

Unit 6: Identity

My Year Long - Vision: In art class we will be in our right minds. We will create original works of art with confidence, but we will know that art is not only about making things. It is about learning how to think in new ways and explore new solutions to problems both big and small. In art class we show respect to each other, to our space, and to our time because we know that to waste time means to waste our potential. And no one in their right mind would risk that!

Title of Unit	Identity	Grade Level	5 th - 6 th
Curriculum Area	Art	Time Frame	3-4 weeks
Developed By	Melanie Bradshaw		
Identify Desired Results (Stage 1)			
Content Standards			
VA.6.5.10 Produce artwork that involves problem solving (e.g., reflection, revision, brainstorming, practice, drafts, <i>sketches</i> , models) VA.6.5.11 Select subject matter, symbols, and/or ideas to communicate meaning VA.7.5.5 Discuss ways media reflects contemporary culture and art across the globe (e.g. comic books, graphic novels, blogs, commercials, photography, video) VA.6.5.13 Create artwork that communicates personal observations and life experiences (e.g., self-identity, ideas, emotions, moods, relationships) VA.6.6.10 Produce artwork that involves problem solving (e.g., reflection, revision, brainstorming, practice, drafts, <i>sketches</i> , models) VA.6.6.11 Select subject matter, symbols, and/or ideas to communicate meaning VA.7.6.4 Apply methods for <i>art criticism</i> (e.g., describe, analyze, interpret, judge)			
<p>Vision Connection: This lesson challenges students to think about themselves and make connections between art and their personal experiences. They will be able to see art as a form of expression and a way to communicate with an audience. These ideas fit into the vision in that art is more than just making and instead learning to think and problem solve.</p>			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical
<ul style="list-style-type: none"> - Your identity is made up of your personal experiences and interests and cultural history - Your identity is an expression of your individuality - Identity in art can be a way to discuss stereotypes, share your history or culture, and share pieces of yourself with an audience. - Creating art about yourself promotes self-awareness - A logo is something that helps promote and share a business' identity. - Logos are often created by graphic designers - Graphic design is a career you can choose in the arts. - Social media sites are once of the venues where we share our personal identities with the world. - The design process is similar to the editing process in writing. It is a way for us to grow as artists and make the best work possible. 		<ul style="list-style-type: none"> - <i>How can we use our identities to help shape our artwork?</i> - <i>How does social media help us share our identity?</i> - 	<ul style="list-style-type: none"> - <i>What is identity?</i> - <i>What is a logo? Why is it used?</i> - <i>What does a graphic designer do?</i> - <i>What is the design process? Why would an artist use it?</i>

Related Misconceptions		
<p>Your identity is only made up of your physical features. Using your identity in art can only be done through self portraits Having a career in art means you are a painter or a sculptor, etc A logo is only made one way Once you have an idea, you just make that without trying other things.</p>		

Knowledge Students will know...	Skills Students will be able to...
<ul style="list-style-type: none"> - What identity means - That there is more than one way to define and express your identity - What a logo is - What a graphic designer does - That social media is a venue where we express our identities - 	<ul style="list-style-type: none"> - Explore their identity - Use their identity as inspiration for an artwork - Use the design process to create a logo - Choose specific mediums to best depict their idea

Assessment Evidence (Stage 2)

Performance Task Description

Goal	<p>Promote self-awareness in students Provide inspiration for future artworks Expose students to a different career in art Make connections between what we do in art class and things that are important in students' lives</p>
Role	identity, problem solving, editing, and new art experiences
Audience	All students
Situation	Project – Logo Design and Independent Studio Creation
Product/Performance	Students will create a logo design on paper and then use any studio to create a finished product based on their plan.
Standards	Projects will be graded on the creation rubric.

Other Evidence

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Learning Plan (Stage 3)

Where are your students headed? Where have they been? How will you make sure the students know where they are going?	Our last units were on black history and then compassion and the Dalai Lama. Students were exposed to different cultures and the identities of other people. Our next unit will encourage them to explore their own identity and see how it can shape their artwork.
How will you hook students at the beginning of the unit?	Have students take a survey about their identity. Then we will watch a video on design and how businesses display their identities to us (through logos). Students will be able to connect to the various recognizable logos and will be invested in their personal experiences.
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	Relating the work of other artists to the identities and experiences of those artists Exploring their identity through a survey Watching a video by graphic designers on their process and products In order to present the creation skills needed, I will provide an introductory PPT, demonstrate correct technique, and guide them through the creation process as needed through an intro lesson and mini lessons throughout the unit.
How will you cause students to reflect and rethink ? How will you guide them in rehearsing, revising, and refining their work?	We will be learning about the design process and how to brainstorm, plan, review, revise and create. Students will create at least 3 different designs to begin with. They will then choose one as their final design. Students will need to both complete and receive reviews for and from other students in the form of peer review sheets. Students will then be guided to choose the correct studio for their product before beginning their final artwork.
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	Students will fill out their artist statement and rubric before turning in their work. Students will ultimately be able to demonstrate their knowledge and application of the design process in future artworks. I will guide them through whole group and small group discussion (founded on the essential questions) regarding identity throughout all lessons.
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	If students are really struggling with identity exploration or logo design, I will personally discuss their identity with them to spark their brainstorming process. I will provide individual examples as needed to get kids started. During the peer review, I will specifically pair students who need extra guidance with higher-level students if the need arises.
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	Day 1: Introduction to Identity and Design Create 3 logo ideas Day 2: Peer Review Process Choose and finalize a design Complete a Peer Review Begin final projects (as time allows) Day 3: Work Day Independent Studio Work Day 4 (if needed): Finish Up!

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