

## Overview of Lessons

Megan Oswalt

Note that this is still an overview, not your detailed plan. When you describe the “action” in each lesson and indicate what students will learn from it, you are better able to see how the lessons relate to one another, are sequenced and how they collectively build toward the unit objectives. The number of lessons in a unit will depend upon what is needed to develop targeted understandings.

In planning the lessons within the unit, make sure that you consider the following:

1. How will you help students connect the big idea/theme to the students’ lives?
2. How will you build the students’ knowledge base about the big idea/theme as it relates to life?
3. How will you build the students’ knowledge base about big idea/theme as it occurs in art (art criticism, art history, and aesthetics)?
4. How will you engage students with exploring, questioning, and problematizing the enduring idea/theme through art making?

### *Lesson 1:*

#### *What will students do?*

Students will look at artists work and discuss what conflict means, create a mind map with conflict in the center. Students will watch Art21, Collier Schorr, Do-Ho Suh, Walton Ford, and Kara Walker.

#### *What will students learn from this?*

Students will consider the representation of conflict in visual art and the notion of presenting opposition through symbolic and conceptual ideas.

### *Lesson 2:*

#### *What will students do?*

Students will brainstorm ideas for a real or fictional character they will create: a hero/heroine or anti-hero/anti-heroine or combination of both. To help students get ideas, they will write a story or make a list describing their character. Turn these characteristics into visual elements they can include in their real or fictional character.

#### *What will students learn from this?*

Students will reflect on the notion of conflict and its diverse meanings in personal and relational contexts.

### *Lesson 3:*

#### *What will students do?*

Students will create a narrative or story that includes each of the characters and create the necessary additional silhouette imagery that will tell the story. The silhouettes will be installed around the classroom. Each student will write their own version of the story from the perspective of the character they have created. From this a book with the images of the character and the individual with each student’s writings will be created.

#### *What will students learn from this?*

Students will have reflected on the idea of the diverse narratives involved in representing conflict both historical and contemporary.

*Lesson 4:*

*What will students do?*

Students will alter their original silhouette to reflect the real or fictional character they have created by incorporating the new visual elements. Students will be asked to consider a possible time or place these characters will or once did exist in. This character will then be transferred to black paper for the final silhouette.

*What will students learn from this?*

Students will explore Kara Walker's work as it relates to the idea of conflict and opposition, the hero/heroine and the anti-hero/anti-heroine. Students will also explore the medium of the silhouette to describe and represent ideas including its history as an art form, the formal element of contrast, and the conceptual notion of symbolism.

*Lesson 5:*

*What will students do?*

The artist Do-Ho Suh served in the Korean military before coming to the United States to become an artist. His work often refers to his experiences as a soldier. View the video segment on Do-Ho Suh as he talks about his experiences in the military:

"The program was basically pushing your psychological and the physical limit, you know, to the extreme, so actually you can kill someone. And that, you know, that whole thing—experience—was very kind difficult to swallow and that's and that's a process of dehumanization."

*What will students learn from this?*

Students will consider how history is constructed by voices that typically represent only one side of conflict.

*Lesson 6:*

*What will students do?*

Students will write a journal entry from the point-of-view of the person in the original image they chose. Create a 'Day in the life' based on a photograph they are given. The journal entry could incorporate poetry, song, or images to express the sentiments and events of the day. For each day of the week or week of the month, students will create a new entry in their journal incorporating additional events that have taken place either before or after the image they have. Students will be asked to develop a particular voice for the person they are representing and to have that voice reflect the emotional and physical state of their person.

*What will students learn from this?*

Student will research and explore the voices of wartime participants. Students will identify their own voice and create a narrative from the point of view of a fictional or real-life wartime participants.

*Lesson 7:*

*What will students do?*

Students will reflect on what they have learned in the exploration of conflict. The students will create a piece describing visually a past or present person conflict. After this they will right a reflective response on their piece.

*What will students learn from this?*

Students will gain further skills in articulating their ideas.

## Unit Overview

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**Unit Title:** From Conflict to Resolution

*Enduring/Big Idea-Theme: (This needs to be really important – art and life issues that have lasting human importance and appear to be a continual concern to humans at different cultures...)*

Conflict is a natural and painful aspect of relationships. We all share diverse opinions and views. Commonly if these issues are voiced in a threatening way or perhaps not, results in conflict, large or small. Conflict also is a stimulus for change and development.

*Rationale: (Why is it important for students to understand the Enduring/Big Idea-Theme?)*

Students need to learn and understand that conflict is a normal part of life and that resolution can be made.

*Key Concepts about Enduring/Big Idea-Theme: (Note that these are important ideas about art/visual culture, also related to the Enduring/Big Idea-Theme, that will be addressed in the unit of study)*

- Internal conflict (conflict with self)
- External Conflict
  - o Between another individual
  - o Between groups of people (War)

*Essential Questions: (what questions will guide the investigation of the Enduring/Big Idea-Theme and Key Concepts?)*

What kinds of conflicts are in your life, community, and world?

How is conflict positive and negative?

When have you experienced conflict?

What was the conflict over?

How did it make you feel or react?

What did it make you think about?

*Unit Objectives:*

Conflict

Internal

External

Emotion

## Resolution

*National, State and Local Standards:* (What standards will be targeted in this unit of study?)

*Content Standard 4:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ART.IV.VA.HS.3 Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using conclusions to inform personal artwork.

*Assessment:*

Evidence: (How will students Demonstrate their understanding of the Enduring/Big Idea – Theme and Key Concepts of the Unit? What “end-of-unit” performance will they complete to demonstrate that they have met the UNIT objectives?)

Students will have the opportunity to create a work based on a conflict they have experienced or are currently experiencing. As well as complete a self-evaluation of the work and what they have learned.

*Levels and Criteria:* (How will students and others know that they have completed the task successfully? What criteria will be used to judge weak, average or strong understanding-achievement?)

*Strong:* Student will have been an active participant in class discussions and production. Student will demonstrate a high understanding of conflict and resolution through the artwork made and reflective writing.

*Average:* Student participated on an acceptable basis in class discussion and production. Student demonstrates a sufficient understanding for conflict and resolution through art works and reflections.

*Weak:* Student did not participate in class discussion or production. Students demonstrated little or no understanding of conflict and resolution.