


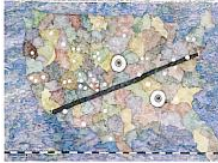


risd | Department of Teaching + Learning in Art + Design
Brittney Bevel | MA 2012
Lesson Plan Revised

Grades 5-8			
CONCEPTUAL FRAMEWORK			
Unit Title: Identity and Place			
Unit Goal: Students will explore different places and their symbolic importance on the individual. Students will answer the question: How can place define identity?			
Lesson Title: States and Symbols			
Lesson Goals: Students will translate their identity into symbols and read symbolic representations			
<p>Lesson Objectives: <i>As a result of instruction, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Discuss symbols and stereotypes and how those might form an identity. 2. Explore collage as a medium by creating a representation of their state. 3. Develop a plan of action based on the results of exploration. 4. Create a final map as a symbol of how they see the US. 5. Explain the solutions to any problems that they ran across while creating either map. 	<p>Evaluation Criteria/Evidence of Success:</p> <ol style="list-style-type: none"> 1. Students are involved in discussion and can accurately distinguish between a stereotype and a symbol. 2. Exploration shows a development of understanding of material and thinking through possible symbols 3. Student's written or thumbnail plan for map of US will demonstrate thought process for symbols for US as a whole or for select regions and their meaning. 4. Final map includes symbols and provides solutions for problems that developed out of exploration or planning step. 5. Written reflection detailing how student solved problems that arose and the success of their symbols. 		
Assessment Strategies:			
1. Discussion participation 2. Completed exploration 3. Written or thumbnail plan 4. Final piece 5. Written reflection			
Visual References:			
			
Mike Wilkins	Juane Quick-to-See Smith	Nam June Paik	William T. Wiley
Vocabulary:			
Collage: pasting on a single surface various materials not normally associated with one another, as newspaper clippings, parts of photographs, theater tickets, and fragments of an envelope.			
Symbol: something used for or regarded as representing something else.			
Stereotype: a simplified and standardized conception or image invested with special meaning and held in common by members of a group.			

ADVANCED PREPARATION

Modifications:

Dependent on age group and class.

Instructional Support Materials:

1. Poster or PowerPoint images of references
2. Rubric

Supplies:

1. Paper
2. Pencils
3. Paint
4. Brushes
5. Glue
6. Newspaper
7. Other recyclables
8. Magazines
9. Cardboard
10. Matte Media
11. Paper Towels
12. Water Cups
13. Scissors
14. Computer

Safety Procedures:

Dependent on age group and class.

Classroom Arrangement:

Dependent on space used.

Sources:

Smithsonian American Art Museum Website, url: <http://americanart.si.edu>

LEARNING PLAN

Stage 1: Motivation	<ol style="list-style-type: none">1. Ask students to define stereotype and symbol. They will discuss the differences and the implications of each.2. Teacher will show visual references. Questions for consideration include: is the artist using symbols or stereotypes? What statement does that symbol or stereotype make?3. Brainstorm what symbols and stereotypes exist for our state and other states.4. Instructor will hand out instructions for entire project and explain her expectations.
Stage 2: Exploration	<ol style="list-style-type: none">5. Instructor will demonstrate the use of matte media and explain the basics of collage as a medium.6. Students will research a state other than their own and designate symbols that represent that state. They will be expected to sketch or print out symbols to be collaged onto their exploratory project.7. Instructor will provide students with paper to begin exploring collage as a medium. Students will create a representation of a state other than their own based on the research they did to explore collage and symbols.8. Based on the results of their explorations with the medium, students will come up with a written or thumbnail plan for their map of the US.9. Instructor will provide written feedback of the students' plans10. Students will execute their plan as they designed it considering instructor's comments.
Stage 3: Reflection	<ol style="list-style-type: none">11. The class will have a show of their finished maps allowing students to examine their own map as well as the maps of the other students.12. After the show students will write a reflection detailing how they solved problems encountered while creating either of their projects and discussing how well their plan was executed. Students will practice objective looking with their own work. Problems expected to arise include issues with affixing objects to their collage, issues with determining an effective composition and layout, and issues with determining between a stereotype and a symbol.