

<b>Name:</b>	Kimberly Calzada Magana
<b>Lesson Title:</b>	Reflecting on Your Environment
<b>Grade Level:</b>	High School, Grades 9-12

### Vocab, Art History, Interdisciplinary Connections

<b>Artist/Culture/Movement Connections</b> Kara Walker, Dr. Eric Avery	<b>Interdisciplinary Connections History</b>
<b>Art Vocabulary:</b> negative space, positive space, activist art, silhouette	<b>Elements/Principles of Art</b> space, texture, line, balance, harmony
<b>Media and Materials needed:</b> Glue stick, scissors, exacto knife/carving tools, black acrylic paint, small and medium sized brush, magazine, tracing paper, 4 medium/large rectangular erasers, ink pads, pencil, 3 watercolor papers, pen, cutting mat, foam paper, wooden blocks, glue adhesive	

**Content Standards** (choose 2/3, then delete the ones you didn't use.)

Copy/paste the specific number and text. Link here: <https://www.cde.ca.gov/be/st/ss/>)

#### **CREATING**

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

Process Component: Investigate

2.3 Enduring Questions: People create and interact with objects, places, and design, and this defines, shapes, enhances, and empowers their lives.

Essential Questions: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that communicate effectively?

Acc.VA:Cr2.3: Redesign an object, system, place, or design in response to contemporary issues

#### **RESPONDING**

**Anchor Standard 7:** Perceive and analyze artistic work

Process Component: Perceive

**7.1 Enduring Understanding:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

**Essential Questions:** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

**Acc.VA:Re7.1:** Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments

#### **CONNECTING**

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

**Process Component:** Synthesize

**Enduring Understanding:** Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

**Essential Questions:** How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

**Adv.VA:Cn10:** Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

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

- 1. Students will develop and refine their artistic ideas in regards to their reflection on their surrounding environment. They will participate in conceptualizing, organizing, and completing their artistic ideas.**
- 2. Students will engage with their surrounding environment to reflect on their hopes and aspirations for its future as well as to understand their constructed environment.**
- 3. Students will describe the relationship between their carved symbols to communicate their intended meaning to their environment.**

**Anticipatory Set:** To introduce students to positive and negative space, they will begin by creating simple stamps out of foam paper. They will learn that they need to reverse their lettering, more about how to determine positive and negative space, and about the intricacy needed for the project. They will create designs, transfer them onto foam paper, cut the design using scissors and/or an exacto knife, and then glue their design onto wooden blocks to make stamps.

**Big Idea:** One's influence within their environment and the environment's influence on one

**Essential Question:**

How can one's environment impact their way of being, their identity? How influential is one's environment exactly? What does one's reflection say about them? How can we play a role in the future of our environment?

**Objective/Purpose:**

- Execute an alternate of the chine colle technique
- Understand the difference between positive and negative spaces
- Demonstrate their understanding of positive and negative space to create a stamp and a silhouette of themselves
- Paint a delicate silhouette of themselves
- Use precision to carefully carve their stamp designs
- Use the principles of design to create a well-thought composition

<p><b>Model:</b></p> <p>There will be a step-by-step powerpoint presented that includes instructional youtube videos. There will be teacher examples of foam and eraser stamps as well as a finished project.</p>
<p><b>Check for Understanding:</b></p> <p>Discuss how the environment they grew up in, lived in, or currently reside in influence them. Does your environment help shape who you are and your identity?</p> <p>Discuss the vice versa. How have you helped shape your environment? Do you think you've made a significant impact or none at all? Why and how so?</p> <p>Discuss the significance of symbols. What do symbols communicate to us? How do symbols differ within different communities?</p>

### Step by Step Instruction of Lesson

<b>Instructional Strategies</b> <b>(what the teacher does)</b>	<b>Activities</b> <b>(what the students do)</b>
<p><b>Day 1:</b> The teacher will begin by showing the students a video regarding the elements of art. Next, the teacher will have the students pick three elements and have them define it in their own words. The teacher will facilitate a short discussion reviewing the elements of art and clarify any questions. Next, the teacher will show a video of a demonstration of how the elements of art are used for a visual analysis. After reviewing the elements of art and how to write a visual analysis, the teacher will present the two artists chosen as inspiration for this project. Finally, the teacher will show students one selected artwork from each artist. Based on the two selected artwork from each artist, the teacher will instruct students to analyze each piece using correct terminology</p> <p>Next, The teacher will instruct the students to reflect on their environment now and what aspects they wish for it to be changed by brainstorming. They will also think about project ideas.</p> <p>The teacher will instruct the students to reflect on their environment now and what aspects they wish for it to be changed by brainstorming. They will also think about project ideas. The teacher will go over safety rules regarding the exacto knife/carving tools.</p>	<p><b>Day 1:</b> Students will review the elements of art and how to use them for a visual analysis via videos. They will participate in a short discussion about the elements of art. Next, they will be introduced to the two artists who inspired the lesson and two artworks, one from each artist. They will analyze the two artworks using the right terminology.</p> <p>Students will begin sketching their designs, begin taking photos of themselves or choosing a picture they already have. They will also listen to safety rules.</p> <p>Students will finalize their photo, experiment carving on an extra eraser, and transfer their final designs onto the erasers.</p>
<p><b>Day 2:</b> The teacher will show students an inexpensive way to transfer their drawings onto the erasers and onto their printmaking paper for their silhouette, and the chine colle technique. The teacher will then instruct students to experiment with the carving tool by allowing them to carve into an extra</p>	<p><b>Day 2:</b> Students will continue working on their project, either through sketching, transferring, carving, or printing, sketching their silhouette or painting it.</p>

<p>eraser before carving onto their official ones. The teacher will allow students to continue their work and provide suggestions or help when needed.</p>	
<p><b>Day 3:</b> The teacher will assist students if needed. Yesterday's activities continue.</p> <p>Activity: The teacher will have one-on-one time with each student to check in on their progress and provide them suggestions, assistance, and feedback.</p>	<p><b>Day 3:</b> Students will continue with their project. Halfway through class time, students will briefly share their progress to the teacher and the classroom</p>
<p><b>Day 4:</b> The teacher will ask the students to write two paragraphs regarding their project. They should discuss their inspiration, their vision for the future, and the meaning behind some of their stamps.</p> <p>The teacher will instruct students to present their artwork so that other students may view it. The student showing their project will simply present. The teacher will pair the students and have them write a short analysis about the other person's work. The class will come together to have a discussion about the central idea.</p>	<p><b>Day 4:</b> Students will write two paragraphs regarding their artwork. It should include their inspiration, their reflection on their future environment, and their hopes for the future.</p> <p>Students will present their work to the class. They will then write a short analysis on their partner's work. They will then come together as a group to discuss their findings.</p>

**Critique/Discussion:** (What method of review and evaluation will be used to complete the lesson?): Closure for the lesson will be individual presentations, followed by a short quiz, and a group discussion with the class regarding the main theme and the essential question of the lesson.

### Assessment/Scoring Rubric

Criteria	1	2	3	4


Category	27-30	26-24	23-21	20 and below	Score
Design/Composition 30 pts total	Student applied elements and principles of art with great skill.	Student applied elements and principles of art with fair skill.	Student attempted to apply elements and principles of art but could use more effort.	Student did not attempt to apply most elements principles to his/her own work.	
Relationship to the theme of the project 30 points total	There is cohesiveness between the subject/figures in the print to the idea of reflecting on one's future environment.	A relationship is identified between the subject/figures in the print to the idea of reflecting on one's future environment.	Location is identified but does not directly address its relationship to the concept.	The relationship between the theme of the project and the subject matter of the print does not correlate.	

<p>Craftsmanship/Uniqueness</p> <p>30 pts total</p>	<p>Student developed a great skill for carving. The stamps are clearly visible and are detailed. The silhouette is nicely painted. The project was superb in uniqueness. Student carved the required amount of carvings. Painting the silhouette was done with precision. Chine colle technique was used successfully.</p>	<p>Student created a print with visible stamps that are considerably well-carved. The uniqueness and experimentation are visible as attempts. Student did not complete one stamp. The silhouette was painted with care. Chine colle technique was used.</p>	<p>Student created a fair print but missed some significant areas to complete. There are open spots in the print that make it seem to appear as unfinished. There are three stamps that were not completed. The silhouette was painted ruggedly. Chine colle technique was attempted but not exactly achieved.</p>	<p>Student did not attempt to recreate preciseness. The artwork is unfinished and lacks key components such as the silhouette, chine colle, and 4 stamps or more.</p>	
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Total Score: