

# LESSON PLAN

---

HAWA RAHMAN

---

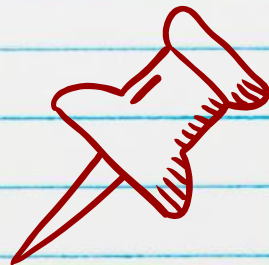
Big Idea:

TO QUESTION



## KEY CONCEPTS

- *Everything can (and should) be questioned.*
- *Questioning catalyzes research which in turn catalyzes the possibility of change.*
- *My art can have direct impact on the world.*



## OBJECTIVES

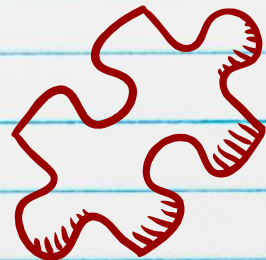
1. Critically analyze information received.
2. Discover and respond to historical art movements of the past.
3. Discover and respond to contemporary art movements.
4. Create a new movement, what they believe will be / can be the next art movement of the future.





# ESSENTIAL QUESTIONS

1. *How can art question societal norms?*
2. *What is the role of questioning in making social justice art?*



# STANDARDS

NVAS:

1. VA:Cr1.1.6

Combine concepts collaboratively to generate innovative ideas for creating art.

2. VA:Cr1.2.6

Formulate an artistic investigation of personally relevant content for creating art.

3. VA:Cr2.1.6

Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

4. VA:Cr3.1.6

Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

5. VA:Pr5.1.6

Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.

6. VA:Re7.1.6

Identify and interpret works of art or design that reveal how people live around the world and what they value.

7. VA:Re7.2.6

Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

8. VA:Re8.1.6

Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

9. VA:Cn10.1.6

Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.

10. VA:Cn11.1.6

Analyze how art reflects changing times, traditions, resources, and cultural uses.

Michigan:

1. ART.VA.III.6.2 Develop the skill of interpreting artwork, searching for embedded meaning, function, and personal connections at a developing level.

2. ART.VA.IV.6.1 Recognize and describe how art contributes to and reflects all societies and cultures

3. ART.VA.IV.6.3 Decode and interpret artwork to discern between prejudice and tolerance, bias, and fact at a developing level.

4. ART.VA.V.6.1 Recognize and describe personal, family, and community connections with artworks at a developing level.

5. ART.VA.V.6.3 Compare the characteristics of work in two or more art forms that are dissimilar in subject matter, historical periods, or cultural context at a developing level.

6. ART.VA.V.6.4 Demonstrate an understanding of their place in the visual world and develop an appreciation of how they are part of a global society at a developing level.

7. ART.VA.II.6.1 Identify, design, and solve creative problems at a developing level.

ART.VA.II.6.3 Collaborate, communicate, and work with others to create new ideas at a developing level.

8. ART.VA.II.6.4 Initiate new ideas employing inventiveness and innovation at a developing level.

9. ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level.

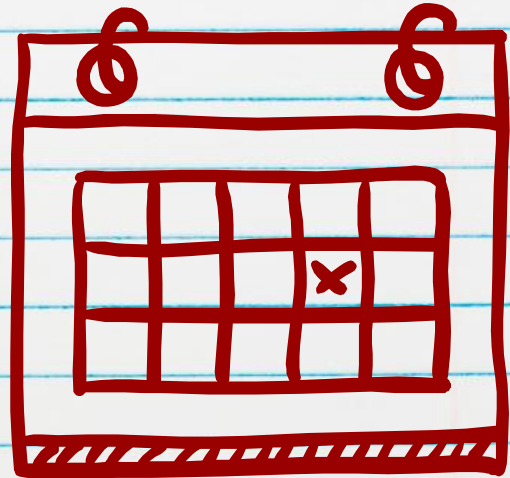
10. ART.VA.II.6.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to articulate ideas and communicate intended meaning at a developing level.

11. ART.VA.II.6.2 Develop and apply critical thinking strategies through the art making process at a developing level.

12. ART.VA.III.6.6 Identify personal and community experiences within works of art at a developing level.

13. ART.VA.III.6.4 Develop critical thinking strategies, observing, comparing, and contrasting artworks.

# LESSON PLAN SEQUENCE



# WEEK 1

Day 1: Why? Class

Day 2: Internal Brainstorming

Day 3: Social Reflections

Day 4-5: Societal Understandings





## WEEK 2

Day 6: Introduction to the Past

Day 7-8: Learning to Research

Day 9-10: Master Copies

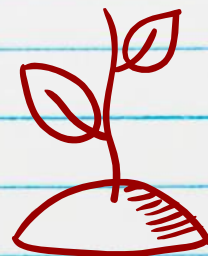


## WEEK 4

Day 16: Introduction to the Future

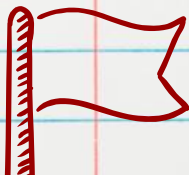
Day 17-19: Working Days

Day 20: Presentation Curation



# DIFFERENTIATION / ACCOMMODATION / MODIFICATIONS

1. *No homework for all students. There are things that can be done outside of class if they wish to do so, but everything should be able to be done in class.*
2. *For students who cannot make it to some classes, they will be able to **make up assignments** (with valid absence excuse from parent, doctor, office, themselves, etc.)*
3. *For those who are **hearing impaired**, videos will have subtitles, and all assignments will have written instructions. If further assistance is needed beyond my capability, I will ask for an interpreter.*
4. *For those who are **visually impaired**, instruction will always be given verbally, and translated into a creative writing/reading assignments unless otherwise requested.*



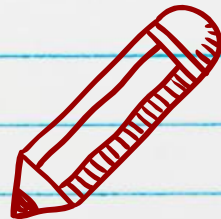
# ASSESSMENT STRATEGIES

Teacher:

- Student Participation and Engagement
- Growth of Knowledge
- Student Feedback

Student:

- Participation
- Research Writing
- Final Presentation and Reasoning





## MATERIALS/TOOLS/ART SUPPLIES NEEDED

Technology

Copy Paper

Pencils

Pens

Markers

Crayons

Paints

Paintbrushes

Colored Pencils

Rulers

Art Books

Magazines

Framing Tools (Matte Boards, Acetate, etc)

Construction Paper

# PRESENTATION

*Curated display.*

*Pieces from all weeks assignments.*

*The main display is the Future Movement Project.*

