

Intersectionality Portrait

Central Focus	How does intersectionality play a part in how you represent yourself?
Grade Level	8th grade
Class Size	17-20
Time	50 minutes
Class Demographics	Rural, mostly white, no EIPs

National Visual Arts Standards Addressed
<p>8th VA: Cr2.1.8a: Demonstrate a willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p> <p>8th VA: Cn11.1.1a: Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity</p> <p>8th VA: Re.7.1.8a: Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.</p> <p>8th VA: PR.6-8a: Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.</p>

Common Core State Standards Addressed
<p>CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>CCSS.ELA-LITERACY.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>

UNIT OVERVIEW

Students will create a self-portrait using paint and possible elements of collage to represent their different intersections. Students will discuss what intersectionality is and what their identities mean to them. How are they seen and how do they want to be seen? In class, students will analyze and interpret works by the key artist to understand how they use their work to speak about identities. Students will engage in a peer critique and receive feedback.

Forms	2D	3D	4D
Frames	Cultural	Subjective	Structural
Conceptual Framework	Artwork	Artist	Audience
			World

Student Prior Knowledge and Conceptions
<ul style="list-style-type: none"> - Understanding of figure drawing - Understanding of color - Understand human face proportions
Interdisciplinary Connections
<ul style="list-style-type: none"> - English and Literature - Social studies

UNIT OBJECTIVES

<i>As a result of this lesson, students will be able to:</i>
<ol style="list-style-type: none"> 1. Using acrylic paint, students will create a self-portrait painting of at least 8"x8" on multimedia paper. VA: Cr2.1.8a: 2. Through discussion, students will explain at least one way in which the role intersectionality plays in their everyday lives. Cn11.1.1a: 3. Students will show their understanding of proportion by creating at least one quick sketch of their classmate. VA: Cr2.1.8a 4. Students will write an artist statement that successfully explains how their work shows their intersectionality. 8th VA: Cn11.1.1a: 5. In-class discussion, students will identify at least two ways in which artists show intersectionality in their work. VA: Cn11.1.1a: 6. Using acrylic paint, students will create a landscape on 6"x6" multimedia paper to demonstrate their ability of color mixing 8th VA: Cr2.1.8a

TEACHER MATERIALS

<ul style="list-style-type: none"> -Powerpoint -rubric -pencil -computer -artist handout/ worksheet 	<ul style="list-style-type: none"> - canvas/ watercolor paper/ mixed media paper - paintbrushes - acrylic paint - teacher examples 	<ul style="list-style-type: none"> - reference images - sketchbooks - scrap paper for color mixing
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STUDENT MATERIALS

<ul style="list-style-type: none"> -Powerpoint -rubric -pencil -computer -artist handout/ worksheet 	<ul style="list-style-type: none"> - mixed media paper -paint -brushes - teacher examples 	<ul style="list-style-type: none"> - reference images - sketchbooks - scrap paper for color mixing
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ARTISTS IN CONTEXT

<p>Key Artists</p>	<p>Kerry James Marshall Emilio Villalba Guim Tió Zarraluki Barbara Rivera</p>
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Key Artworks



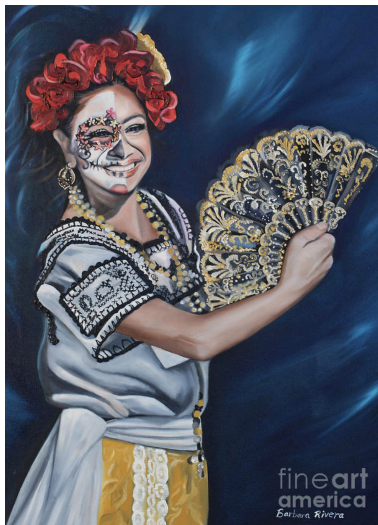
Kerry James Marshall, *School of Beauty School of Culture*, 2012



Emilio Villalba, from *People and Things* series, *Untitled*, 2021



Guim tió Zarraluki "Annie" 2011



Rivera, *Dancer*, 2015

Key Critical Questions

1. How does Marshall use composition to move the viewer's attention around the frame?
 2. Intersectionality is the intersection of multiple identities. What are some identities that are being shown?

1. How does Emilio represent himself through photos and paintings? How do you represent yourself in photographs?
 2. What does the repetition of portraits tell you about the artist?
 3. How does the way he paints facial expressions change the emotion in the artwork?
1. How does Gumi Tió use portraits to show the beauty of humans?

VOCABULARY AND LANGUAGE ACQUISITION

Vocabulary	<p>Intersectionality: the acknowledgment that everyone has their own unique experiences because of their gender, race, class, sexual orientation, physical ability, or other things.</p> <p>Portrait: painting, drawing, or photograph, of a person, usually depicting only the face or the face and shoulders</p> <p>Composition: the arrangement of shapes, colors, and objects in an artwork.</p> <p>Proportion: the relationship of one part of a whole to other parts.</p> <p>Intensity: energy transmitted by radiation, the strength or sharpness of color</p> <p>Abstract: art that does not attempt to represent an accurate depiction of a visual reality but instead uses shapes, colors, forms, and gestural marks to achieve its effect.</p>	
Language Functions	analyze, compare/contrast, critique, describe, interpret, question, etc.	
Language Demands	Syntax	Discourse
Language Tasks and Activities	<ol style="list-style-type: none"> 1. Class discussion of artists' works using vocabulary 2. Students include vocab in artist statements 	
Language Supports	<ol style="list-style-type: none"> 1. Artist handout with information on artists and vocabulary with definitions 2. Powerpoint presentation with artists' works and vocabulary 3. Artist statement prompts 	

SPECIAL PRE-INSTRUCTION PREPARATIONS

- Prepare the PowerPoint to show the artist and the artwork, and some information about how to make a self-portrait.

ACCOMMODATIONS FOR SPECIFIC DIVERSE LEARNERS

Adaptations and Accommodations
<ul style="list-style-type: none"> • Students can use other materials ex: collages, and prints • Students who have trouble drawing can trace figures onto the canvas • Outline in sharpie and color in shapes
Enrichment and Extensions
<ul style="list-style-type: none"> • Students can discuss how using different mediums convey different messages. • Students may add elements of collage
Activity for Early Finishers
<ul style="list-style-type: none"> • Students may create another small portrait of someone else who is important to them

OBJECTIVE-DRIVEN ASSESSMENTS

- Class critique using artist statement worksheets (Objectives 2,4)
- Who are you? Worksheet (Objective 2)
- 3 thumbnail sketches of faces in their sketchbooks (Objective 3)

REFERENCES

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<https://alzuetagallery.com/2020/01/16/guim-tio-big-space-little-person/>

Persona - Guim Tió | Identidade Visual e Expografia
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Rapid fire questions with ~ Emilio Villalba by Pablo g. Villazon. (n.d.). League OTO. Retrieved March 18, 2022, from
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* Developed and written by **Kayla Baldwin, Bryan Chang, and Hilene Quiroz**, *Art Education, Illinois State University, 2022* *

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 1

Launch	Instruction Methods
<ul style="list-style-type: none"> • Where have you seen portraits? What do they typically look like? Who are they usually portraits of? • What is identity? Can you have more than one? • How do you represent yourself in photographs? • During this painting unit, we will be creating self-portraits that represent our intersectionality 	<ul style="list-style-type: none"> • Class/ small group discussion
Instruction	Instruction Methods

<ul style="list-style-type: none"> • The teacher will pass out artist handouts • The teacher will introduce the key artist, and show work by Kerry James Marshall • Ask students what does Marshall say about his identity through his work? What elements allow him to do this? • Students will discuss questions in table groups and then share them with the class. (3 min) • The teacher will then introduce works by Emilio Villalba • Ask students how does Emilio represent himself through photos and paintings? What does this say about his intersectionality • What does the repetition of portraits tell you about the artist? • How does the background in these paintings create an interesting piece? • How does the way he paints facial expressions change the emotion in the artwork? • Do you think the objects painted to add more to the piece or do they distract us from the self-portraits? Why? • The teacher will then introduce artworks by Guim tió Zarraluki 	<ul style="list-style-type: none"> • Class discussion • Small group discussion
Closure	Instruction Methods
<ul style="list-style-type: none"> • Teacher will ask students definitions of vocab discussed in the PowerPoint 	<ul style="list-style-type: none"> • Class discussion

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 2

Launch	Instruction Methods
<ul style="list-style-type: none"> • What are some things you learned about intersectionality and identity yesterday? 	<ul style="list-style-type: none"> • class discussion • Partner discussion
Instruction	Instruction Methods
<ul style="list-style-type: none"> • Today we will be practicing how to draw portraits by drawing our peers • Students will draw the person across from them and rotate around their table every 6 mins • Students will write adjectives that describe the people they drew • Teacher will ask students to discuss their own identities using the “Who are you?” worksheet with their table groups 	<ul style="list-style-type: none"> • Partner work • Individual work
Closure	Instruction Methods
<ul style="list-style-type: none"> • Students will share what they learned from drawing their peers 	<ul style="list-style-type: none"> • class/ small group discussion

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 3

Launch	Instruction Methods
<ul style="list-style-type: none"> Ask students “how do we use color to convey meaning?” 	<ul style="list-style-type: none"> class/small group discussion
Instruction	Instruction Methods
<ul style="list-style-type: none"> Teacher will show examples of artists using color to convey a mood and ask questions about artist Teacher will make a quick demo of color mixing Teacher will pass out small 6”x6” mixed media paper and paint Teacher will instruct students to make a small landscape painting Students will work on painting for the remainder of class with teacher feedback Ask students to share their landscapes in groups 1 thing you like, 1 thing that can be improved or question, 1 positive comment 	<ul style="list-style-type: none"> Class discussion Direct instruction Individual work Small group discussion
Closure	Instruction Methods
<ul style="list-style-type: none"> What did you learn today about color mixing? 	<ul style="list-style-type: none"> Whole group discussion

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 4

Launch	Instruction Methods
<ul style="list-style-type: none"> Teacher will ask students what students learned yesterday about color mixing 	<ul style="list-style-type: none"> Class discussion
Instruction	Instruction Methods
<ul style="list-style-type: none"> The teacher will introduce students to the project and handout instructions as well as rubric The teacher will show examples of the final project to the class Students will start to find or take reference images Teacher will demonstrate how to crop an image Teacher will make sure that the image will be easy enough to see and to paint before students print out reference images 	<ul style="list-style-type: none"> Class discussion Individual work
Closure	Instruction Methods
<ul style="list-style-type: none"> The teacher will ask students if anything is unclear 	<ul style="list-style-type: none"> Class discussion

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 5

Launch	Instruction Methods
<ul style="list-style-type: none"> Teacher will ask class to explain in their own words what the goal of the project is 	<ul style="list-style-type: none"> Class discussion
Instruction	Instruction Methods
<ul style="list-style-type: none"> Teacher will allow students to pick their canvas/paper size of at least 8"x8" Students will start their project by either sketching or tracing their self portrait image Students will clean up materials 	<ul style="list-style-type: none"> Direct instruction Class discussion Individual work
Closure	Instruction Methods
<ul style="list-style-type: none"> Teacher reviews what will be happening in the next class 	<ul style="list-style-type: none"> Direct instruction

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 6 (AT LEAST FOUR DAYS)

Launch	Instruction Methods
<ul style="list-style-type: none"> The teacher will ask students how their paintings are going and if there is anything unclear about the lesson 	<ul style="list-style-type: none"> Class discussion
Instruction	Instruction Methods
<ul style="list-style-type: none"> Students will work on their paintings for at least four days The teacher will walk around observing students and providing feedback if needed Students will share their works with their table partners and show them their progress Students will clean and pack up 	<ul style="list-style-type: none"> Individual work Partner discussion Direct instruction
Closure	Instruction Methods
<ul style="list-style-type: none"> Tell students what they will be doing the next day 	<ul style="list-style-type: none"> Direct instruction

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 7

Launch	Instruction Methods
<ul style="list-style-type: none"> The teacher will show students their own artists statements they wrote about their examples and also share statements from artists previously talked about 	<ul style="list-style-type: none"> Class instruction

<ul style="list-style-type: none"> Students will point out what descriptive words were used in the artist statement examples 	
Instruction	Instruction Methods
<ul style="list-style-type: none"> Students will work with their partners and come up with adjectives that describe their paintings Students will be given an artist statement worksheet and answer the questions on it individually 	<ul style="list-style-type: none"> Direct instruction Partner discussion Individual work
Closure	Instruction Methods
<ul style="list-style-type: none"> Students will share with at least one table partner how they used a vocabulary word in their artist statement 	<ul style="list-style-type: none"> Partner discussion

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 8

Launch	Instruction Methods
<ul style="list-style-type: none"> The teacher will ask students if they have ever done a critique and if they have used the sandwich method/ technique 	<ul style="list-style-type: none"> Direct instruction
Instruction	Instruction Methods
<ul style="list-style-type: none"> The teacher will explain to everyone what the sandwich method in critique means Students will have a critique on their works using the sandwich method in small groups 	<ul style="list-style-type: none"> Direct instruction Class discussion Small group discussion
Closure	Instruction Methods
<ul style="list-style-type: none"> Students will write in their sketchbooks two things they did well and two things they will revise next class 	<ul style="list-style-type: none"> Individual work

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 9

Launch	Instruction Methods
<ul style="list-style-type: none"> What is something you learned about yourself through this project? 	<ul style="list-style-type: none"> Partner discussion
Instruction	Instruction Methods
<ul style="list-style-type: none"> Students will work on revisions of their paintings taking advice from yesterday's critique 	<ul style="list-style-type: none"> Individual work

Closure	Instruction Methods
<ul style="list-style-type: none"><li data-bbox="251 268 657 300">• Students will turn in revised paintings	<ul style="list-style-type: none"><li data-bbox="873 268 1084 300">• Direct instruction