

Name: Rosie Case

Lesson 1-Intro to Self Identity Unit

LESSON TITLE 1: Self Identity-Self Descriptive Book Cover Drawings

GRADE LEVEL: High School-Adaptable to Middle and Elementary School

MEDIUM: pencil/colored pencils

BUDGET:

White Drawing Paper- 10 sheets per student x 30 students x 4 classes=1200  
pieces paper / 500 sheets per pack = 3 packs purchased @ \$9.50 = \$28.50  
Heavier White Cover Paper- 12"x18"-1 per student -500 sheet per ream x 3 @  
\$23.75= \$71.25  
Colored Pencils-Sargent Art "Best Buy" Colored Pencils-Classroom Pack of  
250=\$38.50

SUPPLIY LIST:

White Drawing Paper-9"x12"- 10 sheets per student  
Folded in half=20 pages of sketchbook for each student  
Heavier White Cover Paper- 12"x18"-1 per student  
Folded in half after illustrating to create cover for sketchbook and  
Colored Pencils- at least one set per every 2 students  
Stapler and Staples to Bind Sketch Books

SUGGESTED TEXTBOOK OR READING LIST:

TIME FRAME/SCHEDULE: 2-3 class periods

\*Class period= one hour and fifteen minutes

LESSON OVERVIEW:

This is an introduction to the big idea of Self Identity through art. Students will create a sketchbook, which can be used as a daily drawing activity to get into the art mindset. Many of the future sketching assignments will be used to reinforce finding a voice and personal identity (in art and everyday life). The sketchbook cover illustration project was created to daily remind students of the big idea and how art relates directly to everyday life.

YOUR RATIONALE:

Art is a means to express your identity and tell others about who you really are and what you believe in/ what interests you. Artists do this all of the time and there are many artists working today that use identity as a main drive in their artwork. By tying in personal meaning and relating art to who you are, students will be engaged and learn material skill.

THEME/ KEY CONCEPT: Self Identity through exploration, discovery, and actualization.

ESSENTIAL QUESTIONS:

- What does identity mean?
- When do we hear this word typically? What are some of it's different uses/meanings?
- How would you define yourself to someone else?
- What are some of your skills, talents, hobbies, hopes, desires, likes, dislikes, etc.
- What makes you unique and how do you express that?
- How do you stand out from the crowd?
- Do other people or things define you as a generation? (companies, brands, etc)

Elements that you could include into your "Self Descriptive Book Cover Drawings"

- 1.) Favorite Colors
- 2.) Activities-Sports, Clubs, Interests
- 3.) Favorite Foods
- 4.) Favorite TV Show or Cartoon
- 5.) Favorite Subject in School
- 6.) Do clothes/name brands define you?
- 7.) Favorite Music
- 8.) Hobbies
- 9.) Skills/Talents
- 10.) Desires, Hopes, and Dreams

SELECTED ARTIST (CONTEXTUAL INFORMATION):

ARTIST NAME: Peter Blake

- Key artwork: "On The Balcony"
- Key ideas: Blake defines the identity of his friends through popular culture. Many of his viewers at the time, could also "identify" with his work because of these images.
- Key art making strategies: He mixed collage techniques with painting to create unique paintings that identified individuals within the 50's pop art movement. This style allowed him to incorporate icons and symbols that really defined the era. He also used a really "flat", limited perspective quality to simplify his images and draw attention to the commercial objects represented.

RELATED STUDIO ACTIVITY

Key ideas: Identity-How do you view yourself?

Sub-ideas: How do you want people to view you? What defines you?

- Choice of media, subject matter, formal limitations: Graphite & Colored Pencils, Things that define, make up your identity. Size and media limitations due to time factors.
- Personal connections: Students can demonstrate who they are through art.

· Development of student ideas for expression: Web-map brainstorming as a class and independently. Also critical thinking about essential questions will develop student ideas.

· Description of the activity: Creating a sketchbook to further investigate the meaning of identity. Start investigation by creating a “collage” like drawing of key factors that describe what makes a persons identity unique.

CONCEPT MAPPING: Map attached on back

#### OBJECTIVITIES:

The student will express their ideas about identity through imagery and drawing.

The student will represent abstract and concrete ideas with drawing.

The student will create a narrative piece showing their likes and dislikes.

#### AREA OF INTEGRATION:

ART AND Social Studies- This is an exploration of self in relation to others around us. It opens students eyes to all the uniqueness and the similarities that bring us together.

#### PREPARATION:

Print out for each student a detailed project info sheet with expectations, due dates, artist images, student examples, and grading details

8 1/2” x 11” paper needs to be sectioned in stacks of 10 per student.

Have stapler, colored pencil, and all materials out.

Have image of Peter Blake printed and attached to handout of project description

Attach separate paper to handout to allow students to brainstorm and map on

#### PROCEDURE:

Day one: Introduce IDENTITY

Brainstorm what this means with leading questions (see essential questions) and web map

Can be a process or journey

Make an art identity journal/sketchbook

-Purpose: is to do jump start art fun activities to get started every day in thinking who we are and how we express this through art creatively.

To use in the first fifteen minutes of every class...there’s no wrong way to do it...just do it to have some fun!

Introduce Self Identity Illustration Project for the covers of our sketchbooks

Go over guidelines and expectations

Use the remainder of the class period to start illustrations in pencil

Day two: Finish covers with colored pencils

Construct Actual Sketchbooks

- Fold papers and cover

-Bind with Stapler

Basket to keep all sketchbooks in- pick up on your way in and drop off on your way out.

Critique student artwork as a community building activity

#### RESOURCES AND MATERIALS:

Images and Background Information on Peter Blake

White Drawing Paper

Heavier White Cover Paper

Colored Pencils

Stapler and Staples

#### VOCABULARY:

Identity-condition or character as to who a person or what a thing is

Artist Sourcebook- an idea book to track inspiration, research, and sketches

Pop Art- a movement in art history that was defined by artist use of popular culture imagery (ads, comic books, appropriated imagery) in reaction to abstract expressionism.

#### EVALUATION AND RUBRICS:

Assessment/Rubric (adapted from Rubric by Marianne Galyk)

<http://www.princetonol.com/groups/iad/lessons/high/Donna-drawing.htm>

Assignment: Self Identity-Self Descriptive Book Cover Drawings

Criteria 1 – completion of identity map

Criteria 2 – composition filled with images representing student identity

Criteria 3 – composition has unity through use of color, shapes, patterns.

Criteria 4 – Effort: took time to develop idea & complete project? (Didn't rush.)

Good use of class time?

Criteria 5 – Craftsmanship – Neat, clean & complete? Skillful use of the art tools & media?

Student Rating and Teacher Rating

Student reflection:

Teacher's Comments:

#### FOLLOW-UP:

Class critique to also be used as a community building activity

Students can share about their drawings and what makes them unique or similarities