**9)Lesson Title: Memory**

**Lesson Topic: Identity**

**Introduction:**

Students will create an artwork that depicts a memory relating to social emotional or cultural identity.

**Standards:**

1.2 Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

2.1 Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

2.2 Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

2.3 Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

3 Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

4 Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

6 Curate a collection of objects, artifacts, or artwork to impact the viewer’s understanding of social, cultural, and/or political experiences

7.2 Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

8 Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

9 Construct evaluations of a work of art or collection of works based on differing sets of criteria

10 Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design

11 Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

**Vocabulary:**

* Color
* Value
* Space
* Emphasis

**Objectives/Big Ideas**

*Students/community members will…*

Know/Understand:

* The importance of symbolic meaning in developing a work of art
* How color theory can be used to alter the meaning of a work
* How culture can be represented through art
* How culture can be taught and shared through art

Be Able to Do:

*What skills and habits of mind will this lesson help develop?*

* Represent a memory through the use of specific subject matter and decision making
* Choose appropriate materials that are most beneficial to the overall meaning of the work
* Discuss how their work relates to them in a cultural/social emotional aspect

**Essential Question**

How can you represent a memory in a work of art?

**Sub-essential Questions**

* What kind of memory do you want to illustrate? Emotional/cultural?
* Where are you from?
* What is something significant that has happened to you?
* What elements would assist you in depicting the feeling of this memory?

**Materials Needed:**

* Sketchbook
* Cell phone/computer/iPad
* Pencil
* Art medium

**Activities/Procedures:**

1. PowerPoint and intro to emotional symbolism and culture with image examples
2. Essential questions from PowerPoint and small table group discussions/class discussion
3. Brainstorm questions (essential and sub essential questions) and sketching in workbook
4. Develop finalized idea/concept and choose materials
5. Complete a work of art using elements and principles of design to depict a memory
6. Self-assessment rubric and reflection page
7. Critique- small group presentations and peer feedback

**Assessment/Evaluation**

*How will I know what students have learned?*

* Exit tickets throughout course of the project to check for understanding/progress
* Reflection page with questions regarding vocabulary and Understanding goals. Reflection sheet is also good to understand the students process and artistic choices
* Self-assessment rubric which allows the student to visually analyze their work and make sure they hit all of the requirements
* Small group critique. Constructive Feedback from peers