

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.

Social Justice Art

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

Grade Level – High School – Grades 10 -12

Allocated Time – 3 weeks

Outcome Statement- At the end of this lesson the students will be more familiar with the term social justice and will understand that throughout time, artists have used their artistic voices to speak up against injustices in society. Students will use the design process to research, brainstorm, collaborate, critique, reflect and design a piece of artwork to make a statement on a social issue that they feel deeply about. They will understand the term existential and the importance of recognizing interconnections and interdependence within our global world.

This lesson is important for students because it allows the students a voice to speak up about an issue in our history, either past or present that presents a social injustice issue; this will provide out students with the understanding of the power and responsibility of the artistic voice. The students will see the integration of different disciplines while they express their ideas through art, design, and 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 social injustice
- Recognize the power of the artistic voice in cultivating change

- Understand how empathy and an understanding of interconnectedness can improve our modern world
- Express their reasons for objects, symbols, and manipulation choices
- Research their chosen social injustice topic to have a deeper knowledge and understanding to draw inspiration from
- 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

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.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.

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.K-12.01.04 STANDARD: All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term

consequences. (Judging Decisions from the Past)

History - P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply Democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.

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:

Interpersonal – Research the monumental moments in history that involve a social injustice

Kinesthetic – Creating the artwork

Linguistic – Writing and researching social justice issues

Existentialist – Questions concerning how empathy affects our emotional response to world events

Presentation Style Consideration -

Linear Thinking – Power Point on Social Justice Issues/ List of possible social justice topics

Novelty – Students enter the classroom with one image on the screen that portrays social justice asking the students to do a 3-minute journal with the prompt “I see, I think, I wonder

Anticipatory Set –

Greet students at the door with an intense, image of an art piece presenting a social injustice – a possible option would be Christian Boltanski’s Reserve Canada Installation

Concepts and Vocabulary –

Social Justice Art, Empathy, Interconnections, Design Process, Objects, Symbols, Media Intentionality, Duplicity, Contrast, Juxtaposition, Existentialism

Materials – -Found objects brought in by students and teacher

-Wire

-Shadow boxes/frames/items to display assemblage

-Glue

-Hot glue

-Other adhesives

-Nails

-Cardboard

Resources

-Teacher’s own artwork, PP

- Books from library
- Newspapers, Newsweek, USA Today
- Film Examples

Daily Plan of Action –

Day 1 –

Begins with the journaling of the artwork “Reserve Canada” with a discussion on what empathy and term interconnectedness means. Students will journal for three minutes. A PP will follow that shows examples of social justice artwork that may include the work of Kara Walker, Christian Bolkanski, David Hammons, Chris Ofili, Adrian Piper, Fred Wilson, Keith Haring, Tony Ousler, Felix-Gonzalous Torres, and Damien Hirst. The PP will define the vocabulary words and show examples of student and instructor work. Students will be asked to use the next 20 minutes to research moments in history that they personally feel deeply about. If time remains they will research answers to the questions considering when the event occurred, who was involved and why, contemplating the question of “what is empathy?” If they do not complete the research acquisition in class, it becomes independent work. Printed or e-mailed papers will be due before the beginning of the next class.

Day 2 -

Research papers will be recorded at the beginning of the class. Students will be asked to turn to a neighbor and share the history of the social issue they have decided to create artwork about. Students will be given a review of the design process and begin their research and brainstorming being very intentional about media choice and construction.

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:

Social Justice Art, Empathy, Interconnections, Design Process, Objects, Symbols, Media Intentionality, Duplicity, Contrast, Juxtaposition, Existentialism, Social Justice, Empathy, Stance, Assemblage

What contemporary artists have used social justice as a springboard for their artwork?

What other forms of art can be used besides painting and sculpting?

Scoring Guide

Social Justice Art Grading Rubric

30–28Points	<ul style="list-style-type: none"> • The social justice artwork is visually interesting and demonstrates a good understanding of the concepts introduced, focusing on media choice, symbolism, duplicity, contrast, juxtaposition • 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 social justice artwork is somewhat interesting and demonstrates a moderate understanding of the concepts introduced, including media choice, symbolism, duplicity, contrast, juxtaposition • The student is somewhat proficient and comfortable in the design and creation process • The final piece is moderately well crafted and turned in on time • The student’s artistic statement is written but was not grammatically correct • Student prepares this artwork to be displayed but not in a professional manner.
24–22 points	<ul style="list-style-type: none"> • The social justice artwork is weak in regards to visual interest and does not demonstrate a good understanding of the concepts introduced, focusing on media choice, symbolism, duplicity, contrast, juxtaposition • The student is not very proficient and comfortable in the design and creation process • The final piece is weak in regards to craft, yet it was turned in on time • The student’s artistic statement is weak • Student prepares this artwork to be displayed but not in a professional manner.
21–0 points	<ul style="list-style-type: none"> • The social justice artwork is not complete, student does not demonstrate a good understanding of the concepts introduced • The student is not proficient and comfortable in the design and creation process • The final piece is incomplete. • The student’s artistic statement is incomplete. • Student does not prepare this artwork to be displayed in a professional manner.



Student Work – “The Domino Effect Of You and Me” Self Portrait/War in Iraq



Student Work – “Blood Diamond Settled Payment” – The world of human mutilation in Africa