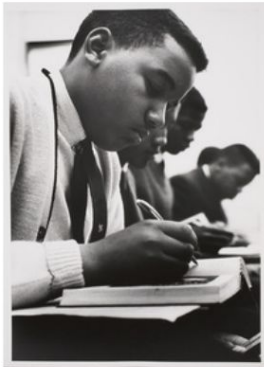




ART EDUCATION LESSON PLAN

Lesson Developed by fall 2020 Miami University (OH) students: Ellie Baumgartner Connor Hendrickson Raye Palko McKenna Thierry	Grade level: 6th	Theme/Big Idea: determination and commitment
Time Frame for Lesson: Three-four days (class periods/class meetings)	Other information: The following lesson plan is designed to be completed primarily via synchronous, face-to-face class meetings . However, accommodations are outlined in which certain steps may be completed outside of class, or so that the project may be completed virtually.	



Artist/Maker:

Title:

Date:

Material/Technique:

Dimensions:

Accession No.:

Credit line:

Gordon Parks

Untitled, Chicago, Illinois

1963

gelatin silver print; paper

10 H x 8 W in

2014.18

Gift/Purchase of The Gordon Parks Foundation. © and courtesy of The Gordon Parks Foundation. Purchase made possible by a challenge grant from Paula and Barry Downing, with major support from the WSU Student Government Association; Mike and Dee Michaelis;

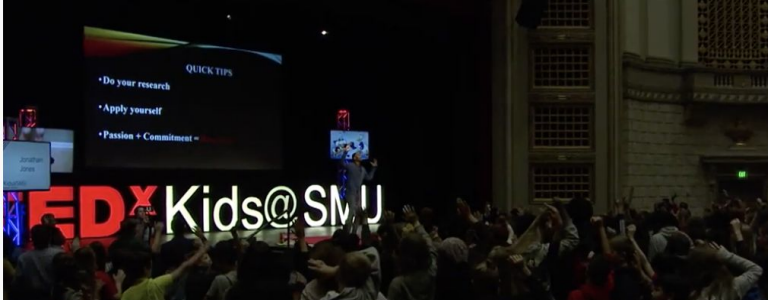
Anchor Image

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Lesson Title:	Commitment Collage
Lesson Overview:	In this lesson we are focusing on the idea of commitment , stemming from the extreme commitment everyone involved in the civil rights movement had, and how this was captured through the images from Gordon Parks. Students should be thinking about what they are committed to and what they want to be committed

	to, and relate it to their image. In the end, students will create a collage or images displaying what they are committed to in their own lives.
Essential Questions:	<ul style="list-style-type: none"> • Why is a commitment to education important? • Why is it important to have goals? • What do you have a commitment to? Why?
Objectives:	<p>Students will:</p> <ol style="list-style-type: none"> 1. Generate a collection of ideas reflecting the students' goals and commitments that could be investigated in art-making (Cn10.1.6) 2. Discuss the importance of the Gordon Parks image series in relation to the community (Pr6.1.6) 3. Interpret the theme of commitment and determination in the selected Gordon Parks image through the artistic choices that were made (Re8.1.6) 4. Design a collage made from listed materials that reflect on the students' personal commitments (Cr1.2.6)
Standards (Kansas Visual Arts Standards):	<p>Creating</p> <ul style="list-style-type: none"> • <i>Cr1.2.6</i>: Formulate an artistic investigation of personally relevant content for creating art <p>Presenting</p> <ul style="list-style-type: none"> • <i>Pr6.1.6</i>: Access, explain, and provide evidence of how museums or other venues reflect history and values of a community. <p>Responding</p> <ul style="list-style-type: none"> • <i>Re8.1.6</i>: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed. <p>Connecting</p> <ul style="list-style-type: none"> • <i>Cn10.1.6</i>: Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.
Materials:	<ul style="list-style-type: none"> • 8.5" x 11" Paper • Glue • newspaper/ magazine • scissors (supervision recommended) <p>In the absence of these materials, online applications (like photoshop or powerpoint) can be used to gather images and create a collage.</p>
Lesson Vocabulary:	<ul style="list-style-type: none"> • Commitment - being dedicated to a cause, activity, or people • Determination - having a firmness of purpose and reason • Goals - the aim or desired result of an action, can be

	<p>short term or long term</p> <ul style="list-style-type: none"> • Collage - a piece of art made by combining multiple sources of imagery and texture • Layers - in art, used to create depth; in collage making, created by stacking pictures and cutouts on top of each other • Balance - the distribution of shapes, colors, and space in an image to create a unified and visually appealing piece. • Theme - the purpose of an image or piece; the meaning or main idea of an image • Concept map - a layout of similar words, ideas, and phrases centered around a main idea. Often done with bubbles all connecting with lines to your main idea
<p>Historical/Multicultural Artwork:</p>	<p>https://www.nytimes.com/1978/06/29/archives/60s-education-70s-benefits.html - talks about the growing proportion of black college students</p> <p>https://time.com/5871398/gordon-parks-atmosphere-of-crime-photographs/ - this is a great timeline of Gordon Parks life</p> <p>https://www.census.gov/library/publications/1962/dec/population-p-c-s1-37.html - Census during the 60s in public schools</p> <p>https://www.theguardian.com/culture/gallery/2017/feb/08/gordon-parks-i-am-you-in-pictures - This discusses gallery work of Gordon Parks's "I Am You" series.</p> <p>https://www.gordonparksfoundation.org/programs/exhibitions/visual-justice-the-gordon-parks-photography-collection-at-wsu - This is the online gallery of works from which our inspiration photograph came from.</p> <p>Gordon Parks was not immediately given all things in life. He worked extremely hard to get where he did - working through the ranks and making a way for himself. He used his platform to speak out against political and social injustices that he saw in the United States. With the 6th graders, we will use the image and Gordon Parks's own journey to demonstrate why commitment is extremely important, and how being committed to passions and other aspects in life can help you make a difference for more than just yourself. Gordon Parks did not take photos just to take photos; rather, they all had deeper meanings that he wanted to share in imagery. This image came from the Visual Justice series, created in 1963. The goal of his black and white photos (like the one in this lesson plan) was to help Americans see humanity. In other words, someone's background should not hinder their ability to do what others can do. In this photo specifically, a student is shown doing schoolwork just as any other student would.</p>
<p>Question strategies for images: Questions for the Gordon Parks image:</p>	<ul style="list-style-type: none"> • Why do you think Gordon Park took the photos that he did? Was there a theme or common lesson that these photos were trying to show?

	<ul style="list-style-type: none"> • What do you think is going on in this picture? Why do you think that? • Do you feel a connection to this photo? Why do you think he is working so diligently?
<p>Visual Culture Component:</p>	 <p>https://www.youtube.com/watch?v=x6ssqSdFM24</p> <p>Jonathan Jones (12:37)</p> <p>The power of commitment: This video talks about how commitments can change. It also highlights that an important part of being committed to something is making sure you have passion for it. When both of these come together, you are more fulfilled and are able to stay motivated.</p> <ol style="list-style-type: none"> 1. How have your commitments changed? 2. What are some of your commitments today? How are you going to keep your commitments? 3. How do your current commitments connect to other areas in your life? <ol style="list-style-type: none"> a. Example: does basketball connect to teamwork, or does writing connect to self expression or artistic expression? 4. What is one step that you all can take this week to stay motivated to accomplish a goal you have?
<p>Procedure (Modeling, Guided Practice, Independent Practice): Provide <i>specific details</i> for what students need to do for each step of the lesson. Procedures should be written beginning with the lesson introduction all the way through the evaluation, with language directed to the student artist. Do not forget to allow time for cleanup and include a detailed procedure for clean up. Include a meaningful closure to the lesson. Indicate in parentheses how long each step might take.</p>	<p><u>Step 1:</u></p> <p>Watch the video and reflect on what the students are committed to. (sports, music, school, clubs, etc.) Ask the four questions related to the video:</p> <ol style="list-style-type: none"> 1. What are some of your commitments today? How are you going to keep your commitments? 2. How have your commitments changed? 3. How do your current commitments connect to other areas in your life? <ol style="list-style-type: none"> a. Does basketball teach you something about teamwork? 4. What is one step that you all can take this week to stay motivated to accomplish a goal you have? <p>The viewing of this video and the subsequent discussion should take approximately half of one class period (25 minutes).</p> <p><u>Step 2:</u></p>

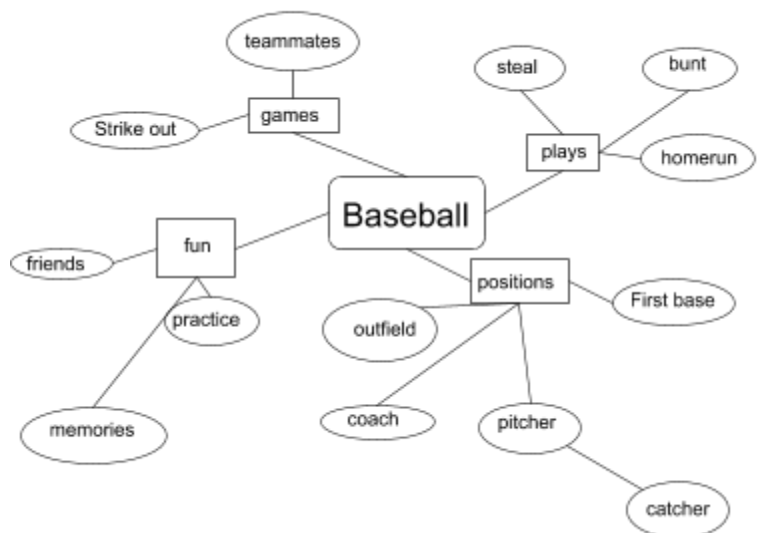
Show the students the Gordon Parks image. Have them answer these questions: Why do you think Gordon Park took the photos that he did? Was there a **theme** or common lesson that these photos were trying to show? What do you think is going on in this picture? Why do you think that? Do you feel a connection to this photo? Why do you think he is working so diligently?

Viewing these resources and completing the discussion afterwards should constitute most of the remainder of the class period (25 minutes). Have the students start on Step 3 in class, and allow them to finish that step from home so that they may begin Step 4 at the following class period.

Step 3:

Make a **concept map** or list of their **commitments** and other things connected to those **commitments**. Either create one **commitment** with at least 7 different images connecting/relating to that one **commitment**. Or have a minimum of 7 different **commitments** and find at least one image that connects/relates to each **commitment**

Example concept map



This step of the process would be completed by the end of the first day that this project was introduced. Students should be allowed to start this step in class, and finish it from home before the beginning of the following class period.

Step 4:

Cut out a minimum of 7 different things (words, images, etc.) that connect to your **commitment(s)** from a newspaper or magazine. If students are unable to find visual representations of their **commitments**, allow them the option to use written words for these topics. Encourage them to get creative in stylizing the words!

Step 5:

Glue your 7 things you cut out on paper to create a **collage** (have a picture or show them what a collage should look like, see example images below)

If you are not using a physical piece of paper, gather your images on your document (photoshop, precreate, powerpoint, etc.) and create a layout, similar to that of a **collage**.

Step 6:

Clean up; throw away scraps, put scissors, glue, magazines/newspapers, etc. away, clean work area with spray and paper towels

Steps 4, 5, and 6 should take two class periods at most. Allow students ample time in each period to gather their materials, and put everything away. For the sake of taking their art home, allow the students the option to take magazines they want to find images from home so that their collages can be completed by the end of the third day of instruction.

Step 7:

Talk about the historical component, go through all the websites.

Step 8:

Ask the kids the three essential questions;

1. Why is a **commitment** to education important?
2. Why is it important to have **goals**?
3. What do you have a **commitment** to? Why?

Step 9:

Have them think about the questions as the class is ending and if they would like to answer the questions they can. (extra credit)

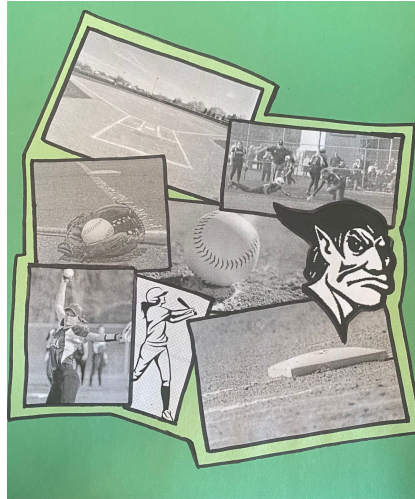
Steps 7, 8, and 9 can potentially be completed on the third day. However, if students are still working on their art by the end of the third day, allow a fourth day of instruction for the students to be able to reflect on their art in these steps.

Addressing the Standards:

As outlined in the sequence above, the following of the Kansas Visual Arts standards will be addressed:

1. **Creating:** *Cr1.2.6:* Formulate an artistic investigation of personally relevant content for creating art
 - a. In steps 4 and 5, students are asked to compile those pieces of information which they have deemed “personally relevant” into a tangible piece of art
2. **Connecting:** *Cn10.1.6:* Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.
 - a. In steps 1, 3, 4, 5, and 7, students are tasked with

	<p>reflecting on their personal interests and investigating unique ways to create art work with those ideas</p> <p>3. Presenting: <i>Pr6.1.6:</i> Access, explain, and provide evidence of how museums or other venues reflect history and values of a community.</p> <p>a. In step 2, students are able to make the connection between their artistic endeavors and the Gordon Parks image as it is displayed at the Ulrich Museum of Art. They are asked to not only discuss the importance of that image, but are also given insights on the message of the image as well as the meaning it holds for the community.</p> <p>4. Responding: <i>Re8.1.6:</i> Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.</p> <p>a. In steps 1, 3, 4, 5, and 7, students are asked to distinguish the information which is relevant from the information which is not in their art as they are creating it. Finally, in steps 8 and 9, they are asked to reflect on their own art and are able to connect why their artistic decisions are relevant in the realization of their artwork.</p>
Assessment:	<p>Did you:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ...define what commitment means to you. <input type="checkbox"/> ...define and describe what commitments you have. <input type="checkbox"/> ...construct a collage showing your commitment(s). <input type="checkbox"/> ...analyze the components of the artwork and why/how they are important for commitment. <input type="checkbox"/> ...compose various elements together to create one unified piece. <input type="checkbox"/> ...conclude and describe why you chose certain elements to include. How did this create meaning for you?
Example images of completed activity/project:	Small thumbnail image of each group member's completed example



This **collage** is centered around softball, with images of the field and equipment so set up what it is the **collage** is about, as well as actual pictures from games that remind me of feelings or memories from those games. The combination of these two types of images helps to show to myself and others my **commitment** and feelings towards this activity. This image is also well **balanced** in the center of the page, with not too much focus on any one picture, this is also made by the **layers** created through the overlapping pictures.



My **collage** is centered around one **commitment** in my life: music. I chose a digital platform (Google Drawing) to combine images that represent different aspects of music that I have value, including marching band, performances, auditions, and so on. For my image, rather than finding stock photos, going online allowed me to choose images that I am in to make a more personal connection. Additionally, I chose one word to tie all the pictures together at the end so that it was a more cohesive **collage**.



I decided to do a **collage** of both real photos from my life and photos from the internet as well. I printed them off and put them together. I was not entirely sure of how I wanted to convey what I have a **commitment** to so I added some words to really show what those images mean. I also chose multiple **commitments** rather than just one.



The **theme** that I decided to do for my **commitment collage** is about cheer. Cheer is about **determination**, supporting one another, and **goal** setting/achieving. These are images that all are things that I love about cheer. These images include the team becoming your family (the heart), pom poms, bows, tumbling, stunting, flexibility, jumps, all of the seasons of cheer; football, basketball, and competition, and of course the crowd.

Online example: students are able to use pictures of themselves in reflecting on their **commitments**.

Resources: What resources are required to teach this lesson? List the websites, books, magazines, etc., where images or information can be found. Make it clear what the resources are for. *Include the URL's for any videos you create with this lesson.*

<https://time.com/5871398/gordon-parks-atmosphere-of-crime-photographs/>

This highlights some of Gordon Parks's most famous works, as well as his life and how he ended up where he did.

<https://www.youtube.com/watch?v=x6ssqSdFM24>

This TEDxVideo discusses the importance of commitment, and might help students reflect on their own commitments.

	Additional resources are listed throughout the lesson plan above with the specific topic they would be most beneficial for.
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