

# Discovering and Dissecting Identity

Identity represents the characteristics or personalities of an individual. Identity is not constant. Identity continues to be dynamic and every person consists of multiple identities that change over time. These different identities consist of numerous roles people, children included, participate in on a daily basis. Different roles people engage in influence their lifestyles, knowledge of self, and choices without them being aware. Socially, linguistically, psychologically, sexually people take on a variety of different roles that make up their identity as a whole (Breakwell, 1992). Adolescents and children alike connect with a variety of roles all at one time.

Children are not an exception to identity development and exploration. Children behave differently, wear different cloths, and speak differently around diverse social groups. Educators are expected to engage students in activities that encourage identity development. Instead of educators guiding identity development for students to make their own decisions, there is a tendency to guide identity development into a way that which the educator believes most appropriate and beneficial for the student. As an art educator it is essential to recognize and “encourage more extensive learning and communication methods of the kind that are willing to embrace social and cultural dynamics” (Adams, 2005, p. 23). In order for the students to reflect in a meaningful and valued manner, the educator’s opinions and beliefs need to be kept quiet. Not only should the educator keep his or her particular views to themselves, but they should encourage different opinions simultaneously (Solsken, Willett, & Wilson Keenan, 1999). By doing this the students will be able to connect more with the pieces in which they create and the ideas being discussed.

Throughout this unit I would like students to explore and engage in three different particular different roles that they are all part of. Even though all of the students are part of these different roles, each student will display and contribute different characteristics to the piece as a whole. Students will divide themselves into three very distinct roles: role within their gender, role as a consumer, and role as a student. Within this curriculum project the students and their teacher will be conversing and reflecting daily on different aspects within each role. The students and teacher alike will involve themselves in dissecting how these roles impact their identity development. By the end of this unit the students will have engaged and grasped a better understanding of the different roles they play on a daily basis. The students will also have a comprehension of how these different roles within their identities are constructed not always by them but for them.

The first three lessons will focus on gender roles. Particular gender roles are instilled in the children from the day they are born (Mac Naughton, 1998, p. 167). In the hospital, boys wear blue hats while girls wear pink. From then on most toys and clothing become "assigned in the imagination with masculine and feminine differences which obviously have nothing to do with biology" (Dalton, 2001, p. 9). Children and adults alike recognize items as inherently masculine or feminine (Demetriou, Christou, Spanodis, & Platsidou, 2002, p. 47). At the beginning, education revolved around molding patriarchal characteristics into boys such as power, aggression, victory, and winning (Alloway & Gilbert, 1998, p. 97). The beginning of the practice of art education is was no different. In art classes, boys were more associated with mechanical objects while the only options for girls were flowers and natural forms (Dalton, 2001, pp. 42-43). Art education has since evolved into something much more complex. Although gender roles "are constantly under construction," there still remains a stigma that revolves around them

(Solsken, Willett, & Wilson Keenan, 1999, p. 36). The typical gender roles are not always fitting for everyone. Discussing gender roles allows the children to rethink and “construct alternative nations of what it means to be male and female” (Mac Naughton, 1998, p. 167).

During the first part of the unit the students will be exploring gender roles that have been bestowed upon them. The class will discuss on what they believe are the dominant ways of being male or female and how they are reinforced through adult and even peer eyes. The students will observe short clips from some of their favorite television shows such as Hannah Montana, iCarly, and Johnny Test. The students will observe the characters with a critical eye and look for commonalities between girls and boys language, postures, clothing, and overall persona. These popular culture televisions shows still display engrained characteristics of how it is appropriate for the different genders to act.

These popular culture television shows are not just entertainment. Television shows such as Hannah Montana, as well as, other “mass media play an important and pervasive role in youth’s culture, reflecting good or brands on all surrounding surfaces” (Richards, 2007, p. 24). Businesses target children and entice them to purchase products subconsciously. Therefore to address the role of consumerism, the second section of the unit revolves around children’s roles as consumers. The students will explore what particular popular culture products are liked and most importantly why these particular products are so appealing. The students will look through a variety of tween magazines and the logos on their fellow classmates clothing. While observing all of the different products the students will be asked to pay close attention to colors, font, words, shapes, and how they believe the seller convinced them to purchase the particular items. All of the consumer products do not just “represent the world; they can help shape, and often limit, perceptions of reality”

(Tavin, 2002, p. 38). Advertisements and consumer products tell the students how to live, eat, look, etc. These are some of the realities the students will be uncovered as they divulge into their roles as consumers.

Lastly, the students will engage in uncovering their own roles as students. The students will begin with a discussion revolving around what they believe the perfect student acts like. Then the students will be encouraged to uncover what real students act like and how they act within the classroom. They will be asked to look at themselves and think about what kind of student they represent. Through this reflective process the "language interaction provides opportunities to deploy resources in different ways and to renegotiate language practices, identities, and ideologies" (Solsken, Willett, & Wilson Keenan, 1999, p. 36). The students will begin to look at themselves from an outsiders' perspective and they will have to represent themselves in that way through their artistic process.

Watercolor, collage, and photography will be used to represent the different roles associated with the student's identity. Each process, however, will have a photography element to it. The students faces will be photographed acting out the different roles. The face will later be added to each final piece. Providing the students with their faces will allow them to concentrate on the surrounding areas and details of the piece. I believe that it will also create a unity among the different mediums used within the unit. All three pieces will be combined at the end on a solid color matt board to create a triptych that represents three roles within the students' identities.

Watercolor and black sharpie will be used as the media for representing gender roles. The black sharpie will allow the students to get the details of the drawing that may have otherwise been lost once the students begin to add color. The sharpie will allow the students to add lots of details within

themselves and their surroundings. Collage will be used as the media for representing themselves as consumers. The collage element is somewhat essential for consumerism. By using collage the students will have the ability to dress themselves in all of the most popular clothing they can find, as well as, surround themselves with other popular culture items and/or people. Being within a school setting, photography is a perfect way for the students represent themselves within their role as a student. The students will have an opportunity to engage in their surroundings and use their peers within their artwork, while exaggerating their roles and create meaningful pieces in the process. Introducing new technologies and proper use of equipment also align this lesson with the new media arts standards. The different processes of art making used throughout the unit relate directly to the different roles that the students will be trying to represent. Through discussion and creation, the variety of processes will create a very dynamic triptych in the end.

Students need to continue to use art to express human needs and explore other roles that they play within their lives. (Wonjnar, 1995, p. 134). These different roles explored, among others, are what make up their identity. Getting the students to become aware of the different roles they adhere to allows them to have a better understanding of themselves. Discussing the roles within identity allows the students to “tackle identity as a constant transformation” (Richards, 2007, p. 26). Art has continually been used recognize new values and ultimately “contributes to the creation of their universe” (Wonjnar, 1995, p. 133) As art educators, it is essential to alter our curriculum emphasizing high culture to a curriculum that includes “the expressive foundation and implications of multicultural and mainstream artifacts; advertising and other mass media imagery; and designed objects, arrangements, and environments” (Freedman, 1994, p. 158). Teachers need to present “the issues of analysis, pleasure, positioning, and audience so that a balance is created in the classroom”

(Alvermann, 1999, p. 27-28).

## References

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Curriculum Theme: Discovering and dissecting between the different roles students play on a daily basis.



Teacher: Angela N. Hughes

Grade Level: 5th

State Fine Art Goals: VA5-1.1, VA5-1.2, VA5-1.3, VA5-1.5, VA5-2.2, VA5-2.3, VA5-2.4, VA5-3.2, VA5-3.3, VA5-3.4 & VA5-5.1

State Media Arts Goals (if any): MA5-1.2, MA5-1.3, MA5-2.2, MA5-4.3

State Language Arts Goals (if any): 5-4.1 & 5-5.3

General goals for the curriculum (describe in 2-5 sentences): Within this curriculum project the students and their teacher will be conversing and later reflecting on the different roles they adhere to within their daily lives. The students and teacher alike will involve themselves in dissecting how these roles impact their identity development. Over a period of approximately thirteen lessons, students will divide themselves into four very distinct roles: role within their gender, role as a consumer, role as a student, and role within their family unit. Each particular role will take approximately three class lessons to discuss, create, reflect and complete. A variety of media will be used to create these different pieces. However, each piece will have a photography element. The students will be creating facial expressions that represent them acting out their different roles. These faces

will be added to their piece and the other elements will be built around it.

Lesson title (name each lesson to reflect a general unit theme)	Visual Exemplars (list specific images and artists, TV shows, and/or books that you plan to use for each lesson)	Motivation / dialogue (list basic issues and questions to be explored during classroom dialogue and any other motivational strategies that you plan to use for each lesson)	Media / process (list artistic processes that your students will engage in during each lesson)	Concepts and/or design principles to be learned during each lesson	Closure (list an assessment strategy that can be used at the end of each lesson)

<p>Lesson 1: Exploring gender roles, discussion</p>	<p>At the beginning the teacher will show the students a variety of popular television segments such as: Hannah Montana, iCarley, Johnny Test, etc. After discussion and conclusions are made, the teacher will display both female and male artists, as well as, historical and contemporary artists that use their artwork to unveil different gender roles. These particular artists include: Piero della Francesca (Double Portrait of Battista Sforza and Frederico de Montefeltro) and JeongMee Yoon (Pink and Blue Project).</p>	<p>The teacher will begin by discussing the different definitions of the word "role." After "role" is understood, the teacher will display three short clips of the TV shows listed. After every clip the students will list (while the teacher writes) what they believe the different characters roles were within the scene. They will discuss how the characters acted. At the end of the three clips the teacher will ask the students if they observed any particular similarities between the genders. The students will then begin to list the similar behaviors and characteristics they saw within each clip. The teacher will then ask the students a series of questions to prompt discussions about gender roles. How are the girls shown in comparison to the boys? Do these TV shows tell us how girls and boys are supposed to act? Do you believe that all girls act this way? All boys? Who decided that this is how girls and/or boys act? Quickly, the teacher will go over 3 specific examples of how artists display gender roles within their art. The teacher and discuss the similarities and differences between the TV show and art pieces.</p>	<p>Lesson 1 will revolve around a class discussion of gender roles. Students will discuss and dissect how these gender roles are portrayed in TV, art, and children's books. The discussion will end with the students reflecting on how these particular gender roles affect their own identity development. The student will begin to sketch out a 5"X7" self portrait displaying the characteristics, colors, and body postures of what they see as completely gender specific. They will be asked to consider color, clothing, and expression.</p>	<p>The students will analyze the different colors, characteristics and body postures are emphasized within the different pieces of art. The students will work out ways to implement some of these characteristics into their own artworks. While the students are working, the teacher will be taking pictures of the students' faces displaying their "perfect" girl or boy persona.</p>	<p>Visually, while the students are working the teacher will be looking for the following: Are the students on task? Are the students understanding the different techniques and concepts taught? Are the students working in a safe and productive manner? Have the students began sketching a gendered self portrait? At the end of the first lesson the teacher will verbally assess: What is a role? Can roles be gender specific? What are some of the gender roles we observed today for girls and boys? How do these roles affect you?</p>
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<p>Lesson 2: Exploring gender roles, creation</p>	<p>The teacher will bring in a variety of classic children's books from the library. The teacher will also read the following:          What are Little Boys made of poem:          What are little boys made of?          Snips and snails, and puppy dogs tails          That's what little boys are made of !"          What are little girls made of?          "Sugar and spice and all things nice          That's what little girls are made of!"</p>	<p>The class will begin by reviewing the definition of role. The students will be asked to explain some of the gender roles they observed within the TV and art shown last week.          The quickly read some of the items from the list that they completed last week. The students will then be asked to gather in groups of four to observe a particular book and discuss the images only for five minutes. The students will be given a slip of paper with five questions on it. The questions include the following:          What behaviors/activities do you see the boys/girls participating in? (What is in emphasis?)          How are they dress? (think color and pattern)          How are they displaying gender roles within the images?          What is the underlying purpose of these books?          How do they affect your identity development?</p>	<p>The images that the students have observed over the past two weeks will be used for inspiration as they continue to develop their gender self portraits. Once their sketch is complete, the students will outline their drawings with a sharpie marker and begin adding color with watercolor. If the students really would like to emphasize a specific area of their piece, they will have the options to attached fabric or wall paper pieces to their gender self portraits.</p>	<p>The books in which the students discuss at the beginning of class are meant to remind the students of the different boy and girl roles that were discussed during the last class. These books (or manuals for child behavior) are also used to depict how children are taught to be gender specific. The books provide images in which the students can dissect the points of emphasis, as well as, similarities and differences between the characters and themselves.</p>	<p>Visually, the teacher will be observing the following:          Are the students are on task? Are the students working in a safe and productive manner? Are the students creating their idea of a gender specific self portrait?          Have the students begun to outline with a sharpie?          Have the students begun to use watercolor?          Verbally, the teacher will ask the students:          What do you believe is the purpose for the books we observed today? What have you done within your own piece to display your gender roles?          Have you used specific colors? Have you used an activity as an emphasis?</p>
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<p>Lesson 3: Exploring gender roles, creating and reflecting</p>	<p>All of images looked at so far revolving around gender roles will be displayed on a continuous PowerPoint on the smart board. The children's books used during the last class will also still be available for use.</p>	<p>The class will begin with a series of questions revolving around their own art pieces. The teacher will ask the following: How have you displayed a gender role within your self portrait? What have you changed about yourself to make these ideas about gender more prominent? At this point what would make your piece more successful in displaying this image?</p>	<p>Lesson 3 will allow the students to focus on the creation of their pieces. They will be encouraged to discuss ideas with their peers to make their pieces more successful. Once they believe they have completed their piece. They will write a 3 to 4 sentence quick reflection about themselves within this particular gender role. For example: "I am a boy. I wear only blue and always have a baseball cap. I play with frogs and fight at recess."</p>	<p>The teacher will rotate around the room looking to see how students have represented themselves within their particular gender roles. The teacher will ask the students how they have used color and emphasis to further display their different meanings.</p>	<p>Visually, the teacher will be observing the following: Are the students are on task? Are the students working in a safe and productive manner? Have the students completed their gender self portraits? The teacher will also read over their written responses and leave comments / feedback.</p>
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<p>Lesson 4: Exploring consumer roles, discussion</p>	<p>The teacher will show the students a variety of popular tween magazine ads and commercial ads aimed at children.</p>	<p>As a new section of the curriculum, the teacher will ask the students to again discuss what a role is. The teacher will then ask the students if they know what it means to be a consumer. The teacher will inform the students of the definition of a consumer. The teacher will then ask the students what are some products in which they consume? The teacher will begin making a list. The teacher will ask the students how do they find out about these different products? Why do they like these specific products? What if you did not have some of these products?</p>	<p>Lesson 4 will revolve around a class discussion of their roles as a consumer. Students will discuss and list how their own consumer role affects what they purchase and how their role as a consumer establishes their identity. The discussion will end with the students reflecting on how these particular consumer roles affect their own identity development. The students will begin by listing some of the products they consume on the back of their 5"x7" paper. They will then begin to sketch out a 5"x7" figure of themselves (using the photo of their head) in which they will adorn themselves with the consumer products they own or wish they owned.</p>	<p>The students will analyze the use of contrast within the magazine ads and commercial ads. The students will work out ways to implement some of these characteristics into their own artworks.</p>	<p>Visually, the teacher will be observing the following: Are the students on task? Are the students working in a safe and productive manner? Are the student cutting images from ads? Have the students began creating a collage of themselves as the ultimate consumer? Verbally, the teacher will ask the students: What is a consumer? What are some of the items that you consume? Why do you consume these things? What is a collage? What is a contrast? How are you going to create a contrast within your piece?</p>
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<p>Lesson 5: Exploring consumer roles, creation</p>	<p>The students will be shown a variety of collage artwork from artists such as Romare Bearden, Nicholas Lampert, and Wendy Lee Lynds.</p>	<p>The class will begin by reviewing the findings the uncovered last week about their roles as a consumer. The teacher will ask the students if any of their opinions of things changed when they went to the store or ate their fast food kids meal. The teacher will introduce a few collage artists to give the students some examples of collage artists use contrast and balance within their piece. The teacher will encourage the students not to just cut out a bunch of images and paste them on paper, but to think about creating a whole space within their piece.</p>	<p>After viewing the images of the different collage artists, the students will take some of the elements they have observed and begin to create their consumer role collages. The students will cut out images of clothing, food, logos, etc from magazine advertisements. If they cannot find a particular one in which they consumer, they will be able to draw it as well. They will think not only about cloths, but food, area in which the person is situated, and items around them.</p>	<p>During Lesson 5 the students will observing and then implementing the ideas they have learned about contrast in ads, as well as, the collage artists viewed earlier in the class. The students will be encouraged to create a sense of balance within their pieces by using the cut out images from magazines.</p>	<p>Visually, the teacher will be observing the following: Are the students are on task? Are the students working in a safe and productive manner? Are the students creating a contrast between themselves and their background? Are the students balancing their pieces between the different cut out materials. Verbally, the teacher will ask the students: How do the products that we consumer effect out everyday lives? What have you consumed today?</p>
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<p>Lesson 6: Exploring consumer roles, creating and reflecting</p>	<p>All of images looked at so far revolving around consumer roles and collage art will be displayed on a repeating PowerPoint on the smart board. The magazines used during the last class will also still be available for use.</p>	<p>The class will begin with a series of questions revolving around their own art pieces. The teacher will ask the following: How have you displayed your role as a consumer within your self portrait collage? What have you changed about yourself to make these ideas about your role as a consumer more prominent? At this point what would make your piece more successful in displaying this image?</p>	<p>Lesson 6 will allow the students to focus on the creation of their pieces. They will be encouraged to discuss ideas with their peers to make their pieces more successful. Once they believe they have completed their piece. The students will answer the following questions in a quick 3 to 4 sentence reflection about their role as a consumer: How do you consume? How to advertisements get your to consume? Have your consumer habits changed since you began this art piece?</p>	<p>The teacher will rotate around the room looking to see how students have represented themselves within their particular consumer roles. The teacher will also be asking the students how they used contrast and balance within their consumer role collage art.</p>	<p>Visually, the teacher will be observing the following: Are the students are on task? Are the students working in a safe and productive manner? Does the piece show an image of themselves within their role as a consumer? The teacher will also read over the students written reflections and provide feedback / comments. Verbally, the teacher will ask the students: What do you realize about your role as a consumer? Are you going to change your role in consumption? Did you realize the importance of your role as a consumer?</p>
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<p>Lesson 7: Exploring school roles, discussion</p>	<p>At the beginning the teacher will show the students a variety of contemporary clips: Avalon High, High School Musical, and Ned's Declassified School Survival Guide.</p>	<p>The students will begin with yet another quick review of the concepts of roles and what we have learn this far is this self realizing process. The next role the students will divulge into is their role as a student.</p> <p>The teacher will begin by asking the students to discuss the different roles students they see within the school. The teacher will ask the following questions: What is the typical or perfect student look like? Act like? How are real students different? How are you different? Hopefully the students will use adjectives such as quiet, talkative, mischievous etc. The teacher will then display the clips from the television shows. The students will list the various school roles in which they see set in place.</p> <p>The teacher will ask the students to think about their identity within the school setting. The teacher will tell them to think about taking one picture of yourself in a school setting. What would it look like? Who would be around you? Would anyone be around you? What would you be doing or not doing?</p>	<p>During Lesson 7 the students will brainstorm different ideas and scenes of how they would like to display themselves within their school role. The students will write out their specific school role that they will be trying to display and then write out items, expressions, props etc that they would need to display this role properly. They will also begin to stage their photograph with the students and items around them.</p>	<p>The students will analyze the use of size, line, and movement within the photographs displayed. The students will work out ways to implement some of these characteristics into their own photographs.</p>	<p>Visually, the teacher will be observing the following: Are the students are on task? Are the students working the camera equipment in a safe and productive manner? Has the student brainstormed their idea of their role as a student? Verbally, the teacher will ask the students: How do photographers use space and size to create an emphasis? How do photographers use implied line to create movement? How are you going to be using these elements to portray your role as a student?</p>
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<p>Lesson 8: Exploring School roles, creation</p>	<p>During this lesson the teacher will present several photojournalists: Eugene Richards, Zorlah Miller, and Dorothea Lange. The teacher and students will discuss the use of lines, emphasis, and movement within the different works.</p>	<p>The students will converse about the different ways in which they would be able to use the skills discussed during the lesson to make their school role photographs more successful. The teacher will also go over the rules and different ways to use the digital cameras. The students will break up into their different groups and brainstorm different ways to use line, emphasis, and movement within their photographs. After a quick discussion the students will begin to work out their own school roles photographs.</p>	<p>The students will be divided into groups of four. Each group of four will be responsible for helping one another set up the different scenes, take the photo, and break the "stage" back down. The students will be assigned one camera per group of four and they will work collaboratively to get all 4 students photos completed.</p>	<p>The students will analyze the different size of objects, implied lines, movement, and expressions emphasized within the different pieces of photography. The students will brainstorm on paper different ways to implement some of these characteristics into their own artworks. The students will also learn other vocabulary such as photojournalism and different parts of the camera.</p>	<p>Visually, the teacher will be observing the following: Are the students are on task? Are the students working the camera in a safe and productive manner? Are the students creating their idea of their role as a student using photography? Are the students using props or other students within their piece? Verbally, the teacher will ask the students: What is your role as a student and would you change? How does your role as a student affect the students and teachers around you?</p>
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<p>Lesson 9: Exploring school roles, creating and reflecting</p>	<p>The students will observe other photos to see if they can interpret the different meanings that the artist was trying to uncover.</p>	<p>The class will begin with a series of questions revolving around their own art pieces. The teacher will ask the following: How have you displayed your role as a student within your photograph? What characteristics about yourself have you made most prominent? At this point what would make your piece more successful in displaying this image? Should you use colored pencil or markers to make some objects in the picture more distinguishable?</p>	<p>Lesson 9 will allow the students to focus on the creation of their pieces. They will be encouraged to discuss ideas with their peers to make their pieces more successful (Possibly adding color etc.) Once they believe they have completed their piece. They will write a 3 to 4 sentence quick reflection about themselves within this particular school role. Within their reflection I would like them to reflect on why this chose this particular student role to represent them.</p>	<p>The teacher will rotate around the room looking to see how students have represented themselves within their particular consumer roles. The teacher will also be asking the students how they used size, line, and movement within their photograph.</p>	<p>Visually, the teacher will be observing the following: Are the students are on task? Are the students working in a safe and productive manner? Are the students finishing their photography assignments within their role Have the students printed their photographs? The teacher will read the written reflection and provide feedback.</p>
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<p>Lesson 10: Exploring your different roles</p>	<p>The students will be using their own pieces and other students within the class to critique.</p>	<p>Today the student will put all 3 pieces of artwork together to create a triptych. The students will gather back to the carpet to have an art critique. The teacher will hold up and discuss each student's piece as a whole. The teacher will ask the students questions about the different artworks. Some of the questions include: What colors do you see in it? What objects do you see in the work of art? Does anything you have noticed in this work of art so far (colors, objects, etc.) Does any one particular piece within the tryptich create an emphasis? If so, explain why. Do you recognize balance, line, or movement with a singular piece or within the work as a whole? remind you of something or an event within your own life? What is the overall feeling that you get from this piece of work? Can you recognize the different themes the student was trying to represent within their piece? What do you think is successful? If this student was going to further his or her project what would you recommend that they change?</p>	<p>The students will assemble all three pieces of artwork together as a whole. The students will also add any final touches that they seem necessary. For the majority of the class the students will be engaged with a peer critique.</p>	<p>All principles and elements taught throughout the course of the lesson will be reviewed and explained within the students' final artworks.</p>	<p>At the end of the class the students will discuss the three major themes the students explored within their class: gender roles, consumer roles, and student roles. The students will be asked: What did you learn about the various roles explored? Did you find out something different about yourself? Did you find out something different about your neighbor? What would you have changed about this project? What did you enjoy about this project?</p>
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## Lesson #1

## Exploring Gender Roles: Discussion.

Grade: 5th

Teacher: Angela Hughes

Teaching Date: December 1, 2010

Length: 45 minutes

State Fine Art Goals: VA5-1.1, VA5-1.2, VA5-1.3, VA5-1.5, VA5-2.2, VA5-2.3, VA5-2.4, VA5-3.2, VA5-3.3, VA5-3.4 & VA5-5.1

State Media Arts Goals (if any): MA5-1.2, MA5-1.3, MA5-2.2, MA5-4.3

State Language Arts Goals (if any): 5-4.1 & 5-5.3

### Objectives:

The students will observe a variety of Hannah Montana, iCarly, and Johnny Test television clips. The clips will contain both female and male actors. After viewing each television clip, the teacher will ask them analyze the different role the female and male characters play. The teacher will ask the students to describe the difference characters roles, clothing, speech, body posture, actions, colors, etc. The teacher will be writing the different observations down. Once all three clips are viewed the teacher will read over the observations and ask if any of the students notice any similarities between the different shows and later the differences.

The students will be prompted to discuss how these particular

television shows or gender roles affect their identity development. Students will be asked if they always agree with these specific gender roles and if they believe that anyone fits into one of these gender roles perfectly.

After the discussion about the gender roles displayed within the television shows, the teacher will display two specific pieces of art depicts how artists display gender roles. These particular artists include: Piero della Francesca, Double Portrait of Battista Sforza and Frederico de Montefeltro and JeongMee Yoon, Pink and Blue Project.

Once the discussion is finished, the teacher will ask the students to think about the idealized boy or girl and depict themselves within this role. The students will be using real photographs for their faces, but their clothing, background, colors, props, etc must be carefully thought out. The students will begin sketching out their ideas on a 5"X7" piece of paper.

#### Concepts and Vocabulary:

- Color- the element of art that is produced when light, striking an object, is reflected back to the eye.
- Emphasis- is the stressing of a particular area of focus
- Role- the actions and activities assigned to or required or expected of a person or group; "the function of a teacher"; "the government must do its part"; "play its role"; character: an actor's portrayal of someone in a play; "she played the part of Desdemona" ; normal or customary activity of a person in a particular social setting; "what is your role on the team?"
- Gender- Gender is the wide set of characteristics that are seen to distinguish between male and female entities, extending from one's biological sex to, in humans, one's social role or gender identity.

- Gender role- genders within a fixed or general pattern
- Piero della Francesca (Double Portrait of Battista Sforza and Frederico de Montefeltro)- Italian Renaissance painter
- JeongMee Yoon (Pink and Blue Project)- contemporary photographer, originally from South Korea

#### Teacher Materials:

- Smart board
- PowerPoint with television clips, artwork from Piero della Francesca and JeongMee Yoon
- large paper
- markers

#### Student Materials:

- Paper
- Pencil

#### Procedures:

##### Introduction/ Motivation

As the students enter the room, the teacher will greet them at the door and ask them all to sit quietly on the rug until everyone is in. The teacher will begin by welcoming all of the students back to the art room. The teacher will begin by taking role and then informing the students that they will be starting a new unit today. The teacher will explain that this unit will be combining many different mediums and styles of art together to make one cohesive piece that reflects their different roles.

The teacher will then ask her students if anyone could explain what it means for someone to have a role. After the teacher calls on a few different students the teacher will read and explain the meaning of role. The teacher will tell the students that a role is the actions and activities assigned to or required or expected of a person or group; "the function of a teacher"; normal or customary activity of a person in a particular social setting; "what is your role on the team?" etc. The teacher will continue to explain that everyone plays a variety of roles in their lives. The teacher will continue to explain that she herself plays many different roles on a daily basis, she does not just eat, sleep, and dream teacher. Instead the teacher is a teacher, a wife, a friend, a student, an artist, a girl, etc.

The teacher will inform the students that today we would be looking at gender roles. The teacher will ask the student what is gender? If the students are unsure of the meaning of gender the teacher will inform the students that gender is Gender is the wide set of characteristics that are seen to distinguish between male and female entities, extending from one's biological sex to, in humans, one's social role or gender identity.

### Teacher/Student Activities

The teacher will turn show the students the student the Hannah Montana clip, iCarley clip, and Johnny Test clip. After every clip the students will list what they believe the different characters roles were within the scene. The teacher will ask the students analyze the different role the female and male characters play. The teacher will ask the students to describe the difference characters roles, clothing, speech, body posture, actions, colors, etc. The teacher will be writing the



different observations down. At the end of the three clips the teacher will ask the students if they observed any particular similarities between the genders. The students will then begin to list the similar behaviors and characteristics they saw within each clip. The teacher will then ask the students a series of questions to prompt discussions about gender roles.

- How are the girls shown in comparison to the boys?
- Do these TV shows tell us how girls and boys are supposed to act?
- Do you believe that all girls act this way?
- All boys?
- Who decided that this is how girls and/or boys act?

Quickly, the teacher will go over two specific examples of how artists display gender roles within their art; Piero della Francesca (Double Portrait of Battista Sforza and Frederico de Montefeltro) and JeongMee Yoon (Pink and Blue Project). The teacher and discuss the similarities and differences between the TV show and art pieces.

The students will begin working and the teacher will walk around the room to make sure they understand the different concepts covered. The teacher will assist the students when needed and give suggestions in making their pieces more successful.

### Explanation/Demonstration

When the discussion is finished, the teacher will ask the students to think about the idealized boy or girl and depict themselves within this role. After the students have brainstormed a little, the teacher will tell them that they will be creating a drawing in which they epitomize the perfect girl or boy persona. The students will be informed that they will be using real photographs for their faces, but their

clothing, background, colors, props, etc must be carefully thought out.

### Materials Distribution

Once all of the students heard/seen the explanation/demonstration, the teacher will instruct the girls to get their paper and go to the table to put their NAME, GRADE, and TEACHER on the back. During this the boys will be gathering their pencils and erasers. While the students are beginning to work, the teacher will be visually checking for the following:

- Are the students on task?
- Are the students understanding the different techniques and concepts taught?
- Are the students working in a safe and productive manner?
- Have the students begun sketching a gendered self portrait?

### Clean Up

Five minutes before the academic teacher arrives, the art teacher will clap her hands waiting on the response from her students. While the students were working, the teacher will revolve around the room and put pieces of paper on each table with different cleaning tasks assigned to them. The students will begin and finish their cleaning task and return to the rug or stand next to the door.

### Closure/Assessment

As the students are quietly lining up, the teacher will ask

them various questions to assess and reiterate what they learned today. At the end of the first lesson the teacher will verbally assess:

- What is a role?
- Can roles be gender specific?
- What are some of the gender roles we observed today for girls and boys?
- How do these roles affect you?

Learning center / back up activity (if any):

If there is time left over, the students will move to the carpet and read through some of the children's books that will be used to look at gender roles during Lesson 2.

Preparation Time:

- Research and resource gathering 6 hours
- Artwork and traditional children's books 2 hours
- Lesson plan writing 4 hours

Estimated Time for Activity (discussion, sketch, and clean up): 45 minutes

Room Set Up:

