

MAKING OUR VOICES HEARD

Overview: The emphasis on high-stakes assessments in formal education programs leaves little room for creative expression. In this unit the students will identify some of the difficulties that hamper expression and successful communication. Students will then reflect on their personal strengths and offerings which they contribute to the world. Students will translate their individual ideas into an abstracted work of art, which represents the difficulties of expression and communicating. After the individual making, the students will come together in their small groups, connect their individual works of art forming a collaborative, performative piece using Makey Makeys. The Makey Makey literally brings voice to the individual/collective artworks. We will look at *The Light of Human Kindness*—a Richmond mural created in collaboration with Hamilton Glass and Patience Salgado.

Concrete assessment: Mr. Harnsberger is especially detailed when it comes to assessing students fairly on abstract and group work. We will address this throughout by having writing prompts and reflections which will let us understand if the students are using their abstract work and resulting Makey Makey performances in order to express their own and collective voices in a meaningful way. We will also encourage each group member to take on an active and specific role (technical help, art director, project manager, photographer, videographer, and writer) in order to individually assess students' involvement in group work.

Big Idea: Expressing Yourself

a. *Key Concepts:*

- Voice
- Communication
- Collective voice

b. *Essential Questions:*

- What strengths and qualities make up your personal voice?
- What does healthy communication and expression look like?
- How do you and your teammates express your individual voices as a collective whole?

Rationale: The students that we are working with this semester are enrolled in an IB Art IV class, which can be limiting at times because of the highly-structured program and emphasis on observational drawing. Students wanted time to express themselves and be more free. Mr. Harnsberger is currently doing a unit on abstraction and has just finished a project in which students individually made an abstract work of art from a representational drawing of found objects. We will continue this unit on abstraction by moving into non-representational abstraction. We will create an individual abstract work about our own voices and then work together as a group in order to bring actual collective voice to our works with Makey Makeys. This unit emphasizes individual expression as well as working together and group expression.

Target Student Group: IB Art IV, 14–15, 9th grade, urban public high school

Cultural Responsiveness: This unit takes into account the individual needs of students while also working to create a successful group work experience. Learning about your own strengths

and expressing them, learning about other's strengths and how they express them, and putting those strengths into action can help the culture of any classroom. This acceptance of yourself and others can then translate into the real world as well.

Specific Unit Objectives: Students will learn about Patience Salgado and Hamilton Glass's mural project and discuss individual expression and how people can come together. Students will identify their own voice and how they express it by responding to a writing prompt and creating a colorful underpainting. Students will discuss healthy communication and create graphite lines on top of their underpaintings to represent this. Students will learn how to work in teams with a Makey Makey then work together to create a physical sound work that represents their voices being heard as a collective. Students will be responsible for documenting the process and the final Makey Makey performance through photos and video.

Lesson 1- Introduction: Finding Our Voices

Objective: In our first lesson, we will introduce the *The Light of Human Kindness*, a mural by Patience Salgado and Hamilton Glass (HAM) and examine how the artists collaborated with each other and the community to create an impactful message. We will watch a video of the performative aspects of the piece in which the mural lights up using conductive paint and human connection. Additionally, we will discuss some of the ways in which expressing oneself can be difficult and communication can be hindered. The students will visually represent something about themselves that they wish to express by creating an abstract work of art. We will discuss how it can be hard to find the exact words that perfectly describe what we want to say, which is why some people turn to art as it can help express things that cannot be expressed in words. We will review the terms, "abstract" and "nonrepresentational" art. We will discuss the art making and emphasize the importance of the group work component of the final piece. Students will come up with multiple ideas and thumbnail sketches for an expressive colorful painting. We will watch a short video on the Makey Makey to preview the final, performative component of our art project.

Assessment: At the end of the class period, we will collect the worksheets with their writing prompt answers, the thumbnail sketches, and their written reflection as their "exit ticket."

Lesson 2- Lines of Communication

Objective: In our second class, we will have a prompt that asks what may prevent people from expressing their individual voice? This can be in the form of writing or a graphic novel style. We will then come together and look at the work of Titus Kaphar and critically discuss what his paintings may mean. Then we will discuss how voices are heard or go unheard in our own lives. Where are people heard or unheard? What are some of the difficulties that get in the way of expressing yourself or communication? What does healthy expression or communication look like? We will talk about line work and how we can take our original painting which is an abstract representation of our own voices, and manipulate it with black graphite line in order to express a new meaning of collective voice and communication. What might this look like? What type of lines could we use? We will add black graphite lines to our work to represent this. At the end of class we will preview how the Makey Makey works so that we can think about ideas for the last day. Testing station for the graphite lines, contact point has graphite on both sides of the paper.

Assessment: At the end of the class we will discuss a few student works and ask how they incorporated their black lines and what they represent.

Lesson 3- Making Our Voices Heard

Objective: For our final class, we will work in teams to create a piece of sound art that connects all of our artwork and makes our “expressive voices” heard. When students walk in there will be a prompt asking students to talk about their teammates’ qualities. Again, students can do this in writing or in a graphic novel style. We will then come together as a group and discuss what makes a team work well, and what may hinder a team. How do you use your strengths to contribute to the whole? We will go over different jobs this team will have and ask everyone to sign up for one of the jobs: technical help, art director, project manager, photographer, videographer, and writer. We will explain that they will be assessed on how well they work as a team and the final product that they produce. Since this this artwork can only be hooked up to a Makey Makey now, we will explain the importance of documentation. Their final documentation will also be assessed. We will do a quick review of how to utilize the Makey Makey and let people experiment before committing to an idea. Each group will end up with their four pieces of individual work and their collective documented sound project. Each group will also write a collective artist statement about their final piece. We will then reflect and assess how the week went.

Assessment: We will have a mini performance and critique. Then we can have a large group share about their impressions of the unit/final art making. We will have the artist statements as well as the final products and documentation to assess.

National Art Standards:

- **VA:Pr6.1.IIa** Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
- **VA:Re.7.2.IIa** Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

Virginia Art SOLS:

- **AI. 8** The student will select and apply elements of art and principles of design to communicate meaning in works of art.
- **AI.13** The student will analyze works of art as representational, abstract, or nonrepresentational, including non-objective and conceptual.

Lesson 1- Introduction: Expressing Our Voices (90 minutes) 9:35-11:05

Set up-

- Google slideshow ready
- Example up, SOL up, agenda written on the whiteboard
- Materials at hand, a station set up with my materials to demonstrate

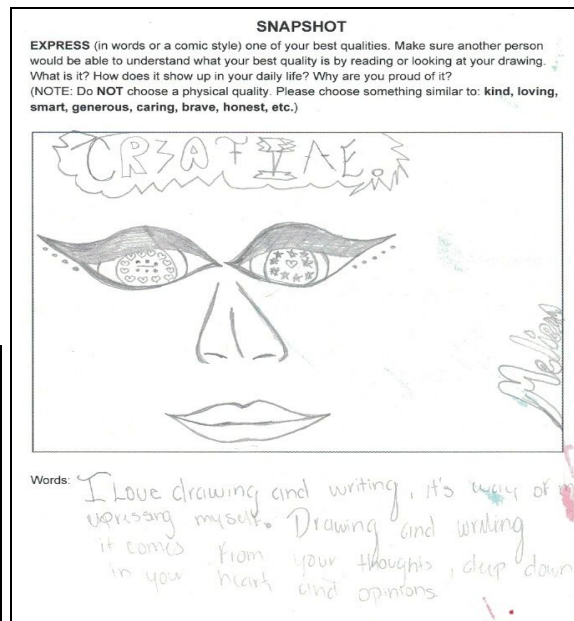
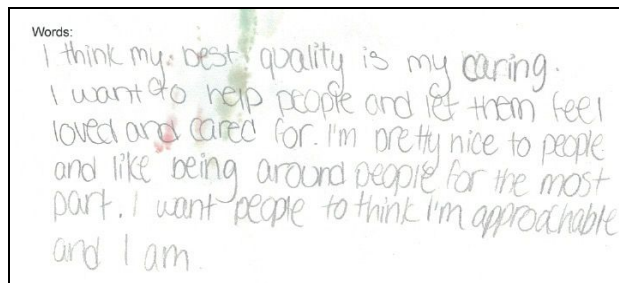
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Hook- (10 minutes) 9:35-9:45

Snapshot! “Hello all! For our snapshot today, instead of drawing from life, I’d like you to write or draw about one of your best qualities. This is not about a physical quality, but more of an emotional quality. For example: kind, caring, smart, honest, brave, bold, loving, etc. I want you to EXPRESS this either by drawing a picture in the format of a cartoon, or writing about it.”

Teaching Strategy: Drawing/writing prompt

Pictures of snapshots:



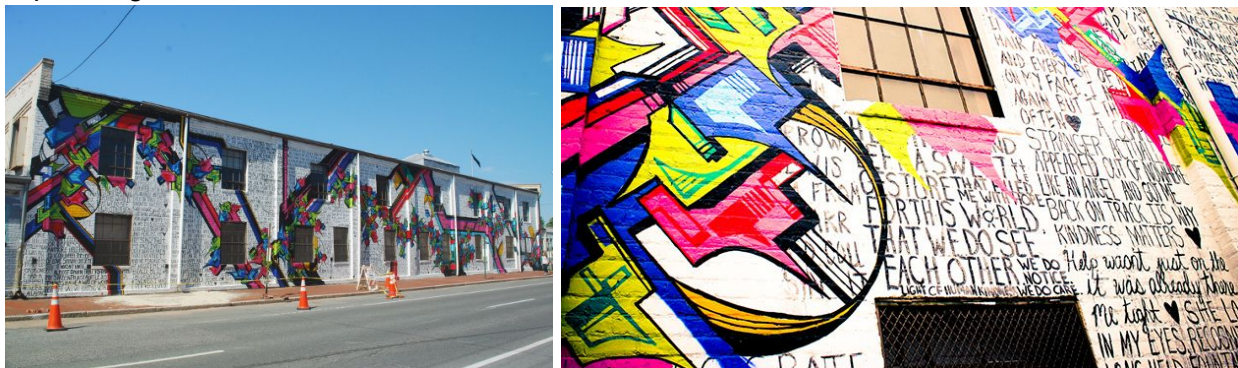
Instructional Input- (20 minutes) 9:45-10:05

Introduction: “Hello everyone! My name is Ms. Stephen and this is Ms. Corpuz and we will be here for the next three days doing a very exciting project. What have you just finished? What kind of art was it? What are some of the things you all requested to make when we came around to talk to you the other week? This week we will take some of those things into account including painting, group work, and the freedom to express ourselves. Our week will be centered around EXPRESSION and our snapshot has a little to do with this, we will revisit it in just a moment!”

“First I want to introduce a piece of artwork to you all. (show *The Light of Human Kindness*) Does anyone recognize this? Has anyone seen it in real life? What can you tell me about it? What do you see in this picture? What does it mean? How do you know? What else do you see? When we look closer, what do you notice now? What do you think it means now? How do you know? This is a mural by Patience Salgado and Hamilton Glass (HAM). Let’s watch a video and see what else we can discover about this mural (watch video). What can you tell me about this mural now? What is the meaning behind it? How did they portray that meaning? How did the performative aspect of the mural contribute to this meaning? Would it have been as strong without the performance aspect? Why or why not? Is this mural successful? How do you judge success?”

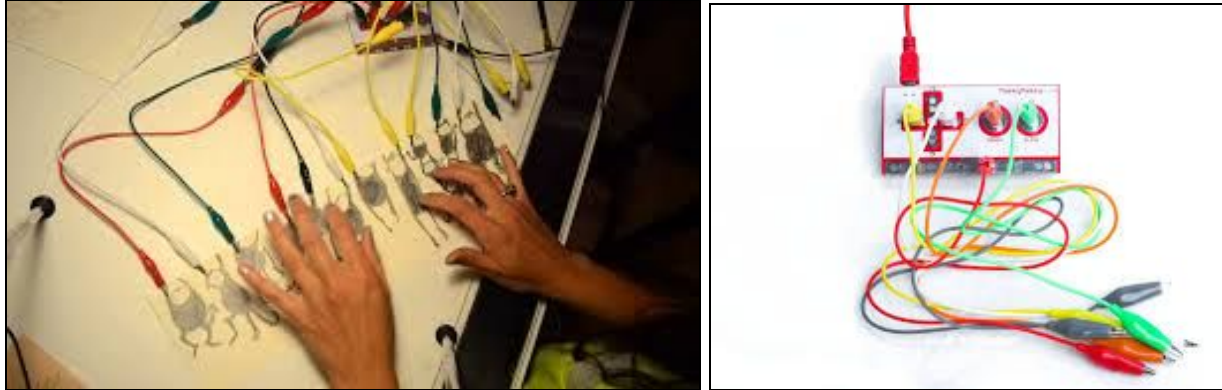
Pictures of the Light Of Human Kindness (LOHK):

<http://thelightofhumankindness.tumblr.com>



“We will be creating our own artworks individually today and Wednesday, and then collaboratively on Friday about EXPRESSING OUR VOICES. Let’s watch a video about a device we will use. (Makey makey example video) What’s happening in these videos? Can anyone explain how it is happening? This is a Makey Makey. It turns anything that is conductive into a musical instrument with the help of a computer-- that means graphite, bread, gummy worms, food, our bodies, etc. We will be creating abstract artworks individually about our own qualities and strengths with watercolor and then coming together collaboratively and communicating and documenting our final project. The group aspect of this is very important and we will discuss this in more detail later. The makey makey itself can only be used on Friday as well, so we will have to take photos and videos of our final group performances in order to document it.”

Pictures of Makey Makey: <http://www.makeymakey.com>



“Let’s brainstorm some different qualities that are our best. Would anyone like to share theirs. (brainstorm) You can refer to your worksheet. Does anyone have a favorite way to express themselves in life? (Art, singing, writing, talking, sports, etc.) Is it sometimes difficult to express yourself in one vicinity, but easier to express yourself in others? Why? This is finding and expressing your own unique voice. It can be hard to find the exact words that perfectly describe what we want to say, which is why some people turn to art as it can help express things that cannot be expressed in words.”

“As a review, what is nonrepresentational art? Let’s look at a few works of nonrepresentational work in order to see how artists express feelings. These are all works of abstract expressionist art by women. This movement became known in the 1940s and was largely male dominated. When we look at this painting, what do you see... describe the colors, shapes, lines. How do you think the person painted it? What mood were they in? How can you tell? What in the painting makes you say that? Pay attention to **line, shape, and color** and how the artist used those in order to create a feeling or meaning.”

Pictures of Abstract Expressionist work by women artists:



Ethel Schwabacher 1958



Sonia Getchoff 1960

“We will be creating our own work of art which expresses some quality about ourselves using line, shape, and color with watercolor today. Experimentation is highly encouraged!”

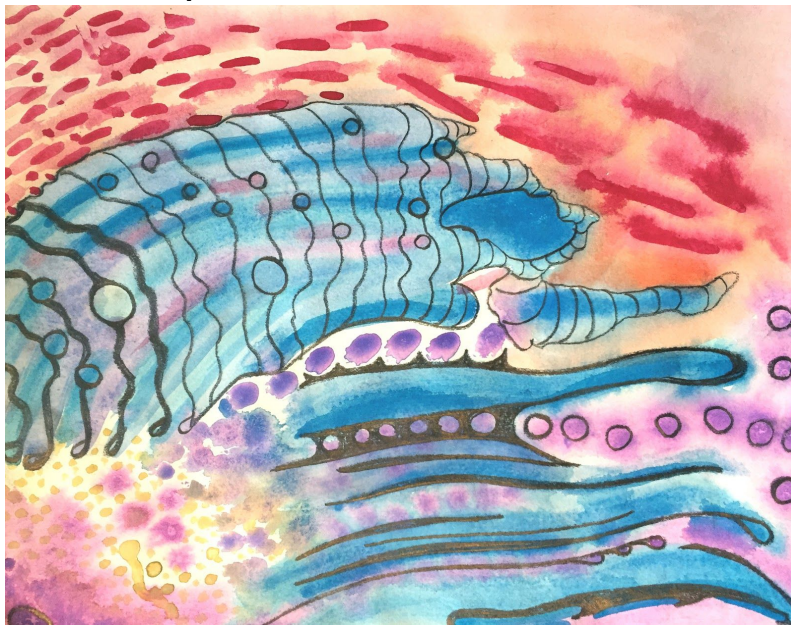
Teaching Strategy: Discussion, Lecture, Brainstorming, Worksheet

Guided Practice- (5 minutes) 10:05-10:10

I will show my example and talk about it. I will talk about shape, color, and line and how I used those in my own work to portray my best quality. I will demonstrate how to use watercolor including wet on wet and wet on dry. I will also discuss the color wheel and how not to create muddy colors. I will emphasize experimentation by first doing my thumbnails and choosing one that I like. I will also talk about assessment: anyone can drag some color around the page, but what is important is the meaning. We will be discussing and writing about what our lines, shapes, and colors represent. It is also important to take pride in your work since it represents you. This is a very important part of our project and you will be assessed on how thoughtful you are in your meaning and creation. I will emphasize fun and experimentation as well.

Teaching Strategy: Lecture, Thumbnail creation practice

Tesni's example:

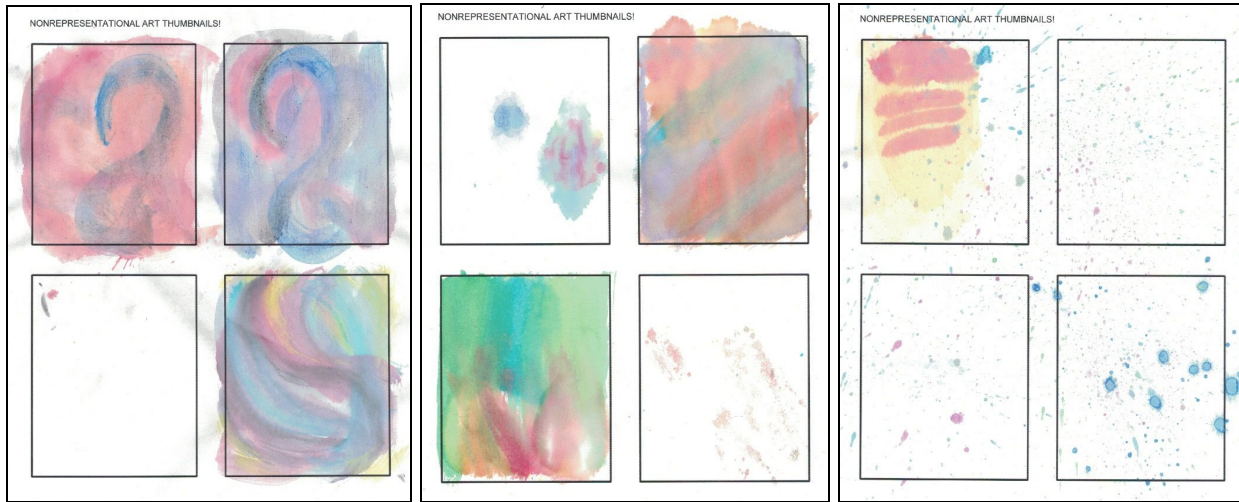


Independent practice- (50 minutes) 10:10-11:00

As students work on their thumbnails and resulting paintings, I will walk around and encourage/ask questions. I will ask about their qualities that they are portraying and how they are thinking about portraying them. I will also encourage if students are feeling stuck.

Teaching Strategy: Creation!

Thumbnails:



Underpaintings:



Students working:



Closure- (5 minutes) 11:00-11:05

5 minute warning. Ask everyone to clean up and put their artwork on the drying rack. Review: "Please write what quality you expressed and how you used line, shape and color in order to represent that. Tomorrow we will be adding lines to our work and layering another meaning on top. We will talk about communication and how voices can sometimes be silenced. Be thinking about your performance on Friday as well! See you all Wednesday!"

Pictures of reflection:

Reflection, Day 1
What quality are you expressing in your artwork?

Humor

How did you use line, shape or color to represent this?

Its a way of darker and lighter colors to represent the different kinds of humor and the effect it can have on people

Reflection, Day 1
What quality are you expressing in your artwork?

I expressed how easy I am to get to know and talk to. When I first started

How did you use line, shape or color to represent this?

I used dry brush painting, splatter painting to show the different pattern

Reflection, Day 1
What quality are you expressing in your artwork?

How funky & creative I am, it expresses how I let my mind be free. At first it was neat then it went crazy like my personality I'm shy but - then I'm crazy & wild

How did you use line, shape or color to represent this?

There's different shapes, sizes so it's not anything "normal" My mind is just all over the place I think it's a good representation of my brain splattered and colorful.

Reflection, Day 1
What quality are you expressing in your artwork?

I am expressing kindness & compassion. I used pink to show my heart. I used yellow to express my happiness. I used blue to show my compassion & love of helping others.

How did you use line, shape or color to represent this?

Red splatters were for spontaneous acts of kindness.

Materials-

Teacher supplies: Google slideshow ready, projector, speakers, my example, worksheets of thumbnails/best qualities

Student supplies: Paper, watercolors, paintbrushes, water cups, paper towels

Differentiated Instruction- This lesson includes a variety of teaching strategies and options of ways for students' to express themselves. There are many choices within the project. We have given the option of writing or using comics to express qualities. The art portion is very free and could take many shapes. Experimentation and figuring out your own way is encouraged.

Assessment- The closure will serve as a form of assessment to see how people have used their nonrepresentational abstract work in order to express their best qualities.

Lesson 2- Lines of Communication (90 minutes) 9:35–11:05

Objectives:

- Students will explore the idea of communication by discussing what helps and hinders people from expressing themselves successfully.
- Students will communicate their understandings of expression at an individual level by using shape and line to enhance the meaning of their individual works of art.
- Students will look at the work of Titus Kaphar, as a class and analyze how the artist alters his work to communicate different moods and messages.
- Students will define “lines of communication” during a class discussion and visually interpret the definition into their artworks by drawing graphite lines, which will connect their individual work to the collaborative art piece of their group.

Setup-

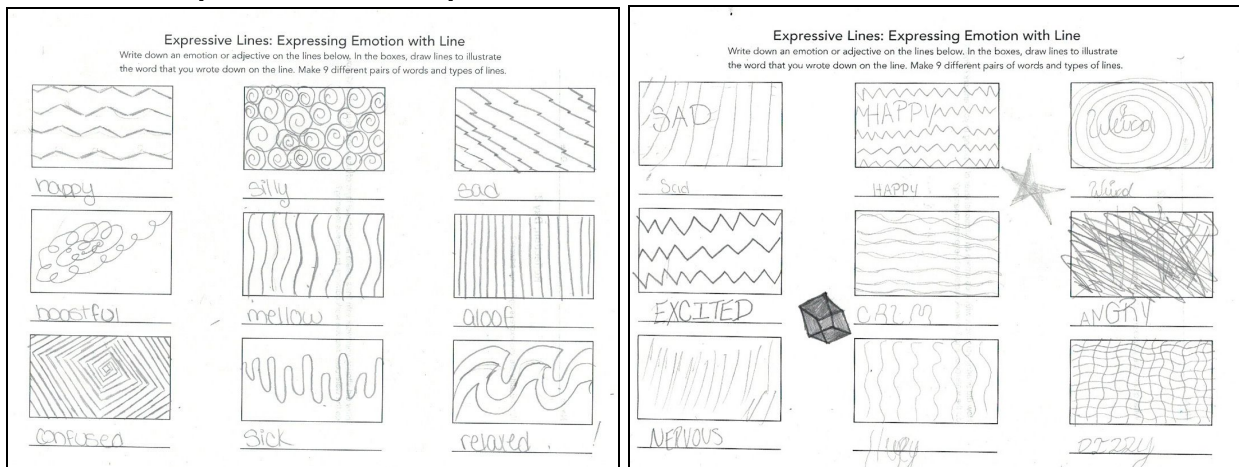
- Ready Google Slideshow
- Makey Makey Station
- Set out Snapshots
- Set out stack of watercolor paintings from Lesson 1

Hook- (10 minutes) 9:35–9:45

Snapshot: Expressive Lines Worksheet. The students will complete an expressive lines worksheet in which they draw different lines and write down a word that is associated with the lines. The students are prompted to come up with multiple pairs of words and lines.

Teaching Strategy: Snapshot, worksheet, group discussion

Pictures of Expressive Line Snapshots:



Instructional Input- (20 minutes) 9:45–10:05

Looking back at *The Light of Human Kindness* mural, we will focus on *communication* and examine questions related to communication such as:

- What is communication?
 - (If a tree falls in the forest, does it make a sound?)
 - Connection between people or places
 - The **successful** conveying or sharing of ideas and feelings

- What does **successful/healthy** communication look like? (Savon “shouting” If you shout at me, I might choose not to listen to you. Aliya “masking” Someone who talks about their friend, but are really talking about themselves can mask information). **Sometimes voices go unheard.**
- Rajhane brought up “wanting to express something but can’t” and Melissa brought up “being too scared to say what they want” What are some of the **difficulties** that get in the way of expressing yourself or communication?

We will open this discussion by looking at how people turn to art to express themselves and COMMUNICATE beyond using words. We will start off with in depth look at the work of Titus Kaphar and critically discuss what his paintings may mean. We will pay special attention to the way that Kaphar alters works to create an additional layer of meaning to his work.

Pictures of Titus Kaphar’s work:



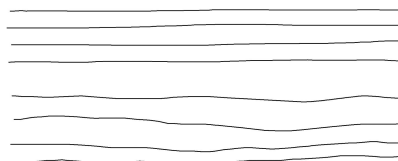
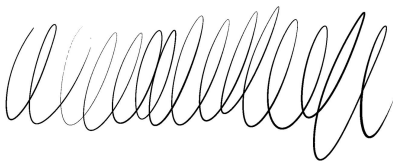
Voiceless, 2010



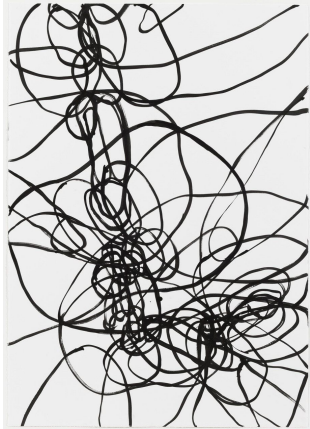
Ferguson Protestors, 2014

We will look at different types of lines and talk about what kinds of emotions the lines evoke. Then we will take it one step further and look at ways in which artists use lines to express different emotions. If students are having difficulty verbalizing answers to the question of How do these works derive an additional layer of meaning through the use of lines?, I can ask, “What kind of person would this painting be?”

Examples of different line qualities:



Fine Art Examples of how different lines are used to elicit different responses:



My baby's been through it all
Paul Chan, 2009



Untitled
Bernd Ribbeck, 2007



Lines 39
Silvia Bächli

We will then talk about how we can alter our watercolors with line work to enhance the meaning of what we intend on expressing through our art. We will define “lines of communication” together, and students will visually represent the definition (a system for communicating information or ideas) through graphite lines. Students will create graphite lines on top of their underpaintings to represent the channels through which information/ideas/expression flows. These graphite lines will allow for the works of art to be connected to one another resulting in “lines of communication,” in which the works are transformed into a networked system used for expression. We’ll discuss how the process of working in teams with the help of the Makey Makeys to produce a physical sound work represents their voices being heard as a collective.

“As we discussed on the first day, we are going to be adding lines to our artwork. Like Titus Kaphar, we will be altering our paintings to build on the foundation that we created on Monday and to enhance the meaning of our artworks. Also, think about these lines as visual ‘lines of communication.’ These lines—with the help of some alligator clips and cords from the Makey Makey—are what’s going to serve as our network for communication. We’ll be able to hook up our works together to create larger, collaborative works of art that we will physically be able to hear.”

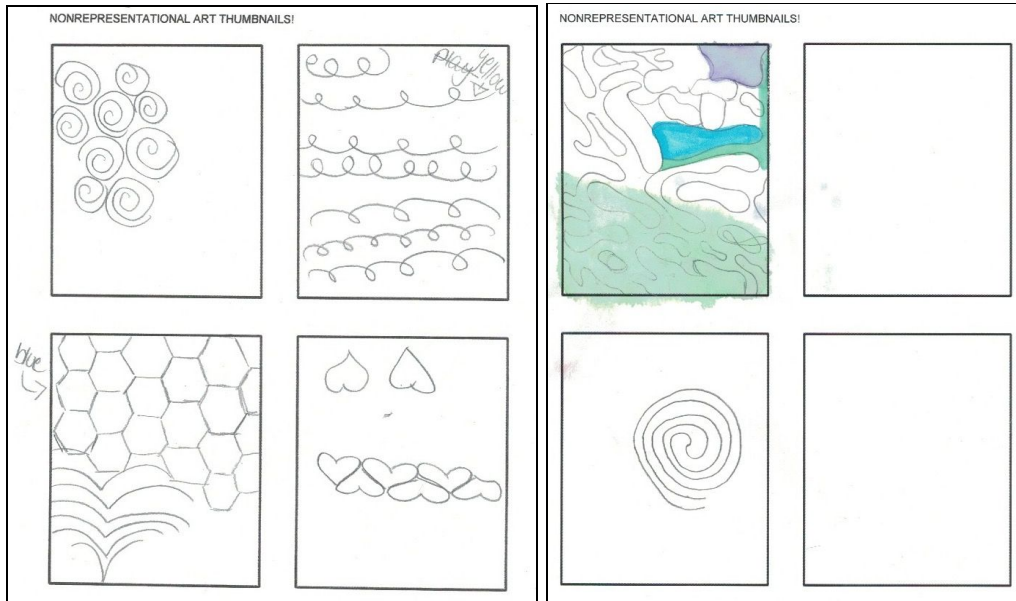
Teaching Strategy: Lecture from presentation, discussion, questions

Guided Practice #1- (5 minutes) 10:05–10:10

Students will create 4, quick thumbnail sketches for the direction of their artworks. These thumbnails will include plans for how to include lines in their works in ways that enhance the overall meaning of their work and a short description of the intended meaning of their work. Students have the option of altering the thumbnails from Lesson 1 or creating new thumbnails from a fresh sheet.

Teaching Strategy: Handouts, small group discussion

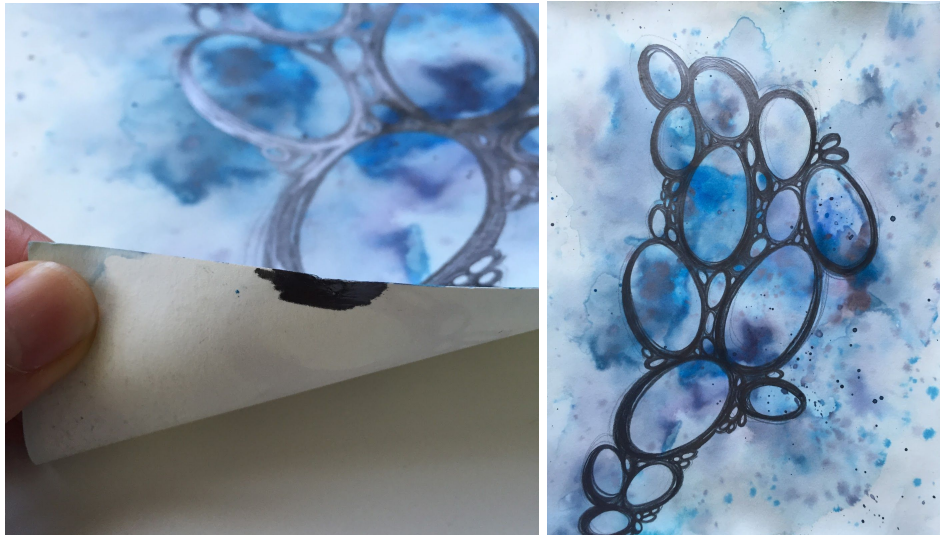
Thumbnails:



Independent practice part 1- (30 minutes) 10:10–10:40

The students will continue working on their pieces that they started on the first day. They will create graphite lines using ebony pencils to enhance the meanings of their works of art. While students are working we will set up two testing stations with the Makey Makeys. I will go over the importance of making sure that the contact point for the alligator clip has graphite on **both** sides of the paper.

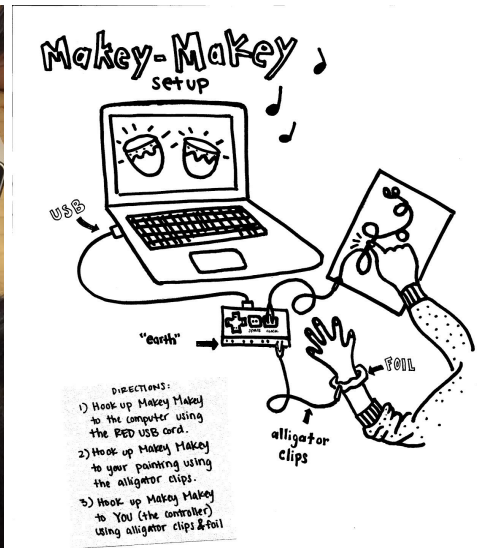
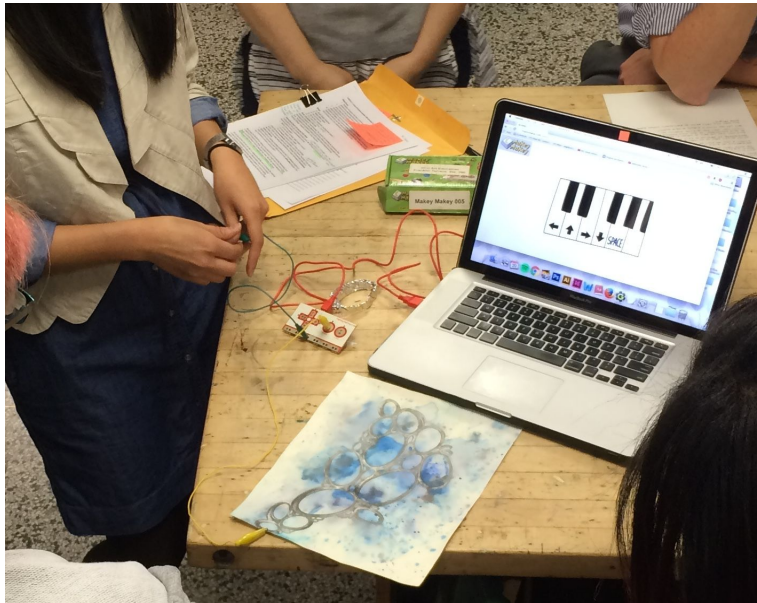
Angela's Example:



Teaching Strategy: One-on-one instruction, open studio time

Student Paintings with added linework:**Guided Practice #2- (5 minutes) 10:40–10:45**

Makey Makey Test Stations: I will demonstrate how to set up the Makey Makeys. I will show them how to hook the Makey Makey up to the computer (using the USB cord) and to the drawing and controller (using the alligator clips and foil). I will go over the importance of making sure that the contact point for the alligator clip has graphite on **both** sides of the paper. I will demonstrate how to make sounds through the online piano via the Makey Makey website. I will check for understanding by having a student who is ready to test their drawing run through the setup process to make sure that their lines are dark enough to complete the connection and produce a sound via the Makey Makey piano.

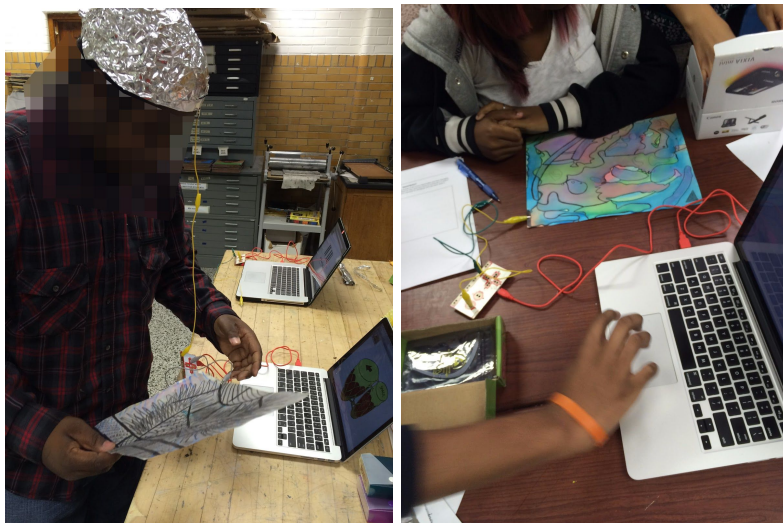
Picture of setup and demonstration:

Teaching Strategy: Lecture, teacher demonstration, student demonstration

Independent practice part 2- (15 minutes) 10:45–11:00

For the last 15 minutes of class, the students can continue working on their lines and testing their drawings with the Makey Makeys at the testing station. I will be at the testing station to assist students with testing their line drawings with the Makey Makeys.

Supplemental activities: If there is extra time, we will look at the Team Documentation sheet where students will come up with a team name, sign up for their roles within their teams, and eventually write a group artist statement. We will go over the responsibilities of each role before students make their selections. We'll also have other conductive materials for students to test out at the makey makey stations.

Picture of student experimentation:

Teaching Strategy: One-on-one instruction, open studio time

Closure- (5 minutes) 11:00–11:05

5 minute warning. During the last five minutes of class, students will complete the end-of-day reflection. We will discuss a few students' works in progress and ask how they incorporated their black lines to enhance the meaning of their work. During our next class, we will pull together all of the work we have done and the information that we've covered into our final performance pieces. Be thinking about your performance on Friday and which roles you will play in your group!"

Materials-

Teacher supplies: Teacher sample artwork, laptop, Google slideshow, makey makeys, foil, (for testing station), expressive lines worksheet (snapshot), thumbnail worksheets
Student supplies: Student artworks, ebony pencils, pencil sharpeners, erasers

Differentiated Instruction-

In this lesson I will be showing detail photos of my teaching example that illustrate some of the finer points in the directions before the students begin creating their lines. I will also have in-class demonstrations on the day of the lesson. During the independent practice time, we will also make rounds to provide one-on-one instructions with students who might need additional support.

Assessment-

At the end of the class we will discuss a few student works and ask how they incorporated their black lines and what they represent. This will serve as an overall, group assessment before moving into the final work on Friday. We will also collect their thumbnails from the guided practice and use them to assess the students' understanding of the concept.

Lesson (3)- Making Our Voices Heard (90 minutes) 9:35–11:05

Objective- For our final class, we will work in teams to create a piece of sound art that connects all of our artwork and makes our “expressive voices” heard. When students walk in there will be a prompt asking students to talk about their teammates’ qualities. Again, students can do this in writing or in a graphic novel style. We will then come together as a group and discuss what makes a team work well, and what may hinder a team. How do you use your strengths to contribute to the whole? We will go over different jobs this team will have and ask everyone to sign up for one of the jobs: technical help, art director, project manager, photographer, videographer, and writer. We will explain that they will be assessed on how well they work as a team and the final product that they produce. Since this this artwork can only be hooked up to a Makey Makey now, we will explain the importance of documentation. Their final documentation will also be assessed. We will do a quick review of how to utilize the Makey Makey and let people experiment before committing to an idea. Each group will end up with their four pieces of individual work and their collective documented sound project. Each group will also write a collective artist statement about their final piece. We will then reflect and assess how the week went.

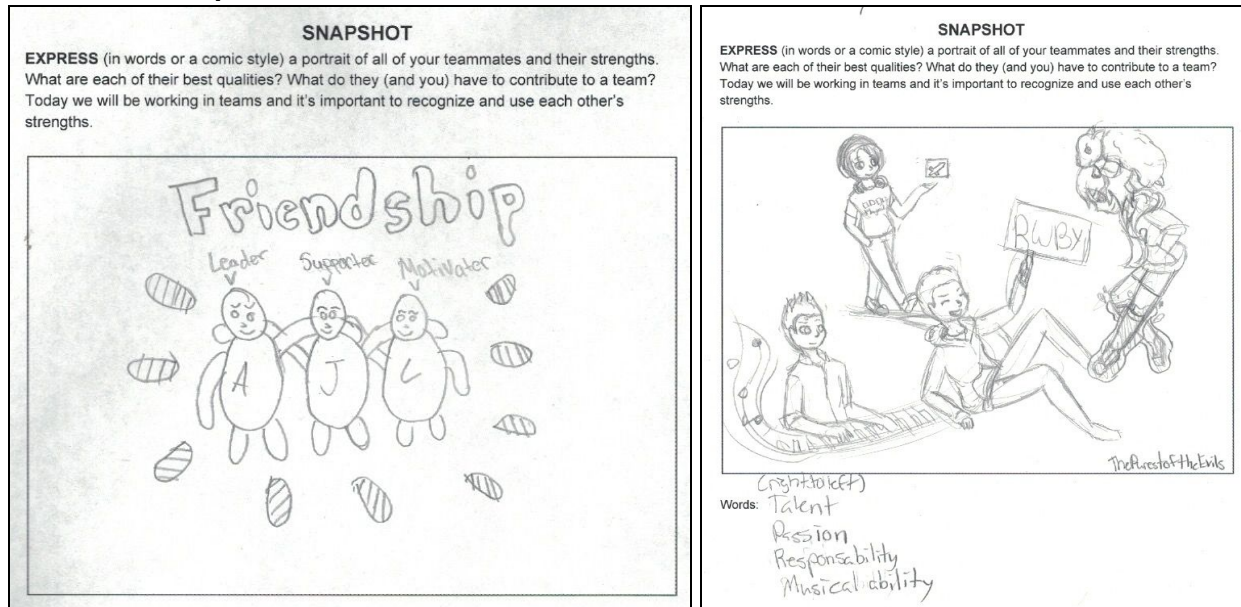
Setup-

- Have all Makey Makey/computers/documentation cameras ready to go
- Set out Snapshots
- Set out stacks of artwork and paperwork
- On the board: Schedule: snapshot, finishing touches, assign jobs, Makey Makey practice, Creation, Presentation/critique, Closure, descriptions of jobs, password to computers

Hook- (5 minutes) 9:35-9:40**Snapshot!**

“Hello everyone! Today is our last day and we have a lot to do! Please work on your snapshots which introduce our ideas for the day.” When finished: “What makes a good team, What qualities do your teammates have? What teams have you been on? In your experiences in teams, what does healthy communication or expression look like? How do you use your strengths to contribute to the whole? How does it feel to be part of a whole? Excellent, Today we will be working in teams at our tables to create our sound artwork. Today is the only day we will have Makey Makey’s so it is important to work well in our teams, assign jobs so we all know what we are doing and how to contribute, and then document it so that we have a record of what our artwork is like in its “original form. ”

Teaching Strategy: writing/drawing and discussion

Pictures of snapshot:**Instructional Input- (10 minutes) 9:40-9:50**

Give work to three people and have them hand it out.

Review: "As a review, please get out your sketchbooks and review what nonrepresentational work is. Would someone please describe this in their own words? There were a lot of wonderful meanings in here that I would love to hear about. Someone please describe what your work means and how it is nonrepresentational."

Finishing touches: "We will spend 10 minutes finishing our graphite lines. Remember to make your point of contact thick and about the size of a dime, make sure to have thick lines where you want it to work, and make sure atleast one place is conductive so that we can play it."

Hand out job assignment sheets

"If you are finished with your lines you can help by recording who will have what job. Our jobs will be:

- **Technical Support:**
In charge of wiring and setting up the Makey Makey, making sure the individual pieces are in working order.
- **Art Director:**
In charge of arranging the pieces and sounds/recordings and guiding the final presentation of the work.
- **Project Manager/Recorder:**
In charge of keeping everyone on task and acting as spokesperson during the presentation of the final work, in charge of recording & submitting all written documentation (writer for the team artist statement)
- **Photographer/Videographer (1–2 people):**
In charge of photo documentation of the individual pieces and the collaborative piece and video recording of the performance of the final work, saving and submitting files

Your mission right now is to finish your lines and assign jobs while that is happening.”
Teaching Strategy: Creation, discussion

Picture of job assignments sheet:

Team Documentation Sheet	
Team Name: JMNT	Date: _____
Team Members: Tiana, Nae, Melissa, Dian	
All team members MUST participate to receive full credit for the assignment.	
Technical Support: J.D.	
In charge of wiring and setting up the Makey Makey, making sure the individual pieces are in working order.	
Art Director: M.F.	
In charge of arranging the pieces and sounds/recordings and guiding the final presentation of the work.	
Project Manager/Recorder: NAE	
In charge of keeping everyone on task and acting as spokesperson during the presentation of the final work, in charge of recording & submitting all written documentation (writer for the team artist statement)	
Photographer/Videographer (1-2 people): J.D.M.	
In charge of <u>photo documentation</u> of the individual pieces and the collaborative piece and <u>video recording</u> of the performance of the final work, saving and submitting files	

Instructional Input- (5 minutes) 9:50-9:55

Go over setting up the Makey Makey one more time (student directed, start from scratch)
Be sure to address getting to the website, plugging everything in, plugging into earth, holding earth, connecting to every person's drawing, forming and completing the circuit
Teaching Strategy: discussion, demonstration

Tesni stops teaching, Angela starts teaching

Guided Practice- (10 minutes) 9:55-10:05

Angela will show students how to set up the tripods and remind students to consider “framing the shot” when videotaping or photographing their artwork. Make sure that the subject of the photo/video is clearly visible. Students may use their phones to take pictures and/or videos. They may also use the cameras and tripods to take videos. If they use the cameras and tripods, they will have to return them properly to the basket.

Teaching Strategy: Whole Group demonstration

Independent practice- (40 minutes) 10:05-10:45

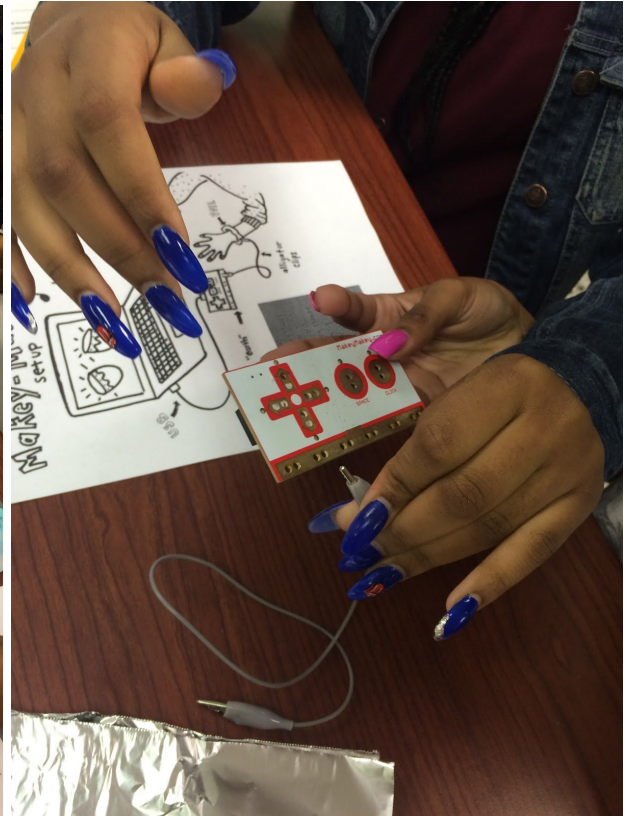
Planning (5 minutes): Students will share the meanings of their individual artworks amongst their teammates. Then they will decide how their artworks will come together to make meaning. Students will arrange their artworks and decide on what sounds to use. Students may consider questions such as: Which sounds will complement which paintings? What is the overall meaning of their work?

Performance & Documentation (30 minutes): Students will set up their documentation equipment. Students will complete the documentation of their performance piece and of the individual artworks. Filming and photographs: make sure we have some without faces!

Team Artist Statements (5 minutes): In their small groups, students will collaborate on a team artist statement for their final, group artwork. They will address the overall meaning of their work and how each individual contributed to the final art piece.

Teaching Strategy: Small-group consultations

Pictures of students working:





Closure- (20 minutes) 10:45-11:05

Presentation of Final Works: Each group will have 2-3 minutes to present their artwork. They may perform their piece or play a video clip of their artwork in action (if possible). They will tell us the individual meanings of their artworks and the overall meaning of their collective work. They may read their artist statement as part of their presentation.

Other teams will respond to the art works.

- What are your initial thoughts or reactions?
- What is something that was surprising?
- What questions do you have?
- What is something that you think that the group did well?
- What is something that the group could take into further consideration if they had more time?

Individual Assessment: Students will complete an individual-assessment as part of their end-of-day reflection to be collected at the end of class. They will answer the following questions:

- What was your role in the final, collaborative artwork?
- What contributions did you make to the final, collaborative artwork?

- How did the inclusion of sound and performance create an additional layer of meaning to your artwork?
- How did connecting multiple artworks into a collective work enhance or change the meaning of your individual artwork?

Verbal Discussion: While the students finish their written responses, we will ask them if they enjoyed the project, how they expressed themselves, and how they think they did as a group.

Materials-

Teacher supplies: Snapshot worksheet, Team Documentation Sheet (team name, jobs, team artist statement), experimentation worksheet, Individual Reflection Sheet
 Student supplies: Makey Makeys, cameras, computers, tripods, foil, ebony pencils, worksheets, folders for groups

Differentiated Instruction-

We will review how to use the Makey Makey. This time, we will ask for volunteer to demonstrate to the class how to setup and use the Makey Makey. We will also have printed out instructions for how to set it up. Throughout the class, we will make rounds to provide one-on-one instructions with students who might need additional support.

Assessment-

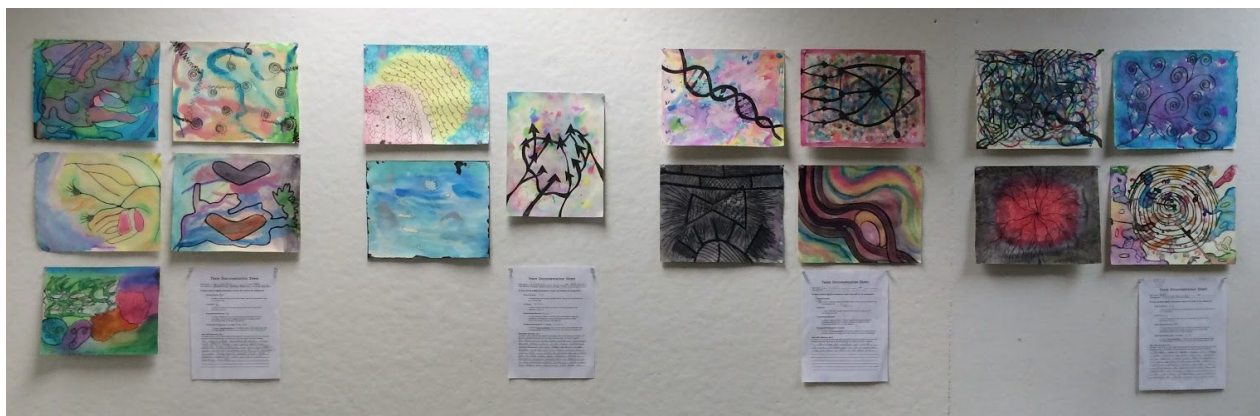
Students will complete an individual-assessment as part of their end-of-day reflection.

They will answer the following questions:

- What was your role in the final, collaborative artwork?
- What contributions did you make to the final, collaborative artwork?
- How did the inclusion of sound and performance create an additional layer of meaning to your artwork?
- How did connecting multiple artworks into a collective work enhance or change the meaning of your individual artwork?

We will collect at the end of the class.

Final Exhibition & Artist Statements



Team 1: Tyrel (Spirit Animal)**Team Artist Statement, Day 3**

As a team, come up with an artist statement that explains the overall meaning of your work and how each individual contributed to the final piece (you may write on the back if needed):

Our song is called beautiful. All of our works mean different things like caring, playfulness, emotional states, creativity, and even egg sandwiches which symbolizes something more than just egg sandwiches it means taking care of yourself. All of these different aspects of who we are = make something beautiful

Team 2: Glitter N's

Matter what she's going to get where she wants. Aliya is kind and always there for someone. She will always lend out a helping hand to anyone especially her closest friends. Through her work she showed she is playful, kind, and always helpful. Finally through Sadie's work, she shows that she is peaceful and relaxed. She's found a place where she is happy because she has her friends to support her through her life and love her forever.

Team Artist Statement, Day 3

As a team, come up with an artist statement that explains the overall meaning of your work and how each individual contributed to the final piece (you may write on the back if needed):

All three of us have three different meanings we all three want to do three different things because we are three different people. Antique is ambitious, she knows what she wants and will never let anyone or anything get in her way. She strives to be a successful business owner and a strong icon in the business world. Through her work she shows her creativity and that no

Team 4: The No Names

Team Artist Statement, Day 3

As a team, come up with an artist statement that explains the overall meaning of your work and how each individual contributed to the final piece (you may write on the back if needed):

Life is funny, but sometimes you have to
be insane. Sometimes you have to be generous
but you have to kill at the same time.

Up in the art class, gotta make the murkys
So everybody can pass

I eat turkey, I like to drink my juice out a flask

Mr. Harroberger, pants green like the color of grass

I don't like school cuz the teachers keep
me on task

(The No Names' Rap)

Team 3: JMNT

Team Artist Statement, Day 3

As a team, come up with an artist statement that explains the overall meaning of your work and how each individual contributed to the final piece (you may write on the back if needed):

Our work combined together shows how different
and creative we are. We are combined
as different people with different opinions
and thoughts. All of us have different
sides of relating mode so with us
a meaning. Me personally I'm shy, I know
Juan for the longest he's my. Juan is
my but once comfortable she's someone
beautiful. of course Tina is loud and
outgoing showing exactly who she is

Reflection: Evolution of Our Unit of Instruction

Throughout our unit, we both worked well together. Tesni taught the first class, Angela taught the second class, and we team taught the third class. Overall we were able to communicate and help each other, pass things out, set things up, and work individually with students. We set ambitious goals and realized that we could have used an extra day in order to help students fully develop and realize their finished products. Ideally we would have two days dedicated to the Makey Makey group work: one class of learning, problem solving, and experimentation, and the second class of performing, documenting, presenting, critiquing, and reflecting. In reality, the last day was rushed and Angela got to do only a few of the things she had planned on for presenting and reflecting. We made a split second decision to alter the closure activity from an individual written reflections to a class discussion, and I think that was effective. Two of the groups chose not to perform their pieces during the group presentations and talked about the meaning of their works instead. It would have been nice to go over presenting in more detail and be able to build confidence in this.

Throughout the unit, we concentrated on how to assess students. Mr. Harnsberger is very attentive to the assessment process, and we learned a lot from him about how assessment can be conducted and its importance in structured programs such as International Baccalaureate. We used many individual sheets of paper to do snapshots, thumbnails, and reflections. This was hard to keep track of and organize; if it were our own classroom we would use sketchbooks. Having students respond to our prompts seemed to be an effective way of gauging student participation and thoughtfulness. Reviewing their responses helped us figure out if people fully understood the concepts and adjust our lesson plans as necessary. The final group artist statements provided a nice picture of what students thought and had learned in the through this unit.

We utilized a lot of time discussing artworks and meanings and engaging in critical discussion. I think this worked really well and helped students realize their own meanings. We could both work on honing our questioning strategies and deepening conversation. One suggestion was to have a few questions at the ready that are aimed at having students expand on their answers such as: "What makes you say that?" "Could you talk about that a little more?" Some students dominated conversation and it was sometimes difficult to get others to participate. If we had our own classroom perhaps we could strategize how to get everyone involved. One way to do this is to split students into small groups and having them share formulate answers together and share as a group. This could help to include quieter students and offer them an opportunity to test their answers before they share with the whole class.

Group work went really well. We found it beneficial to assign jobs so everyone had a part and knew what they were supposed to do. Overall every group worked well together, but some were more productive than others. It is apparent that there are a wide range self confidence levels among students. Some found it natural to create, make meaning, and speak, while others needed some encouragement. We tried to get to know students individually so we could help them better. During the course of this unit, almost everyone was engaged, even students who had a hard time participating in the past responded and worked well (even if they got discouraged sometimes or had low self confidence). Working with high school students was fun. Overall we found it helpful to have a relatable personality, have the ability to laugh, ask questions about students' personal interests, dig deeper to find out why students may not be participating, and have an adaptable attitude.

MAKING OUR VOICES HEARD

REQUIREMENTS	CRITERIA	POINTS EARNED	POSSIBLE POINTS
<i>Daily Snapshot</i>	<ul style="list-style-type: none"> ● Have you fully completed each daily snapshot? ● Have you turned in each daily snapshot? 	Day 1 Day 2 Day 3	5 5 5
<i>Planning</i>	<ul style="list-style-type: none"> ● Have you developed thumbnail sketches for your painting? ● Have you developed thumbnail sketches for your linework? ● Does your individual artwork clearly relate to the theme of expression, as shown by your reflection? ● Does the collective, group artwork clearly relate to the theme of expression as shown by your artist statement? 		20
<i>Process</i>	<ul style="list-style-type: none"> ● Does your individual work demonstrate understanding of Makey Makey procedures? <ul style="list-style-type: none"> ○ Are the lines operable (are they thick and dark enough)? ● Does your work demonstrate experimentation with the materials? 		20
<i>Daily Reflection</i>	<ul style="list-style-type: none"> ● Have you fully completed each daily reflection? ● Have you turned in each daily reflection? 	Day 1 Day 2 Day 3	5 5 5
<i>Participation</i>	<ul style="list-style-type: none"> ● Did you submit all required documentation? (videos, photos, and written artist statements) ● Did you thoughtfully contribute to your group's final artwork? ● Did you fulfill the responsibilities of the role you were assigned? ● Did you thoughtfully participate in the class discussion of the final collaborative works? 		20

TEACHER COMMENTS: