

Unit Plan: Elementary Art

1. Unit Author: Alana Wynes

Course/School Name: 5th Grade Art- Quarton Elementary School

2. Introduction/General Information

Transformative Art in Brazil:

Exploring printmaking, mask making, and graffiti

- Number of Lessons w/in Unit (10 Lessons/3 Art projects -See Attached)
- Subject Areas of Interdisciplinary Integration: Social Studies, Language, Geography, and Art, and Social Justice
- Grade Level: 5th Grade
- Unit Summary and Rationale:

This unit will explore Art as a form of communication. Students will be introduced to multiple art techniques and Brazilian artists who use art as a progressive tool toward social justice and as an exploration of history and identity. The goal is for students to use the work of these Brazilian artists as inspiration to create their own works of art while reflecting on the socioeconomic existence outside of their communities and also within their own.

I recently transitioned from an inner city school with a 99% African-American student population to a school with a 90% White student population. This experience has allowed me to interact with children from different backgrounds, with differing economic standings, and from different neighborhoods of different privileges; going from one of the most impoverished areas in Michigan to one of the wealthiest. The extreme differences have allowed me to compare my student's exposure to diversity and adversity by their conversations, interactions, and their experiences in and out of school. Both student bodies lack exposure to diversity due to the invisible enclosures of their communities. My White students lack interaction with Black communities and the Black experience and my former Black students lack interaction with White communities and the White experience/privilege. What I have realized is that it is just as imperative that I teach my White students about the many African-American histories, cultures, and Black experiences that exist both in and out of the United States.

3. National Visual Arts Standards:

- VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.

- VA:Cr2.2.5a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
- VA:Cr3.1.5a Create artists statements using art vocabulary to describe personal choices in art making.
- VA:Re.7.15a Compare one’s own interpretation of a work of art with the interpretation of others.
- VA:Re.7.2.5a Identify and analyze cultural associations suggested by visual imagery.
- VA:Re8.1.5a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
- VA:Cn11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

4. Unit Goals – Learning Objectives and Student Learning Outcomes

Learning Objectives	<ol style="list-style-type: none"> 1. To gain different perspectives on their identity and that of others 2. To experience art as a form of social justice 3. To learn about the Afro-Brazilian culture and history 4. To identify and describe some of the African derived traditions and practices. 5. To learn about Afro-Brazilian art, artists, and techniques 6. To identify symbols and their meanings within works of art 7. To explore how art can take the shape of many meanings 8. To create symbolic and transformative works of art 9. To explore various art forms including printmaking, graffiti, and mask making
Student Learning Outcomes	<p>Students will be able to:</p> <p>Critical thinking:</p> <ol style="list-style-type: none"> 1. Describe how artwork preserves aspects of life 2. Identify common symbols and features found in African masks 3. Explain the cultural and historical link between Africa and Brazil. 4. Analyze and interpret works of art 5. Write an artist statement 6. Identify and interpret cultural connections from symbols found in art. 7. Identify and articulate the printmaking process. 8. Reflect on their own identity and culture <p>Artmaking:</p> <ol style="list-style-type: none"> 9. Identify and create graffiti art 10. Communicate through artmaking 11. Use art tools and medium appropriately

	<p>12. Create a print using the Styrofoam relief printmaking process</p> <p>13. Create an African inspired identity mask using clay hand-building techniques.</p> <p>14. Decorative application processes on ceramic wear.</p> <p>15. Identify symbolism and incorporate it in their own work</p> <p>16. Use visual art as a form of communication</p>
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5. Essential Questions for the Unit

Critical Thinking:

- **How do artists determine if a particular direction in their work is effective?**
- **How does collaboratively reflecting on a work help us experience it more completely?**
- **What is culture/What is my culture?**
- **What is my identity/What influences help form my identity?**
- **Where is Brazil? Where is Africa?**
- **What type of symbols do you see reoccurring in African/Afro-Brazilian Art?**
- **How has African heritage influenced Brazilian Art and life?**

Visual Arts:

- **How is art used to impact the views of society?**
- **How does art preserve aspects of life?**
- **How can art be transformative?**
- **How can art be used as a form of communication?**
- **How do I print using Styrofoam?**
- **What is Graffiti and why does it qualify as public art?**
- **How can I communicate a message through art?**
- **What is a symbol and how are symbols used in art?**
- **How can I effectively incorporate symbols in my art?**
- **How do I use the slab method to create a clay mask?**

6. Pre-Assessment: Completed at the start of the unit to determine the baseline of student knowledge and competencies. Use pre-assessment data when analyzing student learning and teaching at the end of the Unit plan reflection.

Pre-Assessment for Unit

Name: _____ Date: _____

Homeroom teacher: _____

- 1) What are some key characteristics of African Masks?
 - a) Exaggerated facial features
 - b) Designs and patterns
 - c) Made of wood or other natural material
 - d) Symbolic

- 2) How many Africans were enslaved and brought to Brazil?
 - a) Over 4 million
 - b) About 1 thousand
 - c) Close to 10 thousand
 - d) About 1 million

- 3) What continent has influenced Brazil's culture the most?
 - a) Africa
 - b) Asia
 - c) Europe
 - d) The United States

- 4) What is printmaking in Art?
 - a) Writing on printed Newspaper
 - b) Printing art from a computer
 - c) Digital Art
 - d) Creating art by transferring an image on paper made by one or more processes

- 5) A symbol is a sign that represents, stands for or suggests another idea.
 - a) True
 - b) False

- 6) What is street art?
 - a) Art sold at Art fairs
 - b) Wall vandalism
 - c) Art created in public locations like Graffiti
 - d) Art sold on the street

- 7) How is the experience of the Afro-Brazilian community similar to that of the African-American community here in the U.S.?

7. Content—Daily Lesson Plans: (See Attached- 10 Lessons)

8. Integration of Resources and Technology: List all materials, resources and technology (e.g., multimedia, technology, lab equipment, outside expert) utilized in the instruction of the unit. If technology is excluded, provide an instructionally sound rationale for its absence.

- Smart board, reference images, handouts, first-hand photographs of various artworks by Afro Brazilian Artists, pre- and post- assessments, activity sheets, colored pencils, markers, sharpies, crayons pencils, sketch paper, tag board, ink (any color), brayers, inking plates, clay (alternative if kiln is not available: air-dry clay), acrylic paint, paint brushes, water/cups, aprons, molding tools, kiln, (Possible grade level Fieldtrip to the Detroit Institute of Arts-African Exhibit)

9. Differentiated Learning Activities: Include research-based strategies that challenge all learners. Include context of the learners as a rationale for differentiation:

- ✓ Describe important characteristics of the learners in your classroom: number of learners and gender, race/ethnicity, school socio-economic status, special needs, and language proficiency.
 - Approximately 75 5th grade students, 50/50 male/female, upper income, over 90% White student population, 100% English language speakers, and approximately 5 IEP students and 1 student with a 504.
- ✓ Explain the specific activities that differentiate the content, process, product, and/or learning environment designed to provide advanced achievement for all learners.
 - Students work at their own speed and are given that time for completion. Each project is designed so it can easily be differentiated by subtracting from, adding to, or substituting medium and/or process.
- ✓ Explain the accommodations made for learners with disabilities (IEPs).
 - Extended amount of time is provided, individual and guided group instruction made available, projects can be shortened and writing eliminated, peer to peer work, specific art making tools are provided to accommodate students with developmental delays of fine motor skills. Students with an IEP and/or 504's will be provided with accommodations according to their eligibility and academic need.
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10. Summative Assessment/Post-Assessment - Related directly to pre-assessment to evaluate degree of student learning after unit is taught and which match unit goals and lesson plan objectives. Summative assessments include chapter/unit tests, writing projects, quizzes, or ongoing projects, etc.

- Students will complete the same two bubble maps that were given to them before the unit and also the multiple choice post-assessment. This will allow for a concrete comparison between their prior knowledge and that of their newly acquired knowledge of 10 weeks later.

Post-Assessment for Unit/Answer Key

- 1) What are some key characteristics of African Masks?
 - a) *Exaggerated facial features*
 - b) *Designs and patterns*
 - c) *Made of wood or other natural material*
 - d) *Symbolic*
- 2) How many Africans were enslaved and brought to Brazil?
 - a) *Over 4 million*
 - b) About 1 thousand
 - c) Close to 10 thousand
 - d) About 1 million
- 3) What continent has influenced Brazil's culture the most?
 - a) *Africa*
 - b) Asia
 - c) Europe
 - d) The United States
- 4) What is printmaking in Art?
 - a) Writing on printed Newspaper
 - b) Printing art from a computer
 - c) Digital Art
 - d) *Creating art by transferring an image on paper made by one or more processes*
- 5) A symbol is a sign that represents, stands for or suggests another idea.
 - a) *True*
 - b) False
- 6) What is street art?
 - a) Art sold at Art fairs
 - b) Wall vandalism
 - c) *Art created in public locations like Graffiti*
 - d) Art sold on the street
- 7) How is the experience of the Afro-Brazilian community similar to that of the African-American community here in the U.S.?
Discrimination against those communities, the history of enslavement, the poverty level of many Afro communities, the police brutality, their lively culture/music/religion, etc.

11. Reflection—Completed after implementation of unit plan: Utilize pre-assessment data to assist your reflection. Provide questions you may pose to yourself for evaluating student learning and your instructional decisions.

- ✓ ANALYSIS OF STUDENT LEARNING: Analyze assessment data and documented evidence of lesson results and explain to what degree instructional decisions made an impact on student learning and achievement of unit goals and lesson objectives.
- ✓ ANALYSIS OF TEACHING: Include modifications/recommendations of current instruction for future application on 1) planning and preparation, 2) classroom environments, 3) instruction, and 4) professional responsibilities as related to instructional objectives or standards.

Transformative Art in Brazil: Exploring graffiti, printmaking, and mask making

Curriculum Writer: Alana Wynes

Lesson Number and Title: #1 Street Art: Graffiti in Brazil (Intro Part 1)	
<p>Lesson Description: Pre-assessments completed by students to determine prior knowledge about topics covered in unit.</p> <p>Students will take part in a class discussion about specific works of graffiti found in Brazil through a PowerPoint presentation (Part 1) and video footage. Students will view and interpret the works of Brazilian artists who use their art as a public forum to touch on themes of social justice. Some of these artists include Paulo Ito, Cranio, Kobra, and Thiago Mundano.</p>	
<p>Learning Outcomes: Students will be able to analyze and interpret a work of art.</p>	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
<p>Teacher will briefly touch on the themes explored during this unit/lessons and explain pre-assessment.</p> <p>Students will complete a short pre-assessment questionnaire addressing the themes covered in this unit.</p> <p>Students will also complete two bubble maps: one for Africa and one for Brazil.</p>	<p><u>Materials:</u> Pre-assessment for each student, bubble maps for each student, pencils and erasers.</p> <p><u>Artifacts:</u> Photos of Graffiti documented in Salvador, Bahia</p> <p><u>Assignments</u> (attached below) Pre-assessment-multiple choice, Bubble Maps: Africa and Brazil</p> <p><u>Reflection</u> (will occur at the end of unit)</p>
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
<p>Students will discuss the definition of graffiti and view pictures of social justice themed graffiti found in Brazil through the PowerPoint Presentation (Part 1)</p> <p>Students will watch a video of Artist ‘Cranio’ creating one of his graffiti pieces in Brazil.</p> <p>The class will read the minimal text presented on some of the slides and teacher will facilitate a discussion.</p>	<p><u>Materials:</u> Street Art: Graffiti in Brazil PowerPoint Presentation (CTRL+Click for Graffiti PowerPoint) computer, internet access for YouTube video (link attached to PPT), projector</p> <p><u>Reading:</u> Minimal text during PowerPoint Presentation (will also be read out loud)</p>

Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
<p>Students will analyze and interpret specific works of art presented during the presentation through a class discussion. Students will use Visual Thinking Strategies (VTS) to articulate their thoughts.</p> <p><u>Questions to be asked:</u> What's going on in this picture? What do you see that makes you say that? What more can we/you find? Paraphrase. Point. Link.</p> <p>("Turn and Talk" can also be used instead of whole group)</p>	<p><u>Materials:</u> Street Art: Graffiti in Brazil PowerPoint Presentation, computer, internet access for YouTube videos, projector,</p> <p><u>Reading:</u> Minimal text during PowerPoint Presentation (will also be read out loud)</p>
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
<p>Each student must participate at least once during the class discussion. "Visual Thinking Strategy" is designed to accommodate all learners at all skill levels.</p>	<p><u>Assignment:</u> N/A</p>

Handouts:

Bubble Map: Preconceptions About Brazil

Please fill in outside bubbles with words or drawings you believe represent Brazil.

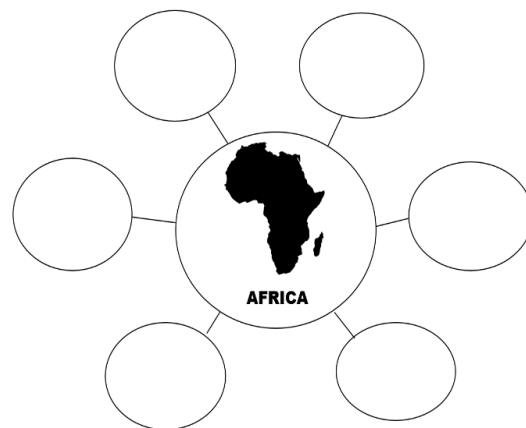
Name: _____ Homeroom Teacher: _____ Date: _____



Bubble Map: Preconceptions About Africa

Please fill in outside bubbles with words or drawings you believe represent Africa.

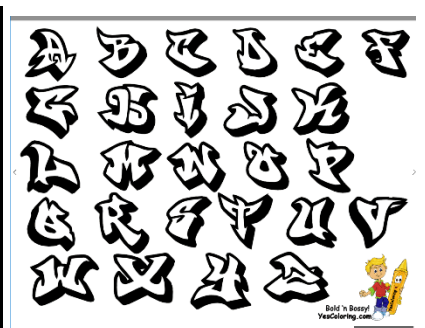
Name: _____ Homeroom Teacher: _____ Date: _____



Lesson Number and Title: #2 Street Art: Graffiti in Brazil (Intro Part 2)	
Lesson Description: Students will take part in a class discussion about specific works of graffiti found in Brazil through a PowerPoint Presentation (Part 2) and video footage. Students will view and interpret the works of Brazilian artists who use their art as a public forum to touch on themes of social justice. Some of these artists include Paulo Ito, Cranio, Kobra, and Thiago Mundano. Students will be introduced to their art project. Teacher will provide a demonstration and students will begin practicing graffiti.	
Learning Outcomes: 1) Students will be able to analyze and interpret a work of art 2) Students will be able to identify and create graffiti art	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Teacher will briefly reintroduce the concept of graffiti and continue to present pictures of social justice themed graffiti found in Brazil through the PowerPoint Presentation (Part 2) Students will watch a video of Artist ‘Kobra’ creating the large graffiti mural for the 2016 Olympics in Rio de Janeiro, Brazil	<u>Materials:</u> Street Art: Graffiti in Brazil PowerPoint Presentation (CTRL+Click for Graffiti PowerPoint)computer, internet access for YouTube video (link attached to PPT), projector
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
1) Students will analyze and interpret specific works of art presented during the presentation through a class discussion. Students will use Visual Thinking Strategies (VTS). <u>Questions to be asked:</u> What’s going on in this picture? What do you see that makes you say that? What more can we/you find? Paraphrase. Point. Link. “Turn and Talk” can also be used instead of whole group 2) Teacher will give a graffiti demo and show exemplar	<u>Materials:</u> Street Art: Graffiti in Brazil PowerPoint Presentation (See Attached), computer, internet access for YouTube video (link attached to PPT), projector, teacher exemplar, documentation camera or other method for live demonstration, demo paper and pencil <u>Reading:</u> Minimal text during PowerPoint Presentation (will also be read out loud)
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes

<p>After the class discussion, students will practice drawing individual graffiti letters, their first initial (using a pencil to sketch first)</p> <p>Students will receive multiple hands-outs and guides to assist them with this process</p>	<p><u>Materials:</u> A variety of hand-outs/guides for how to draw graffiti letters (See Attached) (CTRL + Click for Graffiti Guides), paper, pencil, erasers, colored pencils, markers, sharpies, crayons</p>
Integration	
<p>Description (How will the student demonstrate the learning outcome?)</p>	Resources/Media Notes
<p>1) Each student must participate during the class discussion. ‘Visual Thinking Strategy’ is designed to accommodate all learners at all skill levels.</p> <p>2) Students will complete a colorful graffiti drawing of their first initial (scaffolding activity)</p>	<p><u>Assignment:</u> Graffiti drawing of students’ first initial</p>

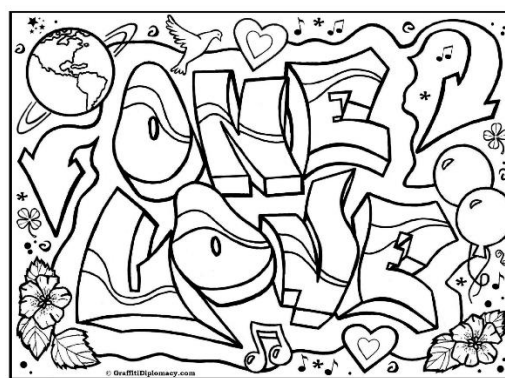
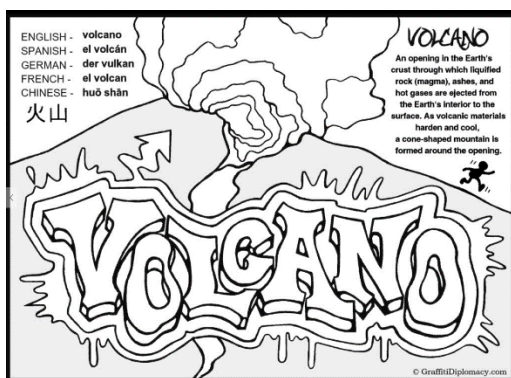
Handouts/Guides:



Lesson Number and Title: #3 What's Your Message: Exploring the power of graffiti (Sketch)	
Lesson Description: This lesson will challenge students to critically reflect and ask themselves: If I could spread any message to the world using only 1-2 words, what would it(they) be? Students will work on designing and developing a graffiti drawing representing this message.	
Learning Outcomes: 1) Students will be able to create a graffiti drawing. 2) Students will be able to communicate a message through art.	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will watch a short video of graffiti Students will study various graffiti styles and refer back to their scaffolding activity from the previous week	<u>Materials:</u> reference images of graffiti work and different lettering, video of graffiti making
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Teacher will show completed exemplar, discuss elements within the exemplar, provide useful tips for work, and give a short demonstration on how to begin the project. Student will receive the project's rubric to review expectations.	<u>Material:</u> Teacher exemplar, guide for useful graffiti tips, and document camera or provide other process method for live demonstration, paper, pencil, markers, sharpies for demo, Rubric (See Attached) <u>Reading:</u> Guide for useful graffiti tips
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
1) Students will design, develop, and create a pencil sketch of their graffiti design/message 2) Graffiti work must have 1-2 words and incorporate imagery/symbols that relate to their message.	<u>Materials:</u> Sketch paper, pencils, erasers, guides/handouts of various graffiti work and samples of images/symbols, teacher exemplar <u>Assignment:</u> Complete a sketch of your ideas and message in the

	form of graffiti. Add an image(s) to your work.
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Student will complete a full sketch of their graffiti design/message	Assignment: Create a sketch of your message using graffiti lettering and imagery

Handouts/examples of graffiti sketches (Find Original Files in Separate Folder):



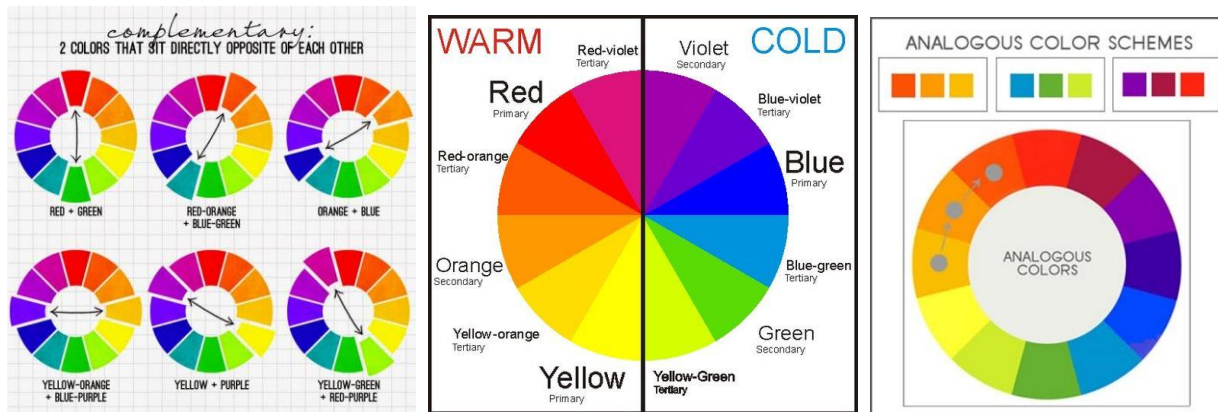
Lesson Number and Title: #4 What's Your Message: Exploring the power of graffiti (Final)	
Lesson Description: This lesson will challenge students to critically reflect and ask the themselves: If I could spread any message to the world using only 1-2 words, what would it(they) be? Students will work on designing and developing a graffiti drawing representing this message. Students will their own work of graffiti which will be later be installed within the school as a collaborate and public piece of art.	
Learning Outcomes: 1) Students will be able to create a graffiti drawing. 2) Students will be able to write an artist statement	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Teacher will reintroduce exemplar and discuss useful tips for graffiti. Students will study their sketch and improve or modify it accordingly.	<u>Materials:</u> Exemplar, student sketches, pencils, erasers, reference images and handouts/guides. <u>Assignments:</u> Modify sketch if needed
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will briefly discuss the possibility of different color schemes and how to best incorporate certain colors in their graffiti work (refer to color wheel to point out cool/warm colors, analogous/monochromatic color schemes, complementary/contrasting colors, etc.) and how colors can help highlight their message or mood. Students will watch a YouTube tutorial on the basics of graffiti lettering (Alternative: used as just a resource/guide for teachers who wish to do their own demo)	<u>Material:</u> Teacher exemplar, reference images and handouts, color wheel, color chart, projector, computer, internet, YouTube link to video: (CTRL +Click for Tutorial) (Tutorial #2) <i>(Caution: Slight profanity at 7:26-7:30)</i> <u>Assignment:</u> Choose the color scheme(s) or patterns you would like to use in your work and record them on your sketch paper.
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
Students will use their sketch and recording of colors to create their final piece of graffiti art. Students will color in their letters using a color scheme of their choice and add	<u>Materials:</u> 9"x12" Tag board, markers, black sharpies for outline, colored pencils, crayons,

related image(s) within their work.	rulers, reference images/handouts, pencils and erasers
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
After completion, students will include a written reflection/artist statement for their graffiti piece as well as complete their rubric (See Attached)	<p><u>Materials:</u> guided questions for artist statement, pencils and erasers, rubric (see Attached)</p> <p><u>Assignment:</u> Write an artist statement to describe your graffiti work. Review and complete Rubric</p>

Guided Questions for Artist Statement:

- 1) Describe your graffiti piece.
- 2) What does your artwork mean?
- 3) Why is this particular message important for you?
- 4) How are your images connected to your message?

References for Color theory:



Warm and cool colors are used in combination in the two examples below (Full files are attached in folder):



Name: _____ Date: _____

Homeroom Teacher: _____

Rubric: A Message Through Graffiti

(Please circle your final progress for each category and add points received)

	Exemplary (3 Points)	Accomplished (2 Points)	Developing (1 Points)	Emerging (0 Points)
Meaningful Message	Has a strong message that is visually clear	Has a strong message but is visually unclear	Has a message but is not strong and is visually unclear	Has no message
Color Scheme	Has a strong color scheme(s)	Has a color scheme but	No color scheme, colors are all over the place with no order or pattern	No color
Imagery/symbols within your Graffiti	Symbol(s)/image(s) strongly relate to your message and is(are) very clear	Symbol/image is related to your message but is unclear	Has a symbol/image but is completely unrelated to your graffiti message	Has no symbol/image
High-quality Coloring	ALL Coloring is inside the lines and evenly covering the paper, no white spots	Coloring is inside the lines but not colored evenly showing some white spots	MOST areas are colored outside the lines and are showing white spots	All coloring is outside the lines, scribbled, and white spots are seen in every area
Unique Graffiti Lettering	Font is unique, 3-dimensional, all letters are overlapping, all words have drawn borders	Font is unique and has drawn borders but letters are not overlapping or 3-dimensional	A Font was used but is not overlapping, not 3-dimensional, and does not have drawn borders	No Graffiti lettering was used
Artist Statement	Full description, answering all 4 guided questions	Partial description, answering only 2-3 of the guided questions	Incomplete, answering only 1 of the guided questions	No Artist Statement
Total Points Possible: <u>18</u>	Reflection:			
Total Points Received _____?	What message are you sending with your Graffiti? _____ _____			
	Why is this message important to you? _____ _____			

Lesson Number and Title: #5 Symbols of Culture: Styrofoam Relief Prints (Presentation)

Lesson Description: This lesson will challenge students to reflect on their own culture while learning about Brazil’s rich culture through the art of printmaking. Students will look at prints created by Afro-Brazilian artists such as Jota Cunha and by student artists at the Federal University of Bahia. Students will learn how to identify aspects of culture through the artists’ use of symbols.

Learning Outcomes:

- 1) Students will be able to identify and interpret cultural connections from symbols found in art.
- 2) Students will be able to reflect on their own culture

Activation

Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
<p>Teacher will define culture.</p> <p>Students will participate in a PowerPoint presentation with an introduction to culture in Brazil (Slide 1-5)</p> <p>(Slide #5) 5 min reflection break: Students will reflect on the culture in the U.S. and record their thoughts on paper. The, students will share out some of their thoughts.</p>	<p><u>Materials:</u> Projector, computer, reference images of prints, PPT presentation (CTRL + Click for Printmaking PowerPoint), ‘Symbols of Your Culture’ activity sheet, pencils</p> <p><u>Artifacts:</u> Photographs of my visit to the UFBA School of Arts Printmaking Dpt. and photos of J. Cunha’s prints found during my visit to the Ilê Aiyê school in Salvador.</p> <p><u>Reflection</u> Students will reflect on their own culture through the ‘Symbols of Your Culture’ activity sheet (See Attached) and through discussion.</p>

Demonstration

Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
<p>PowerPoint presentation continued: Student will see various works of Afro-Brazilian and Brazilian printmakers during the ‘Day 1’ presentation. (Slide 6-22) (J. Borges is another Brazilian artist that can also be introduced)</p> <p>Class will discuss each print focusing on symbols, images,</p>	<p><u>Material:</u> Projector, computer, reference images of prints, PPT presentation (CTRL + Click for Printmaking PowerPoint)</p> <p><u>Reflection:</u> Reflection is</p>

colors that could indicate aspects of culture. VTS will be used during this discussion.	occurring during the discussion of each viewed piece. Activity sheet during 'Application' will serve as additional student reflection (See Attached).
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
Following the presentation and discussion, students will receive an exit ticket asking them to interpret the symbols and possible meaning behind the assigned print by J. Cunha. This will help check for student understanding.	<u>Materials:</u> Exit Ticket-one for each student (See Attached) pencils and erasers
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Each student will interpret one assigned print on their own as an exit ticket. (Verbal interpretation can be given for differentiated learning)	<u>Assignment:</u> Exit ticket (attached below)

'Symbols of Your Culture' Activity Sheet:

SYMBOLS OF YOUR CULTURE

Name: _____ Date: _____
 Homeroom Teacher: _____

**What are some things that are a part of your culture?
 (Be as specific as possible)**


Material Culture: Physical objects like computers, cars, houses, appliances, toys, cell phones, clothes, food, etc.	Non-Material Culture: Knowledge, language, values, customs, thoughts, ideas
<i>I-phones</i>	<i>4th of July Celebration</i>

*Definition of Culture: "The way of life" in a certain society/community.

Exit Ticket:

Name: _____ Date: _____
 Homeroom Teacher: _____

Take a moment to look at this print by Afro-Brazilian Artist J. Cunha



- 1) What's going on in this print?

- 2) What do you see that makes you say that?

- 3) What symbols do you see and what do you think are their meanings?

SYMBOLS:	MEANING:

Lesson Number and Title: #6 Symbols of Culture: Styrofoam Relief Prints (Sketch)	
Lesson Description: 1) In this lesson, students will be introduced to American printmaker, Joseph MacPhee whose work revolves around cultural themes of the U.S. Students will learn how to identify and use symbols to interpret art. 2) Students will create a sketch of their idea and transfer their final image onto Styrofoam, creating a relief.	
Learning Outcomes: 1) Students will be able to identify and interpret cultural connections from symbols found in art. 2) Students will be able to incorporate symbols in their work of art.	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
<p>Teacher will briefly reintroduce the concept of cultural storytelling through printmaking</p> <p>Teacher will present PowerPoint presentation (Day 2) looking at the work of American printmaker and activist Josh MacPhee as a comparison to the works of the Brazilian artists previously discussed (Slides 23-36)</p>	<p><u>Materials:</u> Computer, projector, PowerPoint presentation (See Attached) (CTRL + Click for Printmaking PowerPoint)</p> <p><u>Reflection:</u> Will occur during class discussion-student participation</p>
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
<p>Student will watch a short video explaining and demonstrating the Styrofoam printmaking process</p> <p>Teacher will demonstrate the steps involved in carving into the Styrofoam plate</p> <p>Students will create a rough sketch of their idea(s) for their cultural symbol</p>	<p><u>Material</u> Paper, pencil, erasers, video of printing process, reference images of Prints to handout, YouTube printing tutorial CTRL + Click for Printing Tutorial</p> <p><u>Assignment:</u> Sketch your symbol</p>
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
<p>Teacher will provide Styrofoam exemplar and rubric (See Attached) for review</p> <p>Students will:</p>	<p><u>Materials:</u> 3x5” newsprint, pencils, erasers, 3”x5” Styrofoam plates, ballpoint pens, tape, rubric (See Attached)</p>

<ul style="list-style-type: none"> -redraw/trace their final symbol on newsprint - tape newsprint paper with design over Styrofoam to keep in place -Use a ballpoint pen to trace over newsprint design into Styrofoam underneath (ripping of newsprint from pen may occur) -Do not carve too deep into the Styrofoam (avoid holes) -When finished, discard newsprint -Some retracing may need to happen to deepen the relief 	<p><u>Assignment:</u> Draw final symbol and carve symbol into Styrofoam</p>
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Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
<p>Students will have a completed 3”x5” Styrofoam carved with their symbol of culture ready for printing.</p>	<p><u>Assignment:</u> Carve final symbol into Styrofoam to get ready for printing</p>

Lesson Number and Title: #7 Symbols of Culture: Styrofoam Relief Prints (Final print)

Lesson Description: During this lesson, students will use the Styrofoam relief method to create prints symbolizing part of their cultural. A brief overview and guided demonstration will be provided. Students will use a variety of ink colors to experiment with and produce multiple prints of their image. Students will choose their best print to expand upon by adding drawn illustrations.

Learning Outcomes:

- 1) Students will be able to identify and articulate the printmaking process.
- 2) Students will be able to create prints using the Styrofoam relief printmaking process.

Activation

Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
<p>Students will see a full demonstration of printmaking and also a step by step demonstration as they work. A high quality exemplar will also be shown and discussed so students can visualize a finished product. This is a time for students to ask questions about process.</p>	<p><u>Materials:</u> demo table and supplies, exemplar</p>

Demonstration

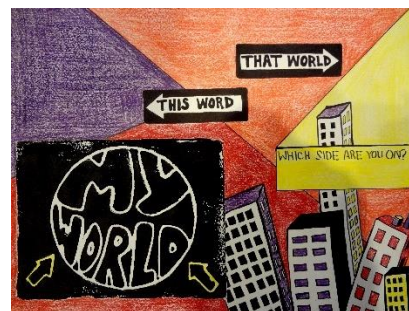
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
<p>Students will practice rolling ink and printing by using brayers, inking plates, their Styrofoam relief symbol designs, ink/paint, and paper</p>	<p><u>Material:</u> Styrofoam reliefs, printing ink in various colors (or acrylic paint), brayers, colored</p>

Students will create various prints of their symbol experimenting with various colors or ink and colored paper Allow to dry	and white paper, paper towels, inking plates <u>Assignment:</u> Create multiple prints of your symbol
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
Students will: -Select their favorite print -Cut it out and adhere it to a larger sheet of paper -Draw a picture, images, or words around their print to further emphasize the meaning of their cultural symbol -Illustration must connect to student's theme	<u>Materials:</u> student's best quality print, 9" x 12" tag board/paper, glue sticks, scissors, pencils, erasers, markers, colored pencils, crayons <u>Assignment:</u> Create a drawing around your best print using any drawing medium (fill up your paper). <u>Reflection:</u> Students will compare all their prints and select their best print to be included in their final work
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Students will have multiple prints completed and have at least one print on which the image is clearly defined (not smeared/ineffective) Students will review rubric and complete.	<u>Assignment:</u> Completed illustration including symbolic print (See Example Attached and in PPT), Rubric (See Attached)

Example of Completed Symbol Print:



Example of Print with Surrounding Illustration:



Name: _____ Date: _____

Homeroom Teacher: _____

Rubric: Printmaking Symbols of Culture

(Please circle your final progress for each category and add points received)

	Exemplary (3 Points)	Accomplished (2 Points)	Developing (1 Points)	Emerging (0 Points)
Culture Symbol	Symbol is clear, unique, and strongly connected to your culture	Symbol is connected to your culture but is unclear	Symbol is unrelated to your culture and unclear	No symbol
Styrofoam Relief/ Craftsmanship	Relief is clear, neat, and carved just right (not too light/not too deep)	Relief is clear but carved too lightly	Relief is unclear and carved too deeply breaking through the Styrofoam in 1-2 areas	Relief is very unclear, ripped in multiple areas, and unusable
Ink Print	Printing was done multiple times to achieve a clear, high- quality print	Printing was done multiple times, final print is clear with only minimal smudging	Most of the final print was smudged making the print almost unclear	The entire final print came out smudged, image/symbol is unrecognizable
Tool usage/ Responsibility	ALL tools were used appropriately. Tools and tables were cleaned.	All tools were used appropriately. Some tools and/or table was left uncleaned	Some tools were NOT used appropriately and some tools and table weren't cleaned	ALL tools were used inappropriately and ALL tools and table weren't cleaned
Total Points Possible: <u>12</u>	Reflection:			
Total Points Received _____?	What symbol did you print? _____ _____			
	How is your symbol connected to your culture? _____ _____ _____			

Lesson Number and Title: #8 Symbols of My Identity: Intro to African and Afro-Brazilian Masks	
Lesson Description: PowerPoint Presentation introducing various African and Afro-Brazilian masks, their meaning, and the different regions of Africa they derive from and how Afro-Brazilians have adopted the art of mask making from Africa. Brief introduction to the cultural influence the Transatlantic Slave Trade had on Brazil.	
Learning Outcomes: 1) Students will be able to identify symbols and characteristics found in African masks 2) Students will be able to explain the cultural and historical link between Africa and Brazil.	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will discuss their prior knowledge of African masks and their thoughts associated with them. Class share-out of thoughts and then recorded on white board prior to starting the presentation.	<u>Materials:</u> white board, dry erase markers <u>Reflection:</u> Class share-out/discussion
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Students will view multiple African and Afro-Brazilian Masks from different regions/tribes during a PPT presentation. Students will discuss symbols/colors identified on masks and interpret possible meanings and purposes for the masks in the African/Afro-Brazilian culture.	<u>Material:</u> African Mask_PPT Presentation (CTRL = Click for African Mask PowerPoint), real African mask to show to students if possible, reference images, computer, projector <u>Artifacts:</u> Photos taken and real artifacts of Afro-Brazilian masks purchased in Salvador, Bahia <u>Reading:</u> Mask descriptions throughout PPT
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
Brief verbal introduction to upcoming project: clay mask making (In which students will create African Masks with symbols of their own identity) Discuss: What is identity?	<u>Materials:</u> real mask artifact from Brazil to show to students, reference images <u>Reading:</u> Mask descriptions

Students will complete an activity sheet to scaffold the concept of ‘identity’	throughout PPT <u>Assignment:</u> Complete ‘Multiple Identities Activity’ sheet (See Attached)
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
Students will reflect on their own identity while completing the activity sheet provided.	<u>Assignment:</u> Complete ‘Multiple Identities Activity’ sheet (See Attached)

‘Multiple Identities’ Activity Sheet:

Multiple Identities Activity Sheet

Name: _____

Homeroom teacher: _____ Date: _____

To the world:

To my family:

To my friends:

To my school:

To my community:

Who Am I?

To myself:

The way I wish people would see me:

What is my history:

What are my skills:

Created by AWynes

Lesson Number and Title: #9 Symbols of My identity: Clay Masks (Sketch)

Lesson Description:

During this lesson, students will combine their knowledge of African masks with symbols of their identity. Students will create a pencil sketch of their clay mask design, featuring characteristics inspired by African Masks with symbols of their own identity. Students will use information from previous class discussions, presentations, and scaffolding activities to form a better understanding of their identity and place in this world. Their compiled ideas and symbols of self-identity will be visually integrated within their clay mask sketches.

Learning Outcomes:

Students will be able to identify symbolism and incorporate it in their own work

Activation

Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
<p>Students will briefly be reintroduced to African Mask making.</p> <p>Students will watch a video for basic guidance in preparation for their ceramic masks (These are not instructions for the project-just design ideas for project)</p>	<p><u>Material:</u> CTRL + Click for mask sketching tutorial (optional) projector, computer, internet</p>

Demonstration

Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
<ul style="list-style-type: none"> -Teacher will provide an example sketch and discuss common characteristics of African masks (See green list Attached) -Students will receive and review rubric for final project -Students will study a variety of reference images of masks and symbols (Handouts Attached) -Teacher will briefly demonstrate how to create a sketch of a mask 	<p><u>Assignment:</u> Read rubric and ask any questions for clarification</p> <p><u>Reading:</u> Rubric (See Attached)</p>

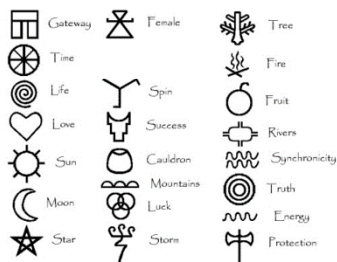
Application

Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes

<p>Students will develop sketches of their masks after looking at an exemplar and reference images</p> <p>Mask must have at least:</p> <ul style="list-style-type: none"> -3 patterns -A symmetrical design -Enlarged facial features (ex: Long nose, squared eyes, etc.) -Meaning: 1 personal symbol of identity -At least 2 colors <p>(‘Multiple Identity sheet’ should be used for reference and guidance)</p> <p>Students will label each symbol they’ve draw with its personal meaning.</p>	<p><u>Materials:</u> Paper, pencils, erasers, cheat sheet of symbols with labeled meanings, reference images of masks, completed ‘Multiple Identity’ activity sheets for reference</p> <p><u>Assignments</u> Sketch of mask</p> <p><u>Reflection</u> Labeling all symbols on sketch</p>
Integration	
<p>Description (How will the student demonstrate the learning outcome?)</p>	<p>Resources/Media Notes</p>
<p>Students will refer to rubric to check for understanding of learning targets and project requirements</p>	<p><u>Assignment:</u> Review rubric (See Attached) and make any necessary modifications to sketch</p>

Symbol Guide:

Examples of African Mask Sketches with Symbols of Identity:



African Mask with

- 3 patterns
- Symmetrical design
- Enlarged facial feature
- Meaning of mask

Lesson Number and Title: #10 Symbols of my identity: Clay Masks (Final)	
Lesson Description: Student will create a ceramic mask that will represent/symbolize their identity. Students will learn various hand building techniques and decorative application processes often used on ceramics work in Brazil.	
Learning Outcomes: 1) Students will be able to create an African inspired identity mask using clay hand-building techniques. 2) Students will be able to use decorative application processes on ceramic wear.	
Activation	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Each student will receive a ball of clay to experiment with prior to the mask demonstration. Students will touch, push, pinch, roll clay to become familiar with the medium. There will be a brief class discussion on student “noticings” and reintroduction to the process of clay sculpting and mask making. Teacher will go over the clay making process, clay qualities, appropriate use, the storing of clay, and clay tools	<u>Materials:</u> Clay, clay boards, modeling/carving tools, slip, water and cups, aprons, and symbol sheet for reference <u>Assignments</u> Play/experiment with clay
Demonstration	
Description (What is the student going to see, hear, watch, do or read?)	Resources/Media Notes
Teacher will give a demonstration on various hand-building techniques such “score and slip” Teacher will give a guided step by step demonstration on how to sculpt a clay mask providing some ideas on design	<u>Material:</u> Document camera, projector (or demonstration table), clay, modeling tools, slip, and water
Application	
Description (What is the student going to do? How are they going to receive guidance and feedback?)	Resources/Media Notes
1) Students will sculpt their clay masks: -use newspaper to form a rounded mold -roll out a slab of clay (about .5-1 inch thick)	<u>Materials:</u> Terracotta clay (red), modelling tools, water, slip, kiln (can also use air dried clay),

<ul style="list-style-type: none"> -lay clay slab over newspaper mold and form -cut out desired outline of mask: oval, rectangle, etc. -lightly sketch in mask design with clay knife -Use cut out slab shapes to add facial features/details and your identity symbol(s) (use ‘score and slip’) -Carve designs/patterns into mask -cut out mask eyes and mouth (optional) -add a few small holes near top and/or bottom of mask to later hang string/feathers, etc. through <p>2) Paint Mask (after firing):</p> <ul style="list-style-type: none"> -Choose at least 2 colors that work well together -use acrylic paint or watercolors to paint/stain -Use additional materials (beads, feathers, yarn) to string through holes in your mask. 	<p>newspaper, watercolor and acrylic paint, paint brushes</p> <p><u>Assignment:</u> Sculpt your clay identity mask using various hand-building techniques.</p> <p>Mask must have at least:</p> <ul style="list-style-type: none"> -3 different patterns -A symmetrical design -Enlarged facial features (ex: Long nose, squared eyes, etc.) -Meaning: 1 personal symbol of identity -At least 2 colors -holes to string material through
Integration	
Description (How will the student demonstrate the learning outcome?)	Resources/Media Notes
<p>- Students will refer to rubric to check for understanding of learning targets and project requirements. Students will complete reflection section of rubric: How does your mask symbolize your identity?</p> <p>Students will also complete the same two bubble maps as they did before the unit and complete their post assessment</p>	<p><u>Assignment:</u> Review and complete rubric (See Attached)</p> <p>Complete 2 bubble maps of Africa and Brazil and the post assessment</p>

Name: _____ Date: _____

Homeroom Teacher: _____

Rubric: Ceramic Identity Mask

(Please circle your final progress for each category and add points received)

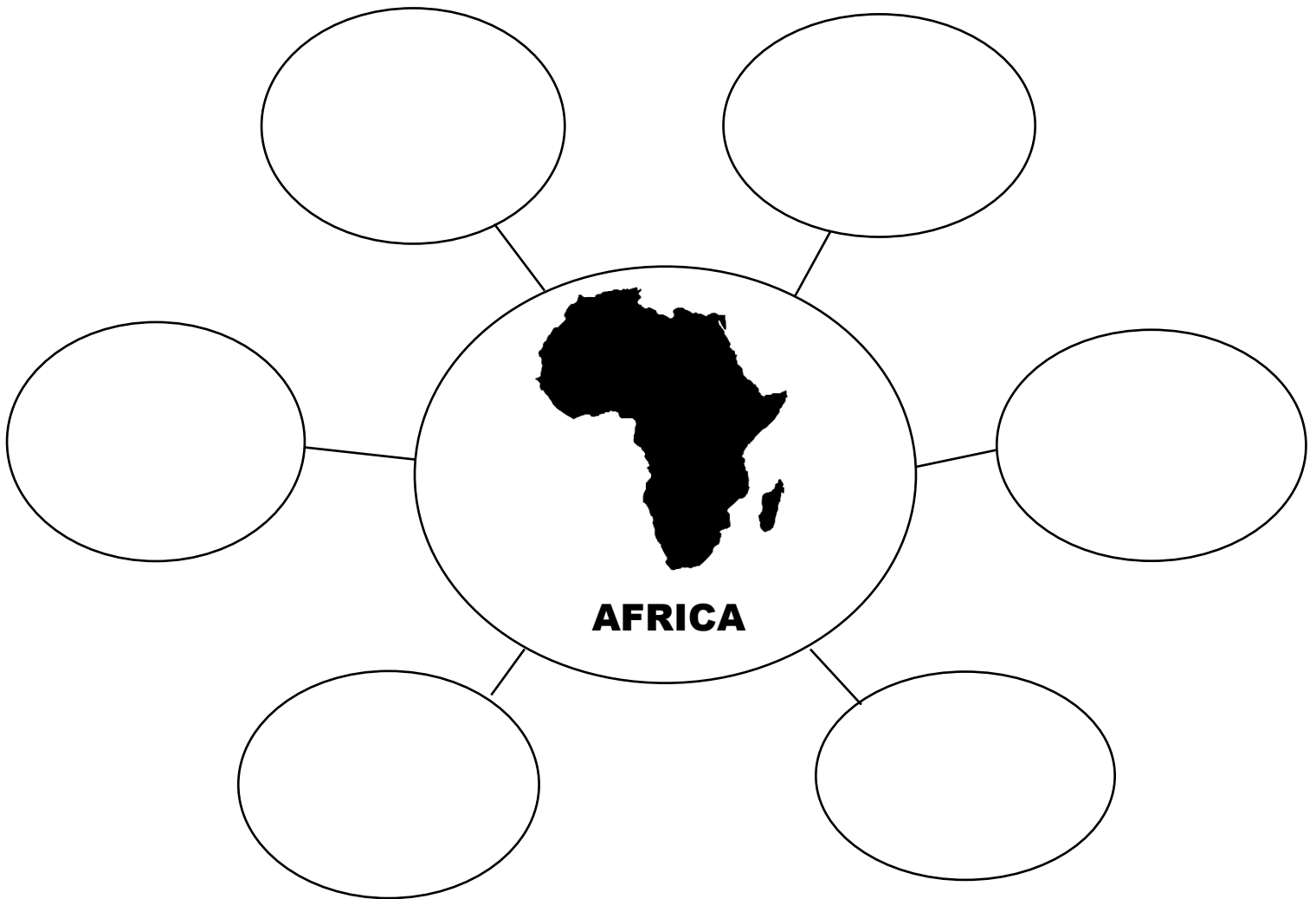
	Exemplary (3 Points)	Accomplished (2 Points)	Developing (1 Points)	Emerging (0 Points)
Symbol of Identity	Identity symbol is 1) included 2) clear 3) unique	Identity symbol is 1) included 2) clear but not unique	Identity symbol is 1) included but unclear	Identity symbol is missing
3 Patterns	3 patterns	2 patterns	1 pattern	No pattern
Symmetry	Every part of the mask is symmetrical	3-4 parts of the mask are symmetrical	1-2 parts of the mask are symmetrical	No symmetry
Enlarged/ exaggerated Facial features	Has 3 or more exaggerated facial features	Has 2 exaggerated facial features	Has one exaggerated facial features	Has no exaggerated facial features
Paint Application	2 or more colors painted evenly with no clay areas showing through	2 colors but are not painted evenly and have some clay areas showing through	Only 1 color	No color
High-quality (nothing falling off/ 'score and slip' was used, no cracking	All parts of your mask stayed intact and there are no cracks	Your mask stayed intact but there are cracks	Some parts of your mask have fallen off because they were not put together correctly	Mask broke. Correct hand- building methods were clearly not used
Creativity	Mask is unique, shows emotion in eyes, nose, and mouth, shows more than 4 added details	Mask is somewhat unique, shows emotion in some of the facial features, and has 3-4 added details	Mask is not unique, shows no emotion in facial features, and has only 1-2 added details	Mask is plain, shows no emotion, and has no added details
Total Points Possible: <u>21</u>	Reflection:			
Total Points Received _____?	<p>What symbol(s) did you choose to add to your clay mask?</p> <p>_____</p> <p>What does your symbol mean to you and your identity?</p> <p>_____</p> <p>_____</p> <p>_____</p>			

Full-sized files Included in Above Lessons Are Attached Below (In Order):

Bubble Map: Preconceptions About Africa

Please fill in outside bubbles with words or drawings you believe represent Africa.

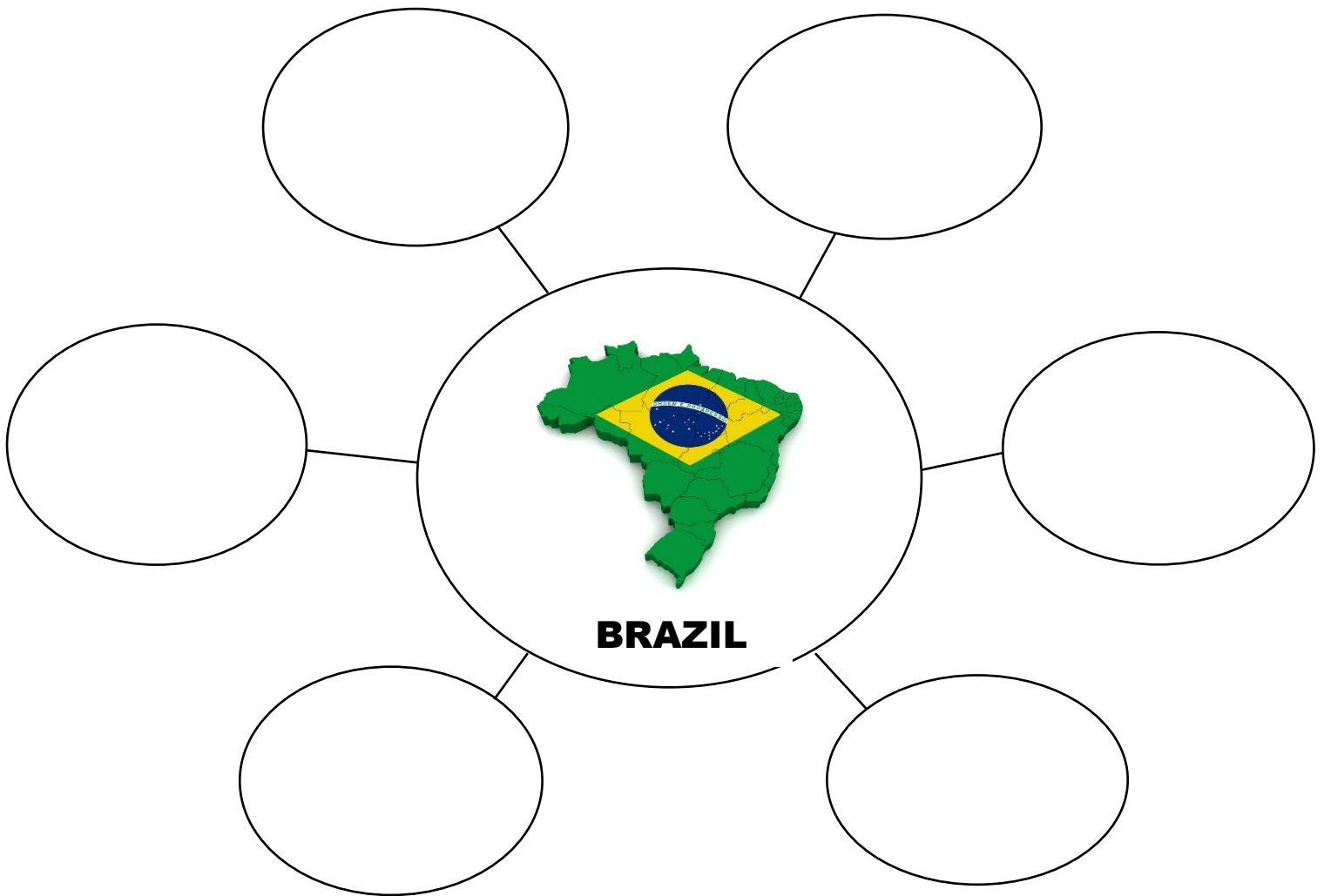
Name: _____ Homeroom Teacher: _____ Date: _____



Bubble Map: Preconceptions About Brazil

Please fill in outside bubbles with words or drawings you believe represent Brazil.

Name: _____ Homeroom Teacher: _____ Date: _____



SYMBOLS OF YOUR CULTURE

Name: _____

Date: _____

Homeroom Teacher: _____

**What are some things that are a part of your culture?
(Be as specific as possible)**

Material Culture: Physical objects like computers, cars, houses, appliances, toys, cell phones, clothes, food, etc.	Non-Material Culture: Knowledge, language, values, customs, thoughts, ideas
<i>I-phones</i>	<i>4th of July Celebration</i>

*Definition of Culture: "The way of life" in a certain society/community.

Name: _____ Date: _____

Homeroom Teacher: _____

Take a moment to look at this print by Afro-Brazilian Artist J. Cunha



1) What's going on in this print?

2) What do you see that makes you say that?

3) What symbols do you see and what do you think are their meanings?

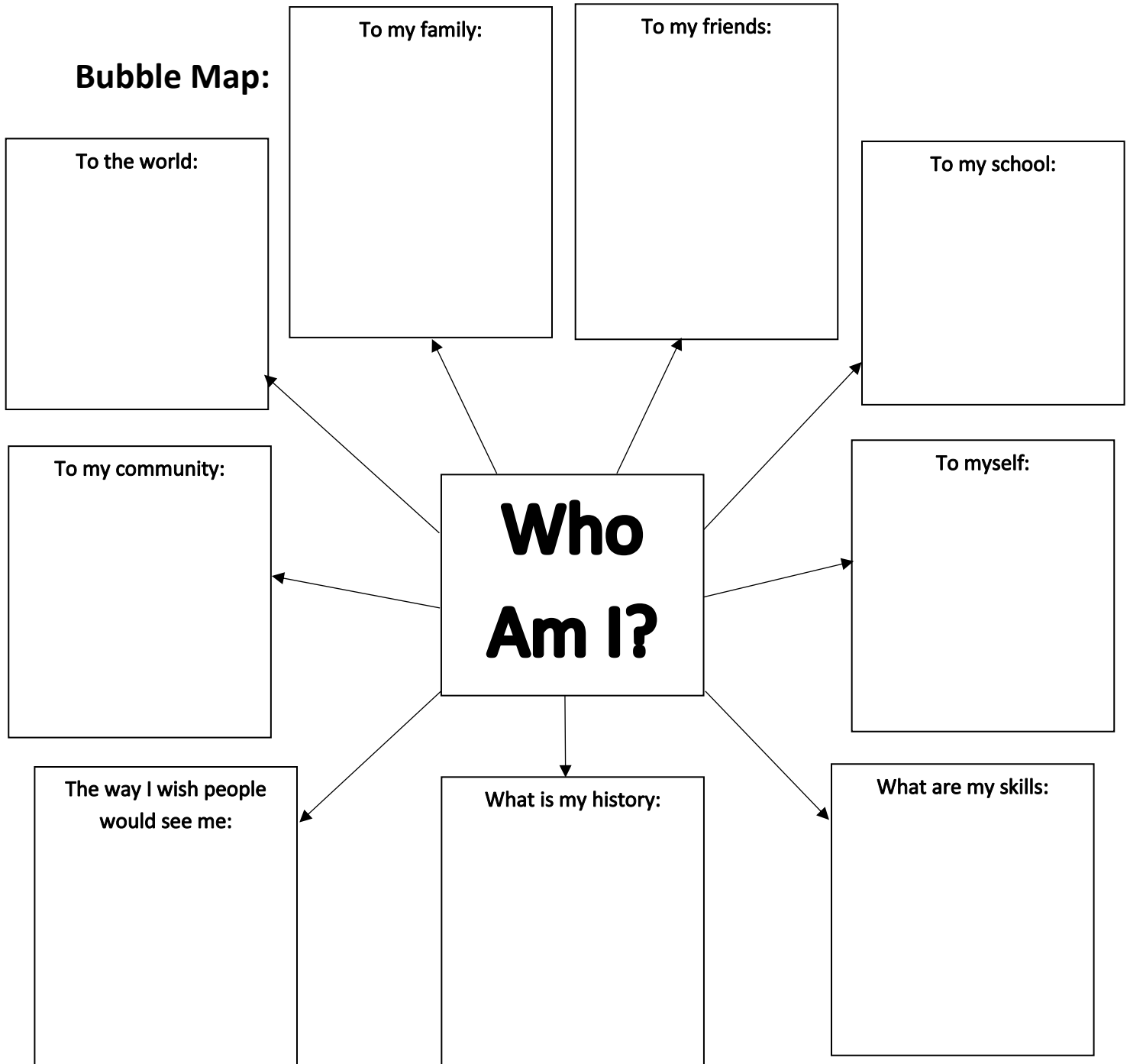
SYMBOLS:	MEANING:

Multiple Identities Activity Sheet

Name: _____

Homeroom teacher: _____ Date: _____

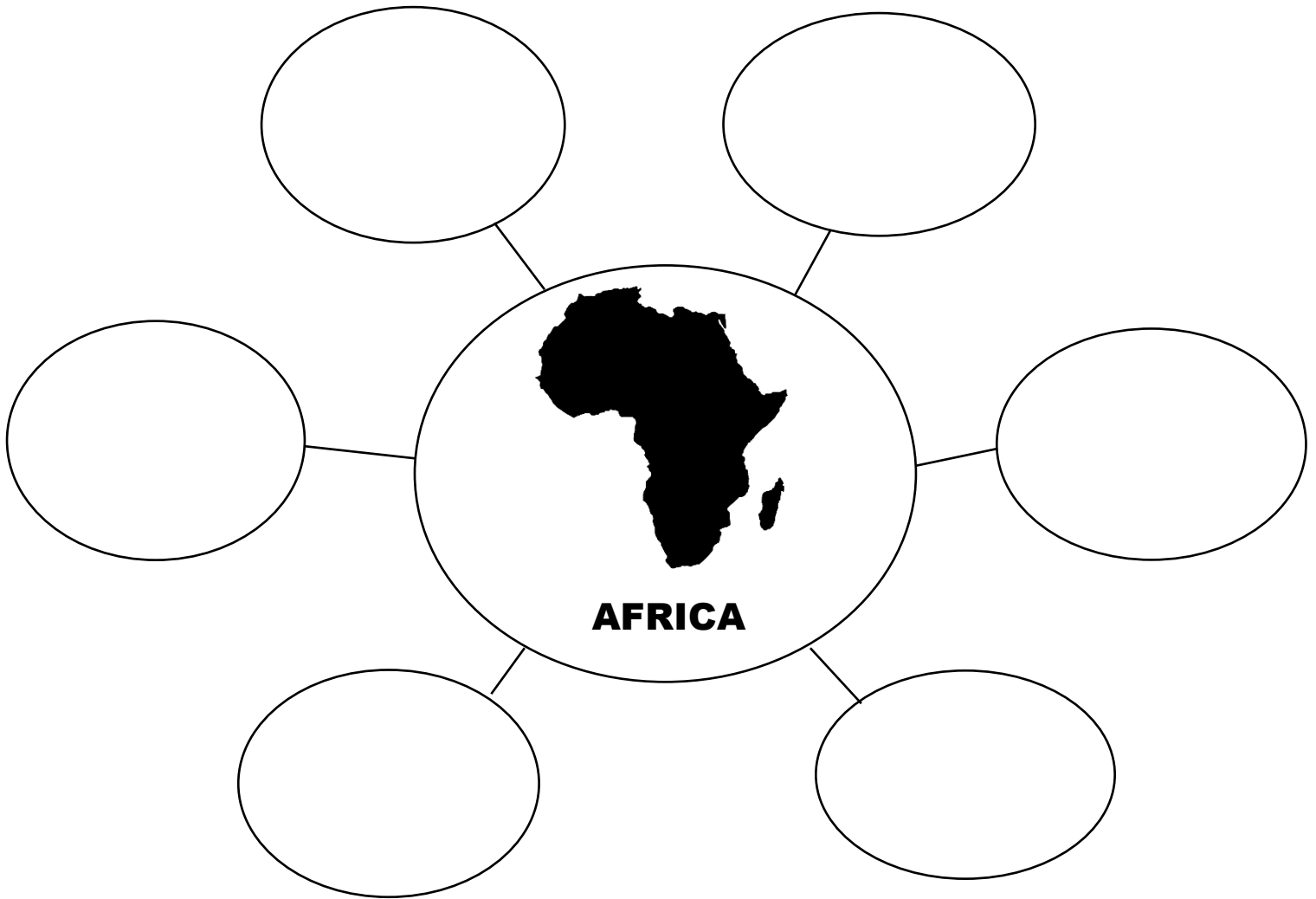
Bubble Map:



Representations of Africa

Please fill in outside bubbles with words or drawings you believe represent Africa.

Name: _____ Homeroom Teacher: _____ Date: _____



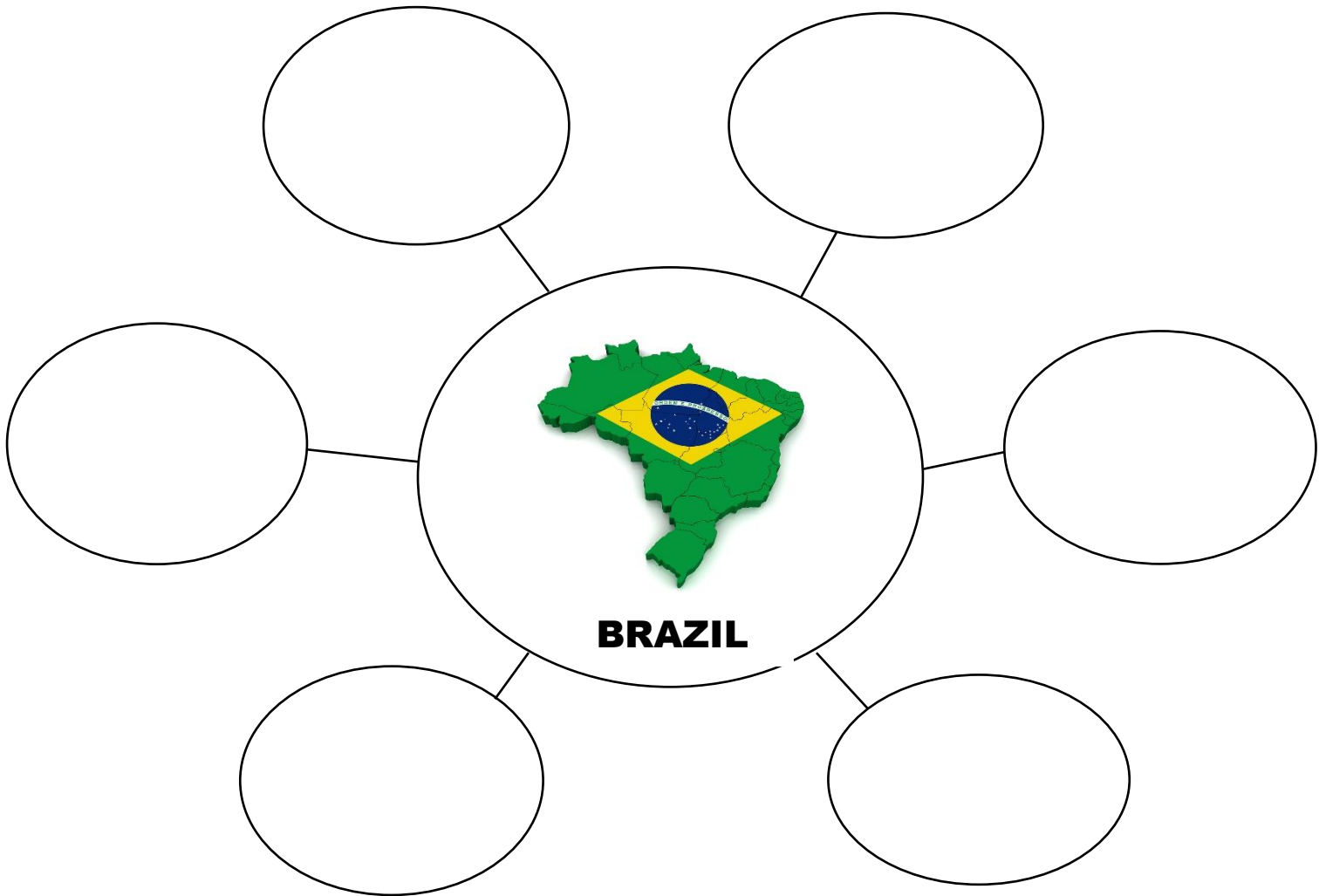
Reflection:

How has your perspective of Africa changed after the presentation and our class discussion?

Bubble Map: Representations About Brazil

Please fill in outside bubbles with words or drawings you believe represent Brazil.

Name: _____ Homeroom Teacher: _____ Date: _____



Reflection:

How has your perspective of Brazil changed after the presentation and our class discussion?

Pre-Assessment/Post-Assessment Answer Key

- 1) What are some key characteristics of African Masks?
 - a) **Exaggerated facial features**
 - b) **Designs and patterns**
 - c) **Made of wood or other natural material**
 - d) **Symbolic**

 - 2) How many Africans were enslaved and brought to Brazil?
 - a) **Over 4 million**
 - b) About 1 thousand
 - c) Close to 10 thousand
 - d) About 1 million

 - 3) What continent has influenced Brazil's culture the most?
 - a) **Africa**
 - b) Asia
 - c) Europe
 - d) The United States

 - 4) What is printmaking in Art?
 - a) Writing on printed Newspaper
 - b) Printing art from a computer
 - c) Digital Art
 - d) **Creating art by transferring an image on paper made by one or more processes**

 - 5) A symbol is a sign that represents, stands for or suggests another idea.
 - a) **True**
 - b) False

 - 6) What is street art?
 - a) Art sold at Art fairs
 - b) Wall vandalism
 - c) **Art created in public locations like Graffiti**
 - d) Art sold on the street

 - 7) How is the experience of the Afro-Brazilian community similar to that of the African-American community here in the U.S.?

Discrimination against those communities, the history of enslavement, the poverty level of many Afro communities, the police brutality, their lively culture/music/religion, etc.
-