

## Unit Plan Outline

- I. Enduring Theme: Identity
  - a. Topic: Change
  - b. Grade Level: Fourth Grade
- II. Rationale

While the theme of identity has been continually explored throughout a students' K-4 visual arts curriculum, it begins to have new meaning for fourth grader. As students become more self aware, synthesizing their own knowledge and experiences, their identities become more personal. Their identities begin to change from even a few months ago. Teaching students about the factors that can influence their identity is important as they prepare for middle school.
- III. Essential Questions
  - a. What is identity?
  - b. How is identity created?
  - c. Why do identities change?
- IV. Unit Objectives
  - a. Students will explore selected works by Frida Kahlo, Nicki S. Lee, Kurt Schwitters, and Andreas Gursky.
  - b. Students will create a self portrait, full body portrait, collage and landscape painting.
  - c. Students will study the use of value, space, texture, proportion, balance and emphasis in the creation of their art.
- V. GLE's
  - a. See Instructional Guide
- VI. Assessment
  - a. Informal and formal assessments using multiple devices such as but not limited too:
    - i. Group Participation
    - ii. Rubrics

- iii. Artist Statements
- iv. Other teacher chosen assessments

VII. Lesson 1: What is Identity?

- a. Artist: Frida Kahlo selected self portraits
- b. Materials: Pencil, mirror, paper, sharpie, watercolor paint
- c. Procedures:
  - Brainstorm identity with students.
  - Discuss the work of Frida Kahlo
  - Students will create a head and shoulders self portrait including animal symbolism using pencil and watercolor paint.
  - Write an artist statement explaining the animal symbolism.

VIII. Lesson 2: How is Identity created?

- a. Artist: Nikki S. Lee selected photographs
- b. Materials: pencil, marker, colored pencil
- c. Procedures:
  - Discuss the work of Nicki S. Lee
  - Create a thinking map comparing and contrasting Nicki S. Lee and Frida Kahlo.
  - Students will create full body portrait of a classmate using figurative proportion. Students will create a symbolic background describing their classmate.

IX. Lesson 3: Why do identities change?

- a. Kurt Schwitters selected collages
- b. Materials: Magazine scraps, scissors and glue
- c. Procedures:
  - Discuss the work of Kurt Schwitters.
  - Write a formal critique of Kurt Schwitters or Nicki S. Lee.
  - Create a persuasive argument of why it is art?
  - Create a symbolic collage of interests, dreams, and aspirations using scissors, glue and magazine scraps.

X. Lesson 4: How is identity created?

- a. Artist: Andreas Gursky selected photographs
- b. Materials: Pencils, paper, rulers, tempera paints, brushes, water containers
- c. Procedures:

Discuss the work of Andreas Gursky.

Design the interior of a store to sell yourself using linear perspective.

Add color to image using tempera paint.