


Lesson developed collaboratively by Isa Obradovich Hal Loomis Amy Tangeman Brooke-Lynn Clar Jocelyn Taylor	Grade level: High School	Theme/Big Idea: Identity
Time Frame for Lesson: 3 class meetings (90 minutes, 90 minutes, and 45 minutes).		
Slides for Lesson: https://docs.google.com/presentation/d/1wfQdGKFyC7WJCmjO59foEUivwyHXA6RgLgWJIU-yvvq/edit?usp=sharing		
Anchor Image: 		

Lesson title	Fashionality v. Functionality
Lesson overview	Students will create a functional piece that represents their identity . More specifically, students will build either a cup, bowl, or plate from clay. Then they will add details that describe their personal characteristics (previously brainstormed prior to the creating process to their pottery) to demonstrate aspects of their personalities in their objects.
Essential questions	<ul style="list-style-type: none"> • What is something that represents your personality? • How do others impact your identity? • What makes your personality different from everyone else? • Why is it important to have your own identity? • How does your identity change over time? • Who shares aspects of your identity?
Objectives	<p>Students will: Identify what makes their personalities different and recognize that they have their own unique identities (E1. 1.d) (E3. 1.d) (HSP.1CO)</p> <p>Students will: Implement a decision-making process to decide how to incorporate their identity into their pieces without compromising the original function of the object. (E1. 2.d) (VA:Re.7.1.1a)</p> <p>Students will: Demonstrate a safe handling of materials, tools, and equipment. (VA:Cr2.2.1a)</p>

	<p>Students will: Create objects that serve functions while still expressing a sense of identity and personality. (HSP.3CO) (HSP.2CO)</p> <p>Students will: Integrate selected elements of art and principles of design to construct works of art, including but not limited to line, texture, form, space, emphasis, movement, rhythm, proportion, balance, and unity. (HSP.3PE)</p> <p>Students will: Reflect on aspects of the identity of themselves and their peers and how their artworks display that, as well as compare and contrast each other's pieces. (A3. 2.d) (VA:Cn11.1.1a)</p>
Standards	<p><u>Ohio Visual Art Standards:</u></p> <ul style="list-style-type: none"> ● PERFORMING HSP.3PE <ul style="list-style-type: none"> ○ Integrate selected elements of art and principles of design to construct works of art. ● CONNECTING HSP.1CO <ul style="list-style-type: none"> ○ Understand how works of art reflect diverse communities, viewpoints and perspectives. ● CONNECTING HSP.2CO <ul style="list-style-type: none"> ○ Recognize contributions of the visual arts in everyday life. ● CONNECTING HSP.3CO <ul style="list-style-type: none"> ○ Examine personal and social contexts related to works of art. <p><u>Indiana Visual Art Standards:</u></p> <ul style="list-style-type: none"> ● CREATING VA:Cr2.2.1a <ul style="list-style-type: none"> ○ Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. ● RESPONDING VA:Re.7.1.1a <ul style="list-style-type: none"> ○ Hypothesize ways in which art influences perception and understanding of human experiences. ● CONNECTING VA:Cn11.1.1a <ul style="list-style-type: none"> ○ Describe how knowledge of culture, traditions, and history may influence personal responses to art. <p><u>Social Emotional Learning Standards:</u></p> <ul style="list-style-type: none"> ● E1. 1.d <ul style="list-style-type: none"> ○ Demonstrate critical thinking skills to select an appropriate decision-making

	<p>process, recognizing there are multiple perspectives</p> <ul style="list-style-type: none"> • E1. 2.d <ul style="list-style-type: none"> ○ Implement a decision-making process to solve complex situations including academic and social challenges • E3. 1.d <ul style="list-style-type: none"> ○ Demonstrate respect and integrity in all settings during the decision-making process • A3. 2.d <ul style="list-style-type: none"> ○ Reflect on actions that are based on constructive feedback, address personal challenges and build on personal strengths
Materials	<ul style="list-style-type: none"> • Air-dry clay • Toothpicks • Aluminum foil • Watercolor paint • Paintbrushes • Clay tools • Sponges
Lesson vocabulary	<ul style="list-style-type: none"> • Personality - the combination of characteristics or qualities that form an individual's distinctive character • Functionality - the quality of being suited to serve a purpose well • Symbolism - the use of symbols, shapes, animals, and more to represent an emotion, idea, or person. • Scoring- making scratches on the surfaces of the clay that will be sticking together. • Slip- clay and water joined together to make a substance to help adhere two pieces of clay together. • Identity - Qualities that characterize a person and make him/her unique. • Non-Functional - Not correctly serving a purpose or not serving a purpose at all • <u>Elements of design</u> <ul style="list-style-type: none"> ○ Line - an identifiable path created by a point moving in space that can vary in width, direction, and length. It can also be curved. ○ Texture - The surface quality of an object that we sense through touch (3D) or the implied usage of the sense of touch (2D). ○ Form - defines a 3D object in space (a 3D object is an object with height, width, and depth). ○ Space - negative vs. positive space; negative space is the area around the work of art while positive space is the area occupied by the work of art • <u>Principles of design</u> <ul style="list-style-type: none"> ○ Emphasis - refers to the focal point of a piece ○ Movement & variety - controlling the elements in a work of art to predict how the eye is led across the piece ○ Rhythm - a visual tempo that is usually achieved through repetition of lines, shapes, colors, etc. ○ Proportion & scale - how the size and weight of elements in a piece relate to each other ○ Balance - the distribution of weight across a piece. Weight can come from

	<p>color, size, or texture.</p> <ul style="list-style-type: none"> ○ Unity - allows for individual elements in a piece to coexist to form an overall aesthetically pleasing design
Historical information about the image	<p>This bridge-spouted vessel is from Northern Iran in the early B.C.E. centuries. This type of pottery style is very common for this culture at this time, and though this specific vessel is plain now, we know through history that it would have been originally painted with intricate designs. It was used for functionality, but also decorated to show individuality. Objects like this one were oftentimes placed in tombs/burials to help represent that person.</p>
Questions about the image	<ul style="list-style-type: none"> ● What personality traits does the bull on top of the sculpture represent? ● What function do you think the object could have? When do you think this object was used? What did it do? ● Does the decoration of the container interfere with the function?
Visual culture component	<ul style="list-style-type: none"> ● Zootopia ● Inside Out <p>Questions:</p> <ul style="list-style-type: none"> ● What are some of the personality traits seen in these videos? ● What are traits from these characters that represent you?
Procedure	<p>Day 1 (90 min.) Step 1: Go through power point with class (30 min.) Step 2: Demo techniques with clay for students (30 min.) Step 3: Students should start to fill out a brainstorming sheet (found in resources) (15 min.) Step 4: Students should come up with some sketches for what they plan to create (15 min.)</p> <p>Day 1 HW (if they didn't quite finish in class):</p> <ul style="list-style-type: none"> ● Finish self-guided brainstorm sheet. ● Finish sketches of 3 possible ideas for what the final project would look like before day 2 ● Ask 2 different people about what they think represents you (write it down!) <p>Day 2 (90 min.) *teacher note: lay down table cloths prior to giving students clay (preferably before class time to save working time) Step 4: Students begin shaping their clay into what vessels they decided to create in their homework (35 min.) Step 5: Once their vessels are created, students can start adding details based on what they answered in the homework: what animals, objects, shapes represent them, handle or no handle, etc. (45 min.) Step 6: Attempt to be close to finishing or be finished forming vessels and objects. Step 7: Clean up the working area: Put away extra clay in a moist environment. Wash counters. Wash clay tools. Put finished clay pieces away in a safe, designated area. (10 min.)</p> <p>Day 3 (45 min.) Step 8: Paint pieces with watercolor (20 min.)</p>

	<p>Step 9 : Wash brushes, pour out water, clean up the area. (10 min.)</p> <p>Step 9: Compare and contrast what is different between pieces. Have students share information and choices about their objects. What parts do you think represents the artist? (15 min.)</p> <p>Optional Homework: Artist statement/reflection/afterthoughts of in-class discussion: For even further reflection, the instructor could have the students write down a couple of sentences about what represents themselves throughout their art pieces and turn it into the teacher.</p>
Assessment	<ul style="list-style-type: none"> • Did you... identify what makes your personality different and recognize that you have their own unique identity? (E1. 1.d) (E3. 1.d) (HSP.1CO) • Did you... implement a decision-making process to decide how to incorporate your identity into your piece without compromising the original function of the object?. (E1. 2.d) (VA:Re.7.1.la) • Did you... demonstrate a safe handling of materials, tools, and equipment?. (VA:Cr2.2.la) • Did you... create an object that serves a function while still expressing a sense of identity and personality? (HSP.3CO) (HSP.2CO) • Did you... integrate selected elements of art and principles of design to construct a work of art, including but not limited to line, texture, form, space, emphasis, movement, rhythm, proportion, balance, and unity? (HSP.3PE) • Did you... Reflect on aspects of the identity of yourself and your peers and how their artworks display that, as well as compare and contrast each other's pieces? (A3. 2.d) (VA:Cn11.1.la)

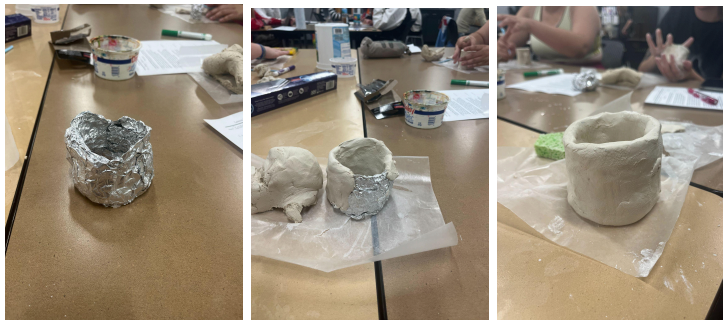
**Example images of
completed
activity/project**



Isa Obradovich: I chose to do a furby because I often do things that people do not expect or that are peculiar or weird. I think that is part of my **personality**. The colors of paint are just random colors that were available to me, but yellow is my favorite color, so that worked out well. A challenge I faced was when I was painting, I found that if I touched the paint as it was halfway dry it would just come off.



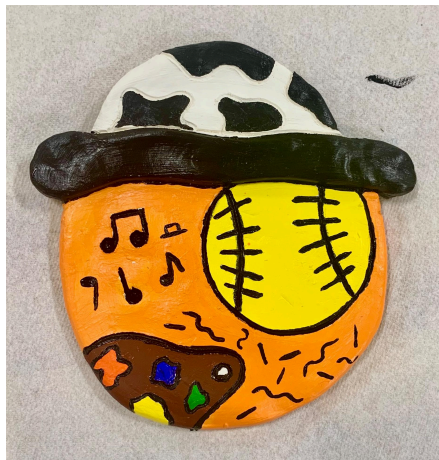
Example of reflection: Hal Loomis. I went with a bowl because bowls are able to hold snacks that can be shared where cups feel more reserved. I went with bright colors (mainly yellow) because of the bright extrovert emotions they add. The smiley face and flowers/star shapes are to further the joyful happy feeling I hope to give others, and believe represent me as a person. I also chose rainbow because of my **identity** with LGBTQ+. People didn't seem surprised by my choices and think it **represented** me accurately.




Brooke-Lynn Clark- I chose to do a mug because mugs are comforting and hold warm substances. It can also be used to hold cereal or any other substance which shows my ability to reach and talk to all groups of people. The frog is meant to represent and portray my childish and playful **personality**. Lastly, the bold green shows my outgoing energy.



Jocelyn Taylor- I chose to do a watering spout because I thought it was a good functional choice and I wanted to use it to water plants with. I love plants, specifically succulents. I also added the warm colors on the outside to represent the personality I present to others, and the cool colors on the inside to show the personality I have with myself, a more insightful personality. I also added the eye to show a brief part of my personality that I share with myself and others.



Amy Tangeman- For my piece I chose to create a plate that can be used **functionally** but also demonstrates my **identity** and **personality**. I made a cowboy hat carved with cowprint on my plate to symbolize that I'm from a rural town and also that I love the country—especially country music which is why I added the music notes underneath. I carved and painted the softball to demonstrate how much I enjoy playing the sport, and lastly I added the paint pallet and squiggly, fun lines to show my love of art and creating. These are only a couple of aspects that depict my **identity**, but it will remind me of myself everytime I use it! It's absolutely FUNCTIONal! For future use of this lesson plan, I've found acrylic paint may not be the best choice because it takes longer and peels off whereas

	watercolor is less time consuming and absorbs into the clay to dry quicker.
Resources & acknowledgements	<p>https://www.irandestination.com/iran-map/</p>  <p>Map for presentation with Iran highlighted on a world map</p> <p>https://www.getty.edu/education/for_teachers/building_lessons/elements.html elements of design definitions</p> <p>https://99designs.com/blog/tips/principles-of-design/ principles of design definitions</p> <p>https://youtu.be/dROx9Djr7mk Inside Out clip</p> <p>https://www.youtube.com/watch?v=ONFj7AYgbko&ab_channel=DisneyMovies Zootopia clip</p> <p>https://drive.google.com/file/d/1EcbB6lsTdtcpRCfoT7N3rYNnTf2wqamE/view?usp=sharing Worksheet</p>