

“Identity” Lesson Plan

Lesson Title & Big Idea*: Lesson One Big Idea: Identity	Week #
<p>Lesson Overview/Summary*: (This is like an abstract of the structure and procedures section)</p> <p>Who am I? In this lesson, international graduate students reflect on this question through discussion, writing and making art. International graduate students first define “identity” and consider who they are and what they value. Art making can be a valuable tool in the development and exploration of identities for them. They will be asked to explore their personal identity by learning how to use PicsArt to create their own identities. This lesson is designed as a kick start for them to explore the larger idea of identity itself.</p>	1
<p>Key Concepts for each area (1-2 each): What you want the students to <i>know</i>.*</p> <ol style="list-style-type: none"> 1. Art making can be a means for exploring identity and self awareness. 2. Artists explore 2D method to create dynamic works of art. 3. The creation of self-portraits can create a connection to yourself and your artwork. 	<p>Essential Questions (1-2)*:</p> <p>Who am I? What is the purpose of a self-portrait? How do artists represent themselves? How can one develop identity and self-awareness?</p>
<p>Lesson Objectives/Goals: (Excellent resource at http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1): What you want the students to <i>do</i> or be able to do by the end of the lesson.</p> <ol style="list-style-type: none"> 1. The international graduate students will be able to gain insight into their own identity in the U.S. 2. The international graduate students will be able to engage in self-exploratory writing activities. 3. The international graduate students will be able to explore the role of art in self-expression. 4. The international graduate students will be able to create a self-portrait by using PicsArt App. 	
<p>NAEA Standards</p> <ol style="list-style-type: none"> 1. Anchor Standard 2: Organize and develop artistic ideas and work. 2. Anchor Standard 3: Refine and complete artistic work 3. Anchor Standard 4: Develop and refine artistic techniques and work for presentation. 	<p>Instructional Strategies (<i>Teachers approach to helping students achieve learning. What will YOU do</i>)</p> <ol style="list-style-type: none"> 1. Write “identity” on the board and ask the students to brainstorm its meanings. I will have student to create an “identity map” which depicts all the components that make up their own identity, including the varied roles they play. Show students how to create their own maps by using Coggle website. https://coggle.it/ 2. I will ask students to share their maps with each other. Ask them to discuss the following questions: What 3 words would you choose to best describe yourself? Why do those words accurately describe you? What 3 words would your family or friends use to describe you? How accurate are other’s descriptions of you? What 3 words do you want to describe yourself as 20 years from now? 3. Have students see some artists’ self-portraits by using modern technology. 4. Teach students how to use PicsArt app.

<p>Learning Strategies (What will students do?)</p> <ol style="list-style-type: none"> 1. Students will create their own identity maps. 2. Students will answer questions about exploring identity. 3. Students will appreciate some artists' self-portraits. 4. Students will learn through the process of making self-portraits by using PicsArt app. 	<p>Lesson Structure & Procedure(s) <i>Sequence of events of the lesson elements. (The before, during, and after the lesson, e.g. Engagement/Opening, Procedures, Guided Practice, Conclusion. Please be very specific, walk me through step by step of the "What" of what is happening .</i></p> <ol style="list-style-type: none"> 1. An overview of this lesson and objectives; (2 minutes) 2. Have students watch a video How Artist Explore Identity; (6 minutes) 3. Have students create the identity maps; (5 minutes) https://coggle.it/ 4. Have students share their maps and answer my questions; (5 minutes) 5. Have students appreciate some artists' self-portraits by using technology; (5 minutes) 6. Teach students how to use PicsArt app; (5 minutes) 7. Have students work on self-portraits by using PicsArt app; (25 minutes) 8. Have students share their self-portraits and insights into their own identities. (5 minutes)
<p>Opening (Introduction, Gaining Attention, what will you show, or demonstrate, this might be several sequential things)</p> <p>Have students watch a video released by The Museum of Modern Art named How Artists Explore Identity/Modern Art & Ideas. https://www.youtube.com/watch?v=NICodKeadp0 The video will get student attention and give students some information about identity in art.</p>	<p>Closure/ Summative Assessment strategy (Reflecting, how will student share what they learned):</p> <p>We will close the class by sharing their thoughts.</p>
<p>Formative Assessment strategy: <i>(how will you assess while the learning is happening?)</i></p> <p>Have students explain and define their artworks. I can then watch what they create and see what they are able to explain, what they omit, and what they may not understand.</p>	<p>Follow-up to Today's Lesson</p> <p><i>Quick activity for review or building on today's learning that will deepen student understanding and interconnect concepts for next lesson</i></p> <p>I will lead a group discussion about what they have learned and how they have completed the process of creating their art works at the end of the class. They can discuss and share their ideas by answering the following questions:</p> <ol style="list-style-type: none"> 1. What did you learn through your artwork? 2. How did your feel while going through the process of making artwork?
<p>What student prior knowledge will this lesson require/draw upon? <i>(What do they need to already know)</i></p> <p>Students should have prior knowledge of how to take pictures and videos by using iPad.</p>	
<p>Technology <i>Instructional and/or assistive technology incorporated into the lesson to enhance instruction and student learning</i></p> <p>I will teach students how to use PicsArt app and Coggle mind map.</p>	
<p>How will this lesson allow for/encourage students to solve problems in divergent ways?</p> <p>Students will learn how to work through a concept/problem and use the technique.</p>	
<p>How will you engage students in routinely reflecting on their learning? <i>(How will the students know they have learned something?)</i></p>	

First, "identity" map is a good example for students to reflect on their own identities.

Second, what they have learned will directly reflect on their own self-portraits by using PicsArt app.

Differentiated/Accommodations/Modifications/Increase in Rigor *To help meet the needs of all learners, learning differences, cultural and language differences, etc.*

First, I want to create a happy, open and safe environment in the classroom. Students are welcomed to share their thoughts or ask the questions while I am teaching. I really hope that students have a sense of belonging.

Second, I would use some simple uncomplicated words for some students whose primary language is not English.

Classroom Management

Strategies consistent with the learning needs of the lesson that also meet student behavior needs to help keep students on task and actively engaged, this included establishing routines, classroom set up, distribution of materials, clean up etc.

1. Build positive reinforcement;
2. Students are responsible for cleaning up their entire table during the time allotted by the teacher.

Materials

List of materials used in the planning of and during the instruction of the lesson

iPad, PicsArt App

Lesson Resources/References *(please be very specific by providing links, authors, titles, etc.):*

1. NAEA Standards
2. Classroom Management Tips, Ed Bates