

Residency Sample Lesson Plan

Directions: Complete this lesson plan for a sample student residency. Fill out all the areas that apply to your lesson.

Teaching Artist Name	Janet Nechama Miller
Course Title	Inside Worlds, Outside Worlds: Symbolic Mixed-Media Painting
Course Type <i>(please check all that apply)</i>	<input checked="" type="checkbox"/> Cultural arts residency <input checked="" type="checkbox"/> Integrated arts residency Partnering Course: Social Studies and/or Language Arts
What grade(s) is the residency for?	Grades 6-12
Schedule Information	Number of sessions: 6 Length of each individual session: 2 hours Total hours: 12

Course Description:

Students will use photography, collage, paint, and graphite to create self portraits that represent their “outside worlds” (family, school, and the world around them) and their “inside worlds” (thoughts, feelings, identities, hopes, and fears). Each student has their photo taken and printed; they then use these photos as a guideline as they work with collage materials to symbolize their “outside world” around their portrait, and their “inside worlds” within the portrait. Students then use graphite paper to transfer their photograph as a line drawing onto their work, creating a sense of depth and richness of color and texture. Finally, students use acrylic paint and gel medium to add finishing touches and ensure that the subject stands out from the background, differentiating the “inside world” from the “outside world.”

Materials & Space:

Materials needed include one 9x12” sheet of watercolor paper (or similar) per student; two envelopes per student; an assortment of colored tissue paper, old magazines and newspapers, and other collage materials; graphite transfer paper; acrylic paint in primary colors, black and white; acrylic gel medium or Mod Podge; paintbrushes, palettes and water containers; camera; and access to a printer to print an 8.5x11” black and white photograph of each student in the class. Space requirements include table space for each student to work comfortably, access to a whiteboard, chalkboard or large paper, and access to a digital projector.

Big Idea:

Students will understand that visual art is a powerful tool for communication and self expression.

Lesson Objectives and Student Learning Assessment

Learning Objectives <i>What I want my students to know and be able to do.</i>	Assessment Criteria <i>What I will observe in my students – traits that can be seen and/or heard.</i>
<p>1. Creative and critical thinking— <i>Students will be able to connect their artwork with current events and the world around them, and express their observations, thoughts, and feelings about these events through their art making process.</i></p>	<p>1. <i>Students will listen and share during group discussions, thoughtfully complete an individual brainstorming activity using a graphic organizer, use collage materials and colors that represent their ideas and experiences, and describe the symbolism in their piece in writing upon completion of the project.</i></p>
<p>2. Composition— <i>Students will know that creating a background and foreground is a compositional strategy and be able to create a foreground and background in their piece.</i></p>	<p>2. <i>Students will create a mixed-media painting with a bold, detailed self portrait in the foreground and a subdued background.</i></p>

Vocabulary:

*Symbolism
Image Transfer
Mixed-Media
Composition
Background
Foreground*

Instructions:

Sample DAY 1:

Opener:

Welcome and brief introduction to the project; brief student introductions; facilitate discussion to create group agreements and hopes for the duration of the project; write agreements on board or large paper (to be posted throughout project); all students agree to be accountable to group agreements and help create the space they hope to experience.

Activity title and description:

1. View examples of project
 - Project photos of former student work
 - Explain steps and guidelines of project
 - Define “inside world” and “outside world”
 - Answer initial questions
2. Group brainstorming session
 - Ask the group, “What is going on in the world around us?”
 - Record answers on board or large paper
 - Validate all responses and universalize when needed so the class can relate
 - Ask the group, “What are some thoughts or feelings you have about these things?”
 - Call on a few volunteers to share ideas
 - Ask the group to make faces that represent how they feel looking at the list.
 - Explain that a photo will be taken of each of them. The photo will be used in their portraits, and the expression on their face will reflect how they feel about their inside and outside worlds.
3. Individual Brainstorming session
 - Hand out and explain graphic organizer, which has spaces for students to write and/or draw what is going on in their personal inside and outside worlds, and how they might symbolize each item
 - As students work individually on their organizers, instructor takes a photo of each student
4. Demonstration: How to create a color scheme with collage materials
 - Explain the concept of color scheme
 - Show students how to select collage materials, considering both color scheme and symbolism
5. Student Work Time
 - Give students two envelopes each to organize their collage materials
 - Gather collage materials and play around with where they might go on the paper
 - Goal: Choose main collage elements during this time
- Closer: Invite students to share a collage element and what it will symbolize in their work.

Remaining Sample Sessions:

Day	Daily Goal	Supporting Activities
2	Create background layer—symbolize “outside world” using collage elements and acrylic gel medium or Mod Podge.	Discuss compositional strategies for placing the subject onto the background; trace outline of portrait photograph onto paper as a guide; demonstrate effective collage strategies.
3	Create foreground layer—symbolize “inside world” using collage elements and acrylic gel medium or Mod Podge.	Demonstrate collage and color scheme strategies.
4	Transfer photograph onto collage	Demonstrate how to transform photograph into line drawing through tracing, how to use graphite paper to transfer the line drawing onto collage, and how to fix mistakes.
5	Make subject stand out from background using acrylic paint and gel medium or Mod Podge to subdue the background.	Demonstrate how to mix paint with gel medium or Mod Podge to create transparent layers and review elements of a successful color scheme.
6	Complete painting and write an artist statement.	Demonstrate optional finishing touches; show example of an artist statement; students use graphic organizer to write an artist statement that describes the symbolism in their self portraits; appreciate each other and celebrate the completion of the project.