

UNIT PLAN DESIGN

EXPLORING IDENTITY

Grade Level: High School Accomplished | Time Frame: 4 weeks | Developed by Jenny Ning Zhan

RATIONALE AND GOAL



“Living in a world where everybody wears masks due to lack of self-identity, a brave girl encounters the truth that sets her free”. I was impressed by a filmmaker named Kalhil KJ Adames how he employs strong visuals to convey his message clearly. High school is the most important time for students to construct their identity, to be aware of themselves in different lenses. Identities are swapped, sculpted, swept aside and adopted, while

art making can be a wonderful opportunity for young students to explore themselves while developing a feel and appreciation for the art world. Additionally, high school students should be aware of how digital technology influence on humans' life, even affecting their own identity. Moreover, students should notice the physical trauma that “amplifies the psychological shock generated by ever-faster cycles of technological invention, development, and obsolescence (Paul, p. 170)”. This unit is designed to introduce the world of identity and the world of art (traditional and digital forms) as one, and it opens with a unit exploring personal identity hand in hand with storyboard and animation (drawing as well). With the advent of globalization and multiculturalism, many countries and regions focus attention on multicultural and intercultural education in order to address students' cultural differences and promote their cultural and global awareness. (Larkou, 2014). Moreover, students can get benefit from the knowledge, perspectives and frames of reference by studying and experiencing other cultures and groups. (Manifold, M. C., Willis, S. and Zimmerman, E. 2014). Therefore, this course finishes with the collaboration and communication with Chinese students in many ways. For instance, American students and Chinese students will make animation about their identities, and they will comment on each other's work and share their thoughts, suggestions and opinion via internet. Hopefully, students could promote self-awareness and cultural, global awareness through this unit. Certainly, the goal is to present opportunities for positive social and individual growth, meanwhile, to nurture artistic growth and exploration. Finally, it is to encourage the development of a personal voice.

NATIONAL VISUAL ARTS STANDARDS

Creating: Anchor Standard 1, 2 and 3

Presenting: Anchor Standard 5

Responding: Anchor Standard 7

Connecting: Anchor Standard 11



ISTE STANDARDS

Standard 1: Empowered Learner (a, b, and c)

Standard 2: Digital Citizen (a, b)

Standard 3: Knowledge Constructor (a, d)

Standard 6: Creative Communication (a, d)

BIG IDEA: IDENTITY

The communication Theory of Identity identifies four aspects of identity: personal, relational, enacted, and communal layers. The personal layer of identity is an individual's self-concepts, which reflects the traditional conceptualization of identity. (Hecht, 1993) Self-concept is "a collection of beliefs about oneself that includes elements such as academic performance gender identity, sexual identity, and racial identity. Generally, self-concept embodies the answer to 'Who am I?'"

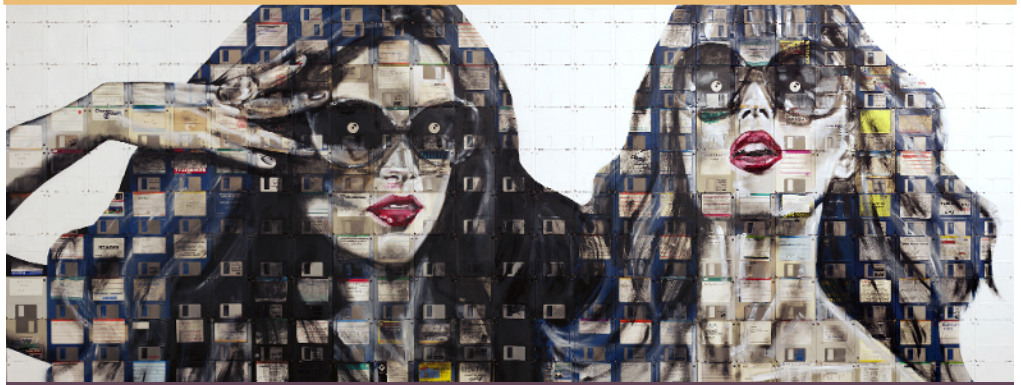
WHO
Am I?

PRIOR KNOWLEDGE

For this unit, it is important for students to know how to use a desktop or iPad prior to take this course. It is better that they have experienced social medias and some technology. In this unit, we are going to explore identity, so basically, students are better to be aware of themselves in different scopes, including in class, school, home, community, city, and even bigger.

ESSENTIAL QUESTIONS

1. Who am I? What is my identity?
2. What does IDENTITY mean to you?
3. How does knowing the contexts histories, and traditions of art forms help us create works of art and design?
4. What materials and methods do artists implement?
5. What factors shape or influence your identity? (Does technology have influenced on your identity, such as Facebook?)
6. Can you identify the differences between identity in reality and cyberspace?
7. How can you develop your identity and self-awareness? (Do you think technology develop and extend your identity and self-awareness?)
8. How does technology empower your personal voice?How can we foster our social and cultural identities?



KNOWLEDGE BASE AND KEY CONCEPTS

1. Art making can be a means for exploring identity and self-awareness.
2. Artists explore identities with different methods (traditional and digital) to create dynamic works of art.
3. An artist's race, gender, nationality, activities (e.g., sports or music), religion, socio-economic status, culture, key life experiences can influence his/her work and process.
4. Exploring your identity and culture will build confidence.
5. Technology (new media) has effect on your identity. Personal identity can be reawakened through new media, and your personal voice can be empowered via new media.



OBJECTIVES

Students will:

- Identify facets of their personal identities;
- Contemplate on how artists depicts their identities via traditional forms and digital forms by comparing and contrasting two artworks, one digital and one traditional;
- Observe and analyze how race, religion, family, technology and other factors influence the identity of artists, high school students;
- Sketch their self-portraits and create symbols based on their identities and experiences;
- Brainstorm their identity and create a mind map via Popplet;
- Create a Dropbox account;
- Create storyboards and narratives about their stories;
- Create animation videos via Animation Creator HD and upload to Dropbox;
- Collaborate with Chinese students who are taking this course as well in China in many ways. Both American students and Chinese students will upload their animations to Dropbox and get feedback from each other. They will build up good friendship with Chinese students and get to know China, Chinese people, vice versa;

LESSON VIGNETTES

Lesson 1: Introduction to Identity

Day 1: Introduction

- Demonstrate the significance of identity;
- As a warm-up, ask students to respond for a few minutes in writing to the question "Who am I?";
- Explain that the class will examine issues related to identity in greater depth by watching some videos;
- Watch TED Talk:*Who am I? A philosophical inquiry*
- Watch Random TV:*Who am I?*
- Watch The School of Life:*Who am I?*
- Teacher leads students to define and discuss identity in the lenses of personal, social, corporate, emotional, physical, national, and fake.
- Have students sketch their reflection on the videos that we've watched and discussion.



Lesson 2: How Artists Explore Identity

Day 2: Artists explore identity with traditional forms

- Watch Video:*How artists explore identity | Modern Art & Ideas*



- Have students **VTS** artworks by Frida Kahlo who was a Mexican painter. She mostly painted self-portraits and was inspired by Mexican popular culture, and she employed a naïve folk art style to explore questions of identity, postcolonialism, gender, class, and race in Mexican society. She said, "I paint self-portraits because I am so often alone, because I am the person I know best."

- Student will also view and discuss artworks by Andy Warhol who was an American artist,



director and producer. He was a leading

figure in the visual art movement known as pop art. His works explore the relationship between artistic expression, celebrity culture, and advertising that flourished by the 1960s, and span a variety of media, including painting, silkscreening, photography, film, and sculpture;



- Inspired by Frida Kahlo and Andy Warhol, have students sketch their self-portraits that incorporates their responses to the prompts (see appendix 1);



ANDY WARHOL

Day 3: Artists explore identity with digital forms

- Watch Video:*Identity SHORT FILM (Award Winning Inspirational Short)*



- Have students VTS this short film by Kalhil KJ Adames who is a filmmaker and fearless truth-seeker, depicts a fictional world in which everyone wears masks as the result of a lack of self-identity. The main character is a high school girl who starts out vaguely aware of how problematic this masked standard is, but as the film progresses, she clearly develops a stronger and stronger sense of individual identity that causes her to question everything around her. The use of masks in Identity stands as a strong metaphor for the way people learn to hide behind facades and alter their identities to gain acceptance from peers - a phenomenon of human nature that is especially present during the younger years spent in school. Adames created Identity specifically as a message to the youth of the world who are in school; he wanted this film to be a reminder that society does not define an individual, but rather an individual defines himself or herself by discovering internal truth.

- Watch Video:*Identity and Representation* created by Tanya Blaeser who is Junior Animator and Video Editor based in Johannesburg,



South Africa. This video is a self-reflective experimental video exploring Tanya Blaeser's identity (specifically gender identity) due to her colonial background and family history. It also explores ideas of representation by filming and editing typically "mundane" tasks or chores as one would represent a battle, a fight or an adventure;

- Have students discuss how sounds, different shot sizes have effect on the film;
- Have students create symbols based on their identities and experiences (see appendix 2);

Lesson 3: Your Story about Your Identity

Day 4: Brainstorm your identity and make a mind map.

- Hand out the brainstorm sheet (see appendix 3) and have students contemplate on each questions and write it down;
- Ask volunteers to share what they have written. Point out the factors of their identities that seem to have played a key role in shaping how they see themselves, such as race, gender, nationality, activities (e.g., sports or music), religion, socio-economic status, culture, key life experiences and so forth;
- Teach students how to use *Popplet*;
- Have students create mind maps about their identities;
- Have students respond to some questions related to their mind maps (see appendix 4);
- Have students watch the Art assignment which requires students to take picture of people and place who they feel either express a part of their identity or influence it, and then they are going to write a sort sentence or two to accompany each photo;



Day 5: Introduction to Storyboarding

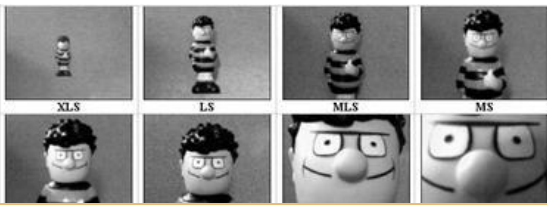
- Introduction to the project that we are going to make, and have students watch the Unit Assignment;



- Ask volunteers to share what pictures they have taken and what sentences that have written, especially ask them why they chose these people and places;
- Use the discussion as the prompt and hand out the storyboard template sheet (see appendix 5), and ask students to think about the similarities between the storyboard template and their completed assignment;
- Begin with the a quick introduction to storyboard and have students watch a video *How To Create a Storyboard (ft Mary Doodles & Whitney Lee Milam)* to see what the function of storyboard is and how we can make it;



- Tell students to roughly sketch their frames based on their pictures and sentences that they have made on the storyboard template sheet;



Day 6: The Different Types of Shots

- Begin with a quick rundown of basic shots (Long shot, medium shot, close up, extreme close up, master shot and POV) and what they look like and why;
- Tell students to use different basic shots, and to continue to revise their sketches on the storyboard template sheet;

Day 7: Depicting Camera (Frame) Movement

- Talk about some important camera (frame) movement and ways to depict them on the page.
- PAN,
- TRACK,
- ZOOM,
- Tell students to use different camera movement on their storyboard and to continue to revise their sketches on the storyboard template sheet;

Day 8: The 180 Degree Rule

- Talk about the 180 Degree rule and have students think about whether they would use this rule on the storyboard
- Have students continue to work on their storyboard;

Day 9: Finish the Storyboard

- Final day for sketching the storyboard.

Day 10 - 14: Making Animation

- Have students watch the tutorial: *How to Make an Animation by Using Animation Creator HD*

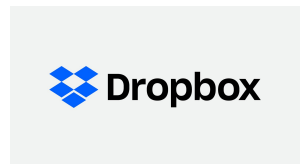


- Guide students go through all tools that they are going to use; Students start making their animations based on their storyboards (students may leave out of comfort zone and they must be in tension, so be sure to give students more time and encourage them to solve problems that they have faced.);

Lesson 4: Collaboration with Chinese Students in China

Day 15: Dropbox and Feedback

- Teach students how to use Dropbox;
- Have students upload their animations to Classroom Dropbox account;
- Have students sign up a Dropbox account individually; (Teacher needs to share the folder with all students by sending the invitation, which is a link. Once students clicked on the link, they are automatically added in this folder, which means they are editors of this folder, and they can delete, share and comment on each document. Documents on Dropbox are private and they are not public to everyone, only can people who have the link open it);
- Have students watch every student's animation and leave their feedback on Dropbox;



Day 16: Feedback

- Have students watch every student's animation and leave their feedback on Dropbox;

Day 17: Collaborate and Communicate with Chinese Students in China

- Watch some of Chinese students' animation, and have students VTS those videos;
- Have students comment on every Chinese students' videos, they can share their "WOWies", "What Ifs" and so on;
- Read Chinese students' comments on Dropbox and reply to them;

Day 18: Summative Reflection

- Have students reflect on what they have learned from this process of making artworks and the collaborative and communication with Chinese students;
- Have students write down a reflection;



ASSESSMENT STRATEGIES

I am going to use Google Classroom, it is good for giving assignments, grading students' works, communicating with students. And it is private.

Formative:

- Participation
- Mind Map
- Storyboard with narratives
- Peer Response
- Self-assessment

Summative:

- Animation video
- Writing reflection

RESOURCES

Hecht, M. L. (1993). 2002—a research odyssey: Toward the development of a communication theory of identity.

Communications Monographs, 60(1), 76-82.

Larkou, F. (2014). Using Artifacts to Promote Cultural Awareness in Cyprus Primary Schools. In

Manifold, M. C., Willis, S. and Zimmerman, E. (2014). Culturally Sensitive Art Education in a Global World (pp. 23-39). Alexandria, VA: National Art Education Association.

Manifold, M. C., Willis, S. and Zimmerman, E. (2014). Culturally Sensitive Art Education in a Global World. Alexandria, VA: National Art Education Association.

Paul, C. (2015). Digital Art (world of art) Third edition.

Digital Tools:

<http://www.dropbox.com>

<http://www.popplet.com>

<http://www.youtube.com>

Sketch your self-portrait

Incorporates to the prompts

Inspired by Frida Kahlo and Andy Warhol, explore identity issues based on your personal experiences. Sketch your self-portrait that incorporates your responses to the prompts:

1. Personal identity (ethnicity, relationships, physical appearance, religion, clothing, hobbies, talents, personal qualities...)
2. Identity challenges (race, gender, socioeconomic, political, religion, relationships, social pressures, expectations, stereotypes...)
3. Shared/Community identity (political, race, cultural, family, traditions, social justice, athletics or extracurricular, online, academic, music, trends, generational...)

After brainstorming, sketch an idea for your sculpture that incorporates your responses to the prompts.

Appendix 2

Exploring Identity

For each box, select a prompt and sketch a symbol or design that visually communicates your concept. For your final design, consider combining symbols to create a unique composition.

What faces could you design?

Person you admire
Someone in your family
A person in your dreams
Your best friend

What environments inspire you?

Nature
Landscape
Outer space
Personal places
Imaginary places
Community or shared places

What kind of characters could you create?

Yourself
Family
Friends
Pets
Avatars

What inspires you about what's going on today?

Social/historical events and issues
Movies
Music
Books

Any other designs:

Appendix 3

'IDENTITY' BRAINSTONE

Have you ever thought to yourself, "who am I, really?" Let's take some time to really identify who we are right now. Do the things and people around us determine your identity, or do you determine your own identity? Answer the questions below thoughtfully and thoroughly.

- What does IDENTITY mean to you?
- Do you feel like your name defines who you are? Why or why not? What does your name mean?
- How do you define yourself? (Positive and Negative)
- How do others define you? (Positive and Negative)
- Describe what you look like. Be as specific as possible.

Appendix 4

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?

Appendix 5

PROJECT _____ PAGE _____ / _____

SCENE #:	SHOT #:	SHOT SIZE:

SCENE #:	SHOT #:	SHOT SIZE:

SCENE #:	SHOT #:	SHOT SIZE:

SCENE #:	SHOT #:	SHOT SIZE:

SCENE #:	SHOT #:	SHOT SIZE:

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