

The Arts Initiative Urban Arts Space
LESSON PLAN OVERVIEW
Ebony Patterson

2015

Instructor: Trina Langsenkamp

School: Ohio State University Urban Arts Space

Unit Lesson Title: Identity

Length of Class Period: 90min

Date of Lesson: 08/08/15

Overview:

Students will be introduced to the big idea of identity and how the world and people around them shapes who they are. They will also be introduced to the work of Jamaican artist Ebony Patterson, who explores these ideas in her photo collages and portraits. They will then create their own unique portrait that displays their identity.

Academic Content Standards Addressed:

Kindergarten

1st Grade

2nd Grade

3rd Grade

CRITICAL ISSUE/BIG IDEA:

Anticipatory Set (what do the students already know and why is this relevant?):

Students will be coming from a range of backgrounds and exposures to the arts and art materials. It will be important to build upon each individual student's knowledge base to help them understand which techniques create which affects, and how that affects the piece overall.

Central Focus: Students will explore the concepts of identity and creation of their own personality, and how visual media can be used to represent these ideas and elements of themselves.

Learning Outcomes:

- Students will be able to define the big idea of identity
- Students will identify elements of their personality that make them unique and come up with ways to represent these aspects with visual media
- Students will create a collage using mixed media portraiture

Essential Questions:

- What makes us who we are?
- How does personal expression exhibit our identity?

- How do those around us influence our identities?
- How can you represent something visually without a literal depiction?

ACTIVITIES/SEQUENCE:

(Stage One): Performance-based Assessment Objectives

- Students are seated and introduced to the staff and gallery space. General gallery etiquette and rules are discussed. (4 minutes)
- A presentation slide show is shown to students introducing them to the big idea of Identity and the artist Ebony Patterson. The first slide asks students “what is identity”, and the instructor will open it up for discussion. Students share their thoughts with each other. (5-7 minutes)
- Students are introduced to artist Ebony Patterson and her work. Students are asked to make observations of the collages shown. Questions should guide them to make observations about use of pattern, color and layering along with portraiture and mixed media. (5 minutes)

(Stage Two): Performance-based Assessment Objectives

Academic Language Vocabulary:

Collage: technique of an art production, primarily used in the [visual arts](#), where the artwork is made from an [assemblage](#) of different forms, thus creating a new whole

Mixed Media: work of visual art that combines various traditionally distinct visual art media

Identity: What makes you who you are

Self Portrait: A self-portrait is a representation of an artist, drawn, painted, photographed, or sculpted by the artist.

Layers: Overlaying items or forms on an image

Pattern: Visual repetition

Symbol: a shape or sign that represents something else

Preparations

Materials/Resources for the Teachers:

- five to seven work tables depending on class size
- Colored/printed/tissue paper of various sizes
- glue sticks
- hole punchers
- sequins/gems
- scissors
- Camera and access to black and white printer

(Stage Three): LEARNING ACTIVITY

- When the students initially arrive in the gallery prior to the lesson, their photograph is taken to be used later on.
- When the presentation portion of the lesson is complete, students are introduced to the activity. The tables are all equipped with scissors, glue jars/brushes, sequins and pencils. A separate table is set up with paper materials such as tissue paper, wrapping paper, recycled printed materials, doilies, coffee filters, colored paper and more.
- The photographs taken of the students when they first entered the gallery are printed in black and white and are passed back to the students.
- They are instructed to create collages in the style of Ebony Patterson, keeping in mind her use of layers, patterns, mixed media and designs. Each student is given a large piece of thick white paper to collage with.
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- The remainder of the class time is spent creating the collages.

Closure and Review:

If time allows, students will be able to stand up and present their collage portrait to the class. They will be asked to share what they made and why they chose certain colors/shapes/elements to describe themselves

ACADEMIC CONTENT STANDARDS ADDRESSED – KINDERGARTEN

Ohio Department of Education Visual Arts Standard

ENDURING UNDERSTANDINGS:

K:

Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.

Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

PROGRESS POINTS:

K:

- A. Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed.
- B. Explore a range of art concepts and artworks and construct meaning about the works.
- C. Connect making art with individual choice and understanding personal cultural identity.
- D. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.
- E. Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.

CONTENT STATEMENT - Perceiving/Knowing

K:

1PE Describe the meaning in the marks they make on paper.

2PE Name and point out subject matter and details observed in works of art.

5PE Identify and name materials used in visual art.

6PE Recognize and point out basic elements of art in their own artworks and that of others.

CONTENT STATEMENT - Producing/Performing

K: 1PR Explore and experiment with a range of art materials and tools to create and communicate personal meaning.

2PR Generate ideas and images for artwork based on observation, memory, imagination and experience.

3PR Discover, select and combine art and design elements to communicate subject matter in various visual forms.

4PR Reduce objects into basic shapes and lines in relation to the whole image.

CONTENT STATEMENT - Responding/Reflecting

K: 1RE Describe their artworks and efforts and share their artmaking processes.

2RE Show confidence and pride in their artistic accomplishments.

6RE Recognize and point out the similarities and differences between artistic styles.

ACADEMIC CONTENT STANDARDS ADDRESSED – 1st GRADE

Ohio Department of Education Visual Arts Standard

ENDURING UNDERSTANDINGS:

1: Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.

Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

PROGRESS POINTS:

- A. Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed.
- B. Explore a range of art concepts and artworks and construct meaning about the works.
- C. Connect making art with individual choice and understanding personal cultural identity.
- D. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.
- E. Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.

CONTENT STATEMENT - Perceiving/Knowing

1: 1PE Recognize and describe that people create art and art objects to communicate ideas and serve different purposes.

2PE Explore and describe how a selected art object was made.

3PE Examine one or more cultural and historical artworks and respond to the visual, expressive features in the work.

4PE Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary.

CONTENT STATEMENT - Producing/Performing

1: 1PR Demonstrate beginning skill and craftsmanship in the use of art materials and tools.

2PR Invent imagery and symbols to express thoughts and feelings.

3PR Explore and use a range of subject matter to create original works of art.

5PR Use selected art and design elements and principles to explore ideas, feelings and relationships.

CONTENT STATEMENT - Responding/Reflecting

1: 2RE Revise works of art to a level of personal satisfaction.

3RE Share their artmaking processes with peers.

4RE Explain how personal interests and experiences are reflected in the subject matter of artworks.

5RE Discuss the meanings of visual symbols, images and icons observed in artworks

ACADEMIC CONTENT STANDARDS ADDRESSED – 2nd GRADE

Ohio Department of Education Visual Arts Standard

ENDURING UNDERSTANDINGS:

2: Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.

Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

PROGRESS POINTS:

2: A. Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed.

B. Explore a range of art concepts and artworks and construct meaning about the works.

C. Connect making art with individual choice and understanding personal cultural identity.

D. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.

E. Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.

CONTENT STATEMENT - Perceiving/Knowing

2: 1PE Notice and point out details and respond to expressive features in artworks.

3PE Compare the form, materials and techniques in selected works of art using descriptive language.

CONTENT STATEMENT - Producing/Performing

2: 1PR Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.

2PR Envision what cannot be observed directly and depict it visually.

4PR Demonstrate flexibility in their creative processes and use of art materials.

5PR Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).

6PR Use visual art materials to express an idea that reflects their own social or cultural identity.

CONTENT STATEMENT - Responding/Reflecting

2: 5RE Describe how an artist uses the elements and principles of design to create expressive impact in a work of art.

4RE Share their personal interpretations of the meanings conveyed in various works of art.

ACADEMIC CONTENT STANDARDS ADDRESSED – 3rd GRADE

Ohio Department of Education Visual Arts Standard

ENDURING UNDERSTANDINGS:

3: Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.

Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

PROGRESS POINTS:

3: A. Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities.

B. Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks.

C. Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.

D. Express personal responses to artistic works giving reasons for their interpretations and preferences.

E. Provide and use feedback to improve and refine their artworks.

CONTENT STATEMENT - Perceiving/Knowing

3: 2PE Identify the relationships between and among selected elements and principles of art and design.

3PE Use historical and cultural artworks to answer questions about daily life.

CONTENT STATEMENT - Producing/Performing

3: 1PR Demonstrate skill and expression in the use of art techniques and processes.

2PR Use appropriate visual art vocabulary during artmaking processes.

5PR Show increasing attention to the nuances of elements and principles of design when creating personal works of art.

CONTENT STATEMENT - Responding/Reflecting

3: 1RE Examine and describe how art and design principles are used by artists to create visual effects.

3RE Compare and contrast their opinions of a work of art with those of their peers.

5RE Use feedback and self-assessment to improve the quality of personal artworks.