work Session  The teacher will have students begin working on their art dolls if they are ready. Students who are still in the draft phase can continue conceptualizing their ideas, although they should finalize it by the next class period to have enough time to make their art dolls. The teacher will walk around the classroom and help students if necessary.  Activity: Clean-up  The teacher will instruct students to begin the clean-up procedures, and store their work in their lockers/desks. | **Day 3**  Activity: Class Announcements  Students will be informed of the upcoming pair critique on day 6 and the deadline for the art doll project. They can ask any questions they have about the lesson thus far.  Activity: Class Discussion  Students will volunteer to share their icon choices with the class. And they can share why they have chosen them.  Activity: Art Demonstration (Demo)  Students will gather around the table at the front of the classroom. Students will observe up close the materials they will work with for the art doll project. Students can touch and look at the materials in more detail (except for needles). They will learn different sewing methods for constructing the art doll. Students will watch the demonstrations of the methods in real-time. They will show their understanding of the steps with thumbs up or down. Students will be reminded of safety guidelines when handling the materials, especially needles. At the end of the demo, students can ask any questions about the procedures and information introduced. Students will show thumbs up or down to demonstrate if they are ready to move on.  Activity: Art Doll Review  Students will review the construction process for the art doll. They are reminded of safety guidelines for handling the materials, especially the needles. Students can ask any questions they have about the lesson thus far. Next, a few students will volunteer or be selected to help the teacher pass out the materials.  Activity: Work Session  Students begin working on their art doll projects. If they are still in the draft phase or undecided, students can continue figuring out their ideas and try to finalize them by the next class period.  Activity: Clean-up  Students carry out clean-up procedures. |
| **Day 6**  Activity: Class Announcements  The teacher reminds students of the upcoming deadline for the art doll project. She encourages students to continue using references and resources to support their work. The teacher will ask the students how they are doing at this point in the lesson. And she encourages students to reach out for support if they feel they are falling behind or need help.  Activity: Pair Critique  The teacher will divide students into strategic pairs. She instructs students to take time to observe each other's art dolls before giving feedback immediately. Once each partner has observed the dolls, the pairs can discuss their vision or concept behind their work and give each other constructive feedback through meaningful discussion. Next, the teacher will have students rotate partners for a second round of critique.  Activity: Work Session  The teacher will have students continue working on their art dolls and PowerPoint slideshows. As students work, she will routinely walk around the classroom and help students if necessary.  Activity: Clean-up  The teacher will instruct students to begin the clean-up procedures, and store their work in their lockers/desks. | **Day 6**  Activity: Class Announcements  Students will be informed of the upcoming deadline for the art doll project. They can ask any questions they have about the lesson thus far. Students are reminded of safety guidelines and requests for the teacher's assistance if they need help.  Activity: Pair Critique  Students will be divided into strategic pairs where they will look at each other's art dolls. Then, students will discuss the vision or concept behind their work and give each other constructive feedback through meaningful discussion. Afterward, students will rotate partners for a second round of critique.  Activity: Work Session  Students continue working on their art doll projects and PowerPoint slideshows. Students can ask their neighbors for help or raise their hands to ask for the teacher's assistance.  Activity: Clean-up  Students carry out clean-up procedures. |
| **Day 4, 5 and 7**  Activity: Class Announcements  The teacher reminds students of the upcoming deadline of the art doll project. The teacher encourages students to reach out for support if they feel they are behind or need help. A time accommodation can be provided to students who need it, such as SPED students.  Activity: Work Session  The teacher will have students continue working on their art dolls and PowerPoint slideshows. As students work, she will routinely walk around the classroom and help students if necessary.  Activity: Clean-up  The teacher will instruct students to begin the clean-up procedures, and store their work in their lockers/desks. | **Day 4, 5 and 7**  Activity: Class Announcements  Students will be informed of the upcoming deadline for the art doll project. They are reminded to ask for the teacher's assistance if they need help. And students can talk to the teacher individually to request a time accommodation if needed.  Activity: Work Session  Students continue working on their art doll projects and PowerPoint slideshows. Students can ask their neighbors for help or raise their hands to ask for the teacher's assistance.  Activity: Clean-up  Students carry out clean-up procedures. |
| **Day 8-9**  Activity: Student Presentations  The teacher will have students give a short presentation sharing the research of their chosen icon and finished art doll. After the presentation, peers can raise their hands to ask questions, make comments, or give praise.  Activity: Photography Session  The teacher has set-ups throughout the classroom for students to take pictures of their work. The purpose is for students to build a portfolio of their work.  Activity: Project Submission  The teacher will gain students' attention. She will instruct students to place their art doll projects on a 4 tiered cart, and place the reflection papers on her desk. The teacher will have students share their thoughts and comments on the lesson. | **Day 8-9**  Activity: Student Presentations  Students will give a short presentation sharing the research of their chosen icon and finished art doll. Afterward, peers can raise their hands to ask questions, make comments, or give praise.  Activity: Photography Session  Students will take pictures of their work in any of the photography set-ups throughout the classroom. Students will record the work they make in the class to build a portfolio.  Activity: Project Submission  Students will set their art dolls on a 4 tiered cart, and turn in their PowerPoint sideshow files in dropbox. Next, students share their overall thoughts, comments, and feedback on the lesson. |

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| **Critique/Discussion:**  Individual Oral Presentations  Students will be evaluated through individual presentations of their art dolls and PowerPoint slideshow. The class presentations will be divided over the course of two days to give students more time and attention. One-by-one, students will open or share their PowerPoint sideshows and set their art doll near them while being visible to the class. As they go through their PowerPoint slides students will discuss their research and findings of the Icon of their choice. During the presentations, students can share their thoughts and experiences with the project overall, such as the doll construction or research process. In the end, peers can raise their hands to ask questions, make comments, or give praise. |

**Assessment/Scoring Rubric**

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| Criteria | 4 | 3 | 2 | 1 |
| Variety of Materials | A wide variety of materials added or used | Minimal use of varied materials | Use of 1 or 2 materials | No use of other materials, missing or incomplete |
| Craftsmanship | Piece has clean and tight seams and stuffed appropriately | Piece is neat and well sewn with minor issues | Piece has loose seams and unequal distribution of stuffing | Piece has major construction issues, missing or incomplete |
| Art Doll Interpretation | Art doll creatively embodies all the qualities and appearance of the icon | Art doll embodies a few of the qualities and closely resembles the appearance of the icon | Art doll is and embodies 1 quality or accessory of the icon and is somewhat recognizable as the icon | Art doll is unrecognizable as the icon, missing or incomplete |
| PowerPoint Slideshow | Does not exceed or lack 4 slides, visually appealing format, information is clear and legible | Lacks one slide or element, minimal format, information is legible with minor grammatical errors | Exceeds or lacks slides, visually cluttered format, minimal or excessive amounts of information on slides | Lacks slides, slideshow is unformatted, little to no information is presented, missing or incomplete |