

Donna F. St. John – 4-Tier Lesson Plan Format

Educational progress should not be assessed by the amount of information that a student can process. Educational success should be measured as the astute ability to creatively synthesize seemingly disparate ideas in order to solve global problems in a collaborative way, with the realization that our entire existence is co-dependent.

Intentional Design for the 21st Century Learner- 4-Tier Lessons

Step by step instructions considering the learner, the instructor and the contemporary environment in which we live.

The four tier approach to quality lesson plans include:

- ❖ **Rigorous Art Standards** – Standards of the main subject area
- ❖ **Integrated Standards** – Standards of at least two other subject areas
- ❖ **Multi-Sensory Driven Stimuli** – differentiate the learning by considering the presentation of a variety of senses.
- ❖ **Presentation Differentiation** - differentiate the learning by considering your presentation style and student preferences; this would include both a linear, sequential sequence to the presentation and a novel consideration to enhance student engagement.

Title of Lesson – Tributes and Assemblage

This lesson was created and written by Donna F. St. John

Grade Level – High School

Allocated Time – 2 weeks

Outcome Statement- At the end of this lesson the students will be aware of who they admire and why; they will understand that for centuries artists have used their artistic voices to create tributes of admiration. Students will use the design process to research, brainstorm, collaborate, critique, reflect and design a piece of artwork that provides a tribute to an authentic hero. The definition of an authentic hero is someone who has used his or her fame, wealth, talent, or beauty to make the world significantly better for society as a whole. The students will begin to understand the significance of interconnections and interdependence within our global world.

This lesson is important at this level because it gives students the opportunity to examine *who* they admire while investigating historical and contemporary figures. The students will see the integration of different disciplines as they express their ideas through art, design, and the engineering process.

Objectives –

- Investigate social justice art throughout history and throughout the world
- Create a 2-D, 3-D, installation, video art piece that presents a tribute of an authentic hero

- Recognize the power of the artistic voice in cultivating change
- Understand how the understanding of interconnectedness can improve our modern world
- Express their reasons for objects, symbols, and manipulation choices
- Research their chosen hero to gain a deeper knowledge and understanding of this person to propel their artistic decisions
- Manipulate found objects to create an intended reaction by creating duplicity, contrast, or juxtaposition in a well crafted way
- Student should be a positive critique component in class
- Artwork and writing statement should be presented in a positive manner

Art Discipline Standards –

MI.A.K-12.01

STANDARD: All students will apply skills and knowledge to perform in the arts.

MI.A.10-12.01.14.VA

Apply materials, techniques, media technology, and processes with sufficient skill, confidence, and sensitivity that personal intentions are carried out in artworks.

MI.A.K-12.02

STANDARD: All students will apply skills and knowledge to create in the arts.

MI.A.10-12.02.20.VA

Create artworks that use organizational principles and functions to solve specific visual arts problems.

MI.A.K-12.04

STANDARD: All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

Integrated Standards –

MI.SS.K-12.01.02 STANDARD: All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events. (Comprehending the Past)

MI.SS.7-9.01.02.02: Identify and explain how individuals in history demonstrated good character and personal virtue.

MI.LA.10-12.03.01 Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to complete and present a multi-media project on a national or international issue.

MI.LA.10-12.06.04 Document and enhance a developing voice with authentic writings for different audiences and purposes. Examples include portfolios, video productions, submissions for competitions or publications, individual introspections, and applications for employment and higher education.

Universal Design for Learning/ Tier 3 and 4 – This section lists the ways that the lesson is diversified in response to Multi Sensory Stimuli (include 3- 5) and Presentation Styles (considering both the linear and the random thinkers).

Multi-Sensory Driven Stimuli:

Intrapersonal – Personal investigation of who they admire and why

Interpersonal – Group research on the individuals in history how presented themselves with grace, clarity, vision and purpose – using their talents to make the world better (see definition in Outcome Statement of this lesson)

Kinesthetic – Creating the artwork

Linguistic – Writing and researching heroes worthy of tribute

Musical – I Need a Hero by Bonnie Tyler / instrumental music playing during studio sessions

Presentation Style Consideration -

Linear Thinking –List of Nobel Peace Prize Winners

Novelty – Students enter the classroom with Bonnie Tyler’s I Need a Hero playing with the definition of hero written on the board

Anticipatory Set –

Greet students at the door wearing a Super Man/Woman T-Shirt

Concepts and Vocabulary –

Tribute Art, Hero, Global Interconnections, Design Process, Objects as art media, Symbols, Media Intentionality, Assemblage, Contemporary Art

Materials – -Found objects brought in by students and teacher

-Wire

-Shadow boxes/frames/items to display assemblage

-Glue

-Hot glue

-Other adhesives

- Nails
- Cardboard
- Pedestals for display
- Cameras / printers / video camera

Resources

- Tribute artwork, PP
- Books from library
- Newspapers, Newsweek, USA Today
- Film Examples
- Nobel Peace Prize List
- Hero Song by Bonnie Tyler

Daily Plan of Action –

The lesson begins with a short video clip of someone whose life was used to better the world. This could be Rita Levi-Montalcini, Malala Yousafzai, Kailash Satyarthi, Dalai Lama, and many more. This lesson continues with a group discussion of what makes someone legendary. American students tend to think that legendary means beautiful, rich or famous. We live in a world of reality TV and simulated stars that present themselves as “legendary” but they may just be experts at marketing themselves. The discussion continues dissecting the difference between someone who is legendary and someone who is just famous, wealthy, talented or beautiful. The definition of legendary for this lesson is: someone that has used his or her wealth, beauty, talent or fame to make the world better.

The class will view a PP that presents a variety of artists that have provided a tribute as a means of remembering someone or providing homage to people throughout history that have improved the lives of others. This PP could include the following contemporary: James Luna – Artifact Piece, Rauschenberg – Retroactive, Warhol – Monroe, Chicago – Dinner Party, Felix Gonzales Torres – A Corner of Baci, Kehinde Wiley – Portrait Series. I have created an entire Tribute Exhibit that exemplifies the questions of simulated and authentic heroes; many of these pieces are on my website.

The students will work individually or in groups to research historical or contemporary figures that meet the definition of legendary that was provided at the beginning of this lesson. The students work through the design process to determine intentional media and how they will create the tribute.

This lesson will include a lengthy discussion on what legendary means to the American student.

Day 2 – Review and discussion in small groups.

Research will continue. Students and student groups will explain and defend their decision continuing to brainstorm intentional media choice and construction. After a group consensus has been reached; the materials are collected.

Following Work Days –

Students will research, review, collaborate, construct, critique, refine and repeat the

design process. Students should have a written artistic statement and well-constructed final project for a school exhibition.

Accommodations –

Students with physical disabilities are provided with physical adaptations and special assistance and one on one instruction when needed

Closure – What is the definition of the following:

Tribute Art and Heroes, Grace – Virtue – Purpose, Ethics, Global Interconnections, Design Process, Objects, Symbols, Media Intentionality, Assemblage, Installation

Assessment –

**Scoring Guide
Social Justice Art Grading Rubric**

30–28Points	<ul style="list-style-type: none"> • The tribute artwork is visually interesting and demonstrates a good understanding of the concepts introduced, focusing on media choice and intentionality, symbolism, tribute art. • The student is proficient and comfortable in the design and creation process • The final piece is well crafted and turned in on time • The student’s artistic statement is well written • Student prepares this artwork to be displayed in a professional manner.
27–25 points	<ul style="list-style-type: none"> • The tribute artwork is somewhat interesting and demonstrates an appropriate understanding of the concepts introduced, focusing on media choice and intentionality, symbolism, tribute art. • The student is proficient and semi comfortable in the design and creation process • The final piece is well crafted but not turned in on time • The student’s artistic statement is written but has several errors • Student prepares this artwork to be displayed in a professional manner.
24–22 points	<ul style="list-style-type: none"> • The tribute artwork is moderately interesting and demonstrates a moderate understanding of the concepts introduced, focusing on media choice and intentionality, symbolism, tribute art. • The student is working towards artistic proficiency and is mildly comfortable in the design and creation process • The final piece is lacking craftsmanship and is not turned in on time • The student’s artistic statement is written but has many grammar errors. • Student does not prepare this artwork to be displayed in a professional manner.
21–0 points	<ul style="list-style-type: none"> • The tribute artwork is not very interesting and does not demonstrate a moderate understanding of the concepts introduced, focusing on media choice and intentionality, symbolism, tribute art. • The student is working towards artistic proficiency and is not very comfortable in the design and creation process • The final piece is incomplete and is lacking craftsmanship/ not turned in on time • The student’s artistic statement is incomplete. • Student does not prepare this artwork to be displayed in a professional manner.

