





ART EDUCATION LESSON PLAN

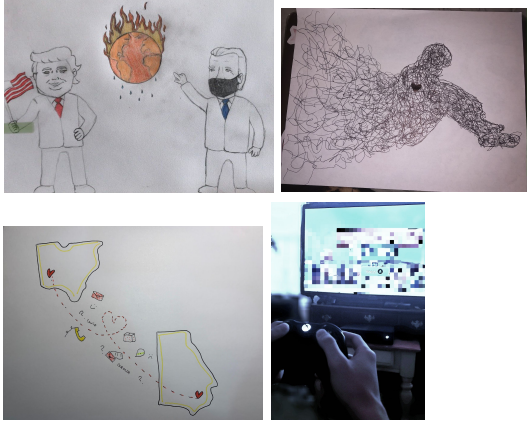
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| Lesson Developed by fall 2020 Miami University (OH) students: Elizabeth Arnett Kelsey Borgarding Sydney Boyles Kiki Hale | Grade level: 7th grade | Theme/Big Idea: Overcoming Obstacles/Facing Challenges |
| Time Frame for Lesson: Between 1hr & 1.5hrs | Other information: | |
| Anchor Image: <div></div> <div><p>Artist/Maker: Gordon Parks</p><p>Title: Willie Causey and Family, Shady Grove, Alabama</p><p>Date: 1956</p><p>Material/Technique: gelatin silver print; paper</p><p>Dimensions: 11 H x 14 W in</p><p>Accession No.: 2014.101</p><p>Credit line: Gift/Purchase of The Gordon Parks Foundation. © and courtesy of The Gordon Parks Foundation. Purchase made possible by a challenge grant from Paula and Barry Downing, with major support from the WSU Student Government Association; Mike and Dee Michaelis;</p></div> | | |

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| Lesson Title: | Addressing Contemporary Obstacles |
| Lesson Overview: | Through a video lecture platform, the historical context of the photo will be explored and the essential questions will be addressed. Students will brainstorm ideas, then create art symbolic to facing challenges/overcoming contemporary |

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| | <p>obstacles. Students must develop criteria for their art by providing 3 limitations for themselves (i.e. Is the artwork 2D, or is it composed of 3D objects? What color choices will you make? What materials are you allowed to use/exclude? Is the artwork tangible or a digital creation?). Lastly, students will write a reflection about their artistic choices. Students will explain how they addressed a contemporary obstacle, how certain limitations affected mood, and how the sociocultural and historical context could influence viewers.</p> |
| Essential Questions: | <ul style="list-style-type: none"> • What does it mean to face a challenge? • What causes some to thrive while others fail in the face of a challenge? • How does the structure of our society create obstacles for certain groups of people? |
| Objectives: | <p>Students will:</p> <ul style="list-style-type: none"> • <u>examine</u> how sociocultural and historical context influences the mood of the art piece (Cn11.1.7). • <u>explain</u> how an image addresses a contemporary obstacle (Re7.1.7). • <u>construct</u> an original art piece that reflects current day or contemporary challenges and adheres to the criteria set (Cr1.2.7). • <u>analyze</u> their art piece providing <u>support</u> for the symbolic artistic choices made (Pr5.1.7). |
| Standards (Kansas Visual Arts Standards): | <p>Connecting</p> <ul style="list-style-type: none"> • Cn11.1.7 <i>Analyze</i> how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. <p>Responding</p> <ul style="list-style-type: none"> • Re7.1.7 <i>Explain</i> how the method of display, the location, and the experience of an artwork influences how it is perceived and valued <p>Creating</p> <ul style="list-style-type: none"> • Cr1.2.7 <i>Develop</i> criteria to guide making a work of art or design to meet an identified goal. <p>Presenting</p> <ul style="list-style-type: none"> • Pr5.1.7 Based on criteria, <i>analyze</i> and <i>evaluate</i> methods for preparing and presenting art. |
| Materials: | <ul style="list-style-type: none"> • Scissors, cardboard, pipe cleaners, drawing materials, tape, digital camera - ANYTHING they have available and can also explain what contemporary obstacle it symbolizes while working within their own set of limitations. • These are grade level appropriate materials. However, adult supervision and aid may be required on a case by case basis. |

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| <p>Lesson Vocabulary (include definitions):</p> | <ul style="list-style-type: none"> • Symbolism: using an object to represent a larger idea or quality, similar to a metaphor in language arts. (i.e. links between colors and emotions - red is anger, etc.) • Photojournalism: A way of communicating current events in society through digital media, either online or in newspapers. • Mood: In art, the overall atmosphere and feeling evoked from the imagery. Can be described by using an adjective like "scary" or "calming". • Contemporary: Belonging to or happening in the present. Current. |
| <p>Historical/Multicultural Artwork:</p> | <div data-bbox="760 630 976 846" data-label="Image"> </div> <p>In the anchor image, we see Willie Causey, his wife Allie, and their five children. He worked hard at cutting wood and sharecropping to support his family; however, his wages were just enough to get by. Allie worked as a teacher. The photo was taken in 1956 in Alabama, where racial tensions were very high. Even with the little wealth the family had obtained, they were able to afford some small luxuries after saving up. Gordon Parks' notoriety allowed this image to be featured in <i>Life</i> magazine. This became a problem for the family, as white supremacy groups did not like to see a Black family rising in social status. It got to the point where the family lost everything and were removed from their own home. They were originally promised support and protection from the chief of <i>Life's</i> southern bureau, but he fell short on his promise. Parks' was the one who ensured the family was appropriately compensated after this.</p> <p>Now, a commentary on Gordon Parks' beginning in photojournalism and the motivation behind his work. His success can be partially accounted for by the power of personal dignity, hard work, and love that was instilled in him by his mother. His work mainly examined the promise of the American dream and how this wasn't applicable to Black Americans and other lower socioeconomic statuses. The photos show the struggles of ordinary folk as well as iconic men and women. Overall, his photo archive is enough to spark interest in anyone, fighting to turn the American dream into America's reality.</p> |
| <p>Questions for the Gordon Parks image:</p> | <ul style="list-style-type: none"> • What is happening in the photo? • Picture yourself being one of the family members in this photograph, how would you feel? • What are some differences that you see between the restored color version and the original black and white print? What mood does the original photograph give off, and does it change? • What challenges might this family have been facing in the 1950's and how does Parks symbolize this? |

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| <p>Visual Culture Component (this is often used as the hook for the lesson):</p> | <p>https://www.youtube.com/watch?v=2mZydCH3Cvg</p> <ul style="list-style-type: none"> - What challenge did the dinosaur face? - What emotions did he feel before walking into the field? - What emotions did he feel after? - How did he overcome his fear?  <ul style="list-style-type: none"> - Arlo the dinosaur faces the challenge of entering the field alone. He is filled with fear and uncertainty. His dad encourages him by explaining that we have to face obstacles in order to see the beauty on the other side. This video connects to our lesson because it captures the emotions that come with facing challenges. When we overcome obstacles we are able to see the beauty on the other side. |
| <p>Procedure (Modeling, Guided Practice, Independent Practice):</p> | <p>Step 1: Share dinosaur video (3 minutes)</p> <p>Step 2: Students will answer guiding questions and begin thinking about mood pertaining to the dinosaur video. Video will define mood and explain its connection. (10 minutes)</p> <p>Step 3: Gordon Parks' anchor image will be shown</p> <p>Step 4: Students will brainstorm and answer questions - now applied to artwork (10 minutes)</p> <p>Step 5: Historical context of the artwork will be given as well as a background on Gordon Parks as a photojournalist (1:42 minutes)</p> <p>Step 6: Give directions (3 minutes)</p> <p>Step 7: Students will be shown the art assignment and student examples. Encourage pausing the video throughout. (10 minutes)</p> <p>Step 8: Students must create 3 limitations for their piece of art to adhere to</p> <p>Step 9: Students will create an image or piece of art within set limitations that addresses a contemporary obstacle (40 minutes)</p> <p>Step 10: Students will provide written support for how they addressed a contemporary obstacle through symbolism and mood as well as examining the sociocultural and historical context could influence viewers (10 minutes)</p> |

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| Assessment: | <p>Did you:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>examine</u> how sociocultural and historical context influences an audience's reaction or mood to the artwork? <input type="checkbox"/> <u>explain</u> how your image addresses a contemporary obstacle? <input type="checkbox"/> <u>construct</u> an original art piece that reflects current day challenges and adheres to the 3 <i>criteria or limitations</i> you set? <input type="checkbox"/> <u>analyze</u> your art piece providing <u>support</u> for the artistic choices or symbolism made? |
| Example images of completed activity/project: | <p>Small thumbnail image of each group member's completed example</p>  |
| <p>Resources: What resources are required to teach this lesson? List the websites, books, magazines, etc., where images or information can be found. Make it clear what the resources are for. <i>Include the URL's for any videos you create with this lesson.</i></p> | <p>Information on Willie Causey and family in photograph: http://www.gordonparksfoundation.org/gordon-parks/photography-archive/segregation-in-the-south-1956</p> <p>Information on Gordon Parks history and style: https://drive.google.com/file/d/15NYGsoqcK7pMr-2Vio3UD14Kn5OM0zp4/view?usp=sharing</p> <p>Video adapted for online learning: https://youtu.be/MUnA8WWopKk</p> <p>Mood Visual: https://eslforums.com/mood-words/</p> |