

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed artwork, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

What is a social justice issue?
 What does social mean?
 What does justice mean?
 How many of you have embroidered?

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

They will become more familiar with a social justice issue and how that impacts society.

Social commentator/ society/ photo/ social justice issue of their choosing

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Technique
 Pattern
 Line
 Time
 Influence

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

Through embroidery I can push my social justice issue and help with its awareness.

How can I spread awareness of my issue?

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives describe a learning experience with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology.

Should be written as: Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

Comprehend

Observing the work of the artists, students will be able to **identify** the ways in which she uses embroidery to enhance his/hers ideas and message.

1.1 Utilize the inquiry method of observation and the language of visual art and design to gather information and determine meaning.

Reflect

After embroidering, students will be able to **discuss** and **reflect** on the social justice issue of their choosing and how that affects the world.

2.1 Use criteria and personal discernment to evaluate works of art and design, taking into consideration the variables that influence how the work is perceived.

Create

Using photography and embroidery, students will be able to **create** a textured photo with a social justice subject.

3.2 Ideate and build works of art and design to demonstrate growth and proficiency in traditional and new art media.

Transfer

After creating, students will be able to **connect** theirs and others social justice issue with the real world in hopes to create a solution.

4.1 Research and analyze the ways visual artists, designers and scholars express personal views and beliefs and how these perspectives have a social context that enlarges the meaning of an artwork beyond the individual maker.

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process) Computer (didn't take a picture)	Expression (Products and/or Performance) Create a digital image in photoshop that emphasizes a social justice issue
Extensions for depth and complexity:	Access (Resources and/or Process) NA	Expression (Products and/or Performance) NA

Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

Social Justice
 Embroidery

Materials:

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

Powerpoint
 Teacher example
 Camera (if you want them to take some photos at school)
 Contact sheet of 6 photos
 Printed photo (if they got to it)
 Canvas paper
 Embroidery thread
 Needles
 Scissors
 Any colleging materials they bring in

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

Threading a needle
https://www.youtube.com/watch?v=_9Fv8_P9Fjl

How to finish off your thread start at 7:38

<https://www.youtube.com/watch?v=nUI3YN3cFYY>

Stitches

<https://www.youtube.com/watch?v=go89e8xpVYs>

<https://www.youtube.com/watch?v=Ff9-1ZPAdSs&t=170s>

Powerpoint with artists: Victoria Villasana, Mana Morimoto, Maurizio Anzeri, Inge Jacobsen

https://docs.google.com/presentation/d/1i1lDFABpkEw5UeOHP3sbzVeANbNsi1gSxbM5fDz8XGI/edit#slide=id.g6340ebd3bf_0_0

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

Order the embroidery string

Set up printer with canvas paper

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

Do not stab yourself, Check needles out with me

Do not cut yourself

No horseplay

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

What is social justice?

How do social justice issues affect the world we live in?

How do you feel about black and white images white color thread?

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions and processes you will engage students in to help them develop ideas and plans for their artwork.

Show them art from Victoria Villasana, Mana Morimoto, Maurizio Anzeri, Inge Jacobsen and other nameless pieces
We will discuss how the addition of embroidery adds to the photos and helps with meaning.

Instruction:

Give a detailed account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc. Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Day	Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)	Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND	Time
1	<ul style="list-style-type: none"> ● Presentation /Explain project <ul style="list-style-type: none"> - What does social mean? - What does justice mean? - What are some issues within our community? (I start out with an example) - Why do these issues matter? - What are some examples of issues in our past? Present? <p>https://docs.google.com/presentation/d/11iIDFABpkEw5UeOHP3sbzVeANbNs1qSxbM5fDz8XGI/edit#slide=id.g4345137e41_0_182</p> <p>Need to have photos taken at the start of class</p>	<p>Students consider the importance of society in art by describing social justice issues with accuracy.</p>	
2	<ul style="list-style-type: none"> ● Who struggled with finding an issue? (Talk about that and recap social justice.) ● Remind about the videos in one note ● Create contact sheet (2x3 or 3x2) ● Edit in photoshop 	<p>Students further develop observation skills while searching for issues to photograph</p>	

	<ul style="list-style-type: none"> ● Start printing (Use canvas print template) (May not finish) ● Some may get to threading (give a short demo on the backstitch they have videos for the others) <p><u>Steps to starting your project</u></p> <ul style="list-style-type: none"> ● Create a contact sheet of your 6 social justice images ● Pick a photo to print on canvas paper ● Edit photo (Optional) ● Place in print folder to have printed ● Start embroidering ● Artist Statement Worksheet <p><u>Steps to embroidering</u></p> <ul style="list-style-type: none"> ● Pick your thread color ● Get no more than a foot of string ● Create a knot at the bottom of the string ● Thread the top through the needle (Make sure to leave a decent size tail) ● Start at the back of your image so the knot is invisible ● Continue stitching 	<p>Students identify and synthesize possibilities for each embroidery technique</p>	
Day 3	<ul style="list-style-type: none"> ● Finish printing ● Demo threading- remind them they have videos ● Have them start threading ● Let them know that they can bring in collecting materials ● Introduce artist statements 	<p>Students identify and consider steps an artist goes through to develop ideas (artistic process)</p>	

Day 4+	<ul style="list-style-type: none"> • Continue threading • Artist statements 		
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Student reflective/inquiry activity:
 Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

We did an artist walk and critique. The students looked at each others images and gave constructive feedback in a respectful manner.

<p>Post-Assessment (teacher-centered/objectives as questions): Have students achieved the objectives and grade level expectations specified in your lesson plan?</p> <ul style="list-style-type: none"> • Did their photo explain a social justice issue? • Did they research their issue? • Craftsmanship • Did the embroidery enhance the image or take away? • Did they complete a professional (typed) artist statement that successfully explains the project? 	<p>Post-Assessment Instrument: How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.</p> <p>Rubric https://docs.google.com/document/d/1fwHcLvCNZQZ2shK_00RyWWeS08REehLWfvI5IQwdWF0/edit</p>
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Self-Reflection:
After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)

This lesson did not start as I planned. When I asked the question “What is social justice?” I got crickets. So then I broke down the two words and that seemed to help the understanding a little. The only engagement I got was from a handful of students but they all had their attention on me so that was great. As the lesson progressed the students really started to enjoy the process of embroidery. Some students had really successful photos with embroidery and it really pushed the social justice issue they pursued.

I also created a little teaching experiment during this lesson. There are two photo classes and within the first class I really emphasized the technique of fading your edges. That class almost everyone faded there images. The next class I talked more about having balck and white imagery with

colored thread and the majority of that classed did black and white. It was really interesting how easy it is to influence them. I only spent maybe three minutes on each topic but the amount of projects that match it was astonishing. I guess they were paying attention.

While I was grading I noticed that most of the students work had edges that were not even or cut at all. I know I didn't mention that they should do that but they have been doing it for every project so far so it was kinda surprising that they didn't and because so many were like that I decided not to take off too many points.

Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

Artist Statement Worksheet

1. In a short paragraph explain your photo and how it represents the social justice issue of your choosing.
2. Do you think the addition of embroidery add to your photo or took away? **Why?**
3. What was something new you learned about the social justice issue you choose?