

## Lesson Plan Template

**Teacher's Name:** Maddie Mattheu **Grade Level:** 11-12

**Lesson Title:** Cardboard Couture: Exploring Identity Through Wearable Art

Lesson 1 of 3

***Make sure the Standards, Objectives, and Assessments align!***

### **Standards/Performance Indicators/Skills**

*Identify the state and national standards, performance indicators, and skills addressed by the lesson.*

Anchor Standard 7: Perceive and analyze artistic work

Differentiated standards:

- VA:Pr7.1.I: Hypothesize ways in which art influences perception and understanding of human experiences.
- VA:Pr7.1.II: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- VA:Pr7.1.III: Analyze how responses to art develop over time based on knowledge of and experience with art and life.

### **Learning Objectives / Goals**

*Describe the lesson's objectives and the learning outcomes that are appropriate for meeting curricular/classroom needs. [The students will] or [I can]     (measurable verb)     (brief description of activity and/or brief description of assessment of verb and activity).*

- The student will hypothesize ways in which art influences perception and understanding of human experiences by participating in class discussion about Nick Cave's Soundsuits and reflecting on how they could represent their own identity in their art.
- The student will experiment with cardboard construction techniques by responding to instruction and prompts provided during a class workshop.
- The student will reflect on their experience and takeaways from the cardboard workshop by participating in class discussion.

### **Assessment (the type[s] of assessment used throughout the lesson)**

*Identify the assessment that occurred before, during, and after the lesson.*

#### Before lesson

- At the beginning of class, students will be given a series of prompts related to the theme of self and others to respond to through drawing or writing in their sketchbooks. These prompts are intended to get students thinking about the connection between art and human experience in preparation for learning about Nick Cave's Soundsuits and for eventually creating their own wearable sculpture that reflects their identity. Students may continue to refer back to or add on to these responses throughout the unit. Teacher will monitor room to ensure students are engaging/responding to prompts and may collect sketchbooks at regular checkpoints to ensure students are engaged.

#### During lesson

- There will be several opportunities for class discussion throughout the lesson. The first pause for discussion will be after students watch the Nick Cave video. Here, students will reflect on what they have seen and learned about the Soundsuits. Students will discuss with a partner and then the teacher will call on students to share what they discussed with the class. After the teacher introduces the project for the unit and provides inspiration/examples, there will be another pause for discussion that will be organized similarly to the first discussion. Here, students will reflect on how they could represent their own identity in their art, specifically in their wearable cardboard sculptures. Both of these discussions will help the teacher assess if students are meeting the standard for the lesson. Indicators that students are prepared for the lesson include acknowledging the movement/sculptural elements in the work, making connections between the themes present in Cave's work to present-day events or their own identities, and the beginnings of brainstorming for their final projects.
- Students will be assessed for participation in the cardboard workshop based on whether or not they respond to prompts and instructions provided by the teacher.
- At the conclusion of the cardboard workshop, students will again participate in partner/class discussion to reflect on what they learned and any takeaways they may have from the cardboard workshop. This will help the teacher assess what did and did not work about the workshop, and what students found valuable. It will also set the stage for the pre-assessment for the next lesson described below and determine if the students need any further instruction on working with the materials for this project before they begin studio time.

#### After lesson

- In lesson 2, students will reflect on what they learned during the cardboard workshop and work together with their classmates to create physical examples of different cardboard construction/attachment techniques to be used as a reference throughout the unit.
- Also in lesson 2, students will reflect on the meaning of Nick Cave's Soundsuits and begin to brainstorm, sketch, and build for their own wearable sculpture based on their identity.
- In lesson 3, students will have studio time to build their wearable sculptures. Progress on sculptures will be assessed through one-on-one check-ins with the teacher throughout the unit. Students' final products will be assessed based on a rubric provided by the teacher.

### **Lesson Structure and Procedures**

*Describe the sequence of events of the lesson elements, including the before, during, and after of the lesson (i.e., the engagement/opening, the procedures used, the activities for guided practice, and the conclusion).*

*TIP: This is the longest section of your lesson plan. Write exactly what you plan to say and do like a script for a play.*

1. Sketchbook time - 5 minutes
2. Introductory slide presentation + discussion - 20 minutes
  - a. Before introducing the artist, show students photos of Nick Cave's work and have discussion on initial responses. Potential questions:
    - i. What do you think they are made out of?
    - ii. What purpose do you think they serve or what do you think the artist's intended goal was?
    - iii. How do they make you feel?
    - iv. Any other initial reactions?
  - b. Introduce Nick Cave and provide brief overview of who he is/what the Soundsuits are about

- i. Rodney King + Nick Cave's reaction to this
  - ii. Idea of taking something traumatic and making it into something that eventually becomes about joy/celebration > does not have to be personal trauma, could just be a tragic event
- c. Watch live performance of Nick Cave's Soundsuits - video from Vogue
  - i. Before video: ask students to consider how the sculptures are activated in the video compared to seeing static images of the sculpture and to think about how the sculptures interact with each other and their environment
  - ii. After video: discuss students' thoughts and how their reaction to the sculptures changed before and after seeing the video
- d. Introduce cardboard wearable art sculpture project
  - i. Discuss parameters/requirements for final project
  - ii. Leave time for questions about project
- e. Show images for inspiration for students to have to brainstorm before next class
  - i. 1920s expressionist dance costumes
  - ii. Student examples
- 3. Brief review of safety procedures when using box cutters/xacto knives - no more than 5 minutes
- 4. Cardboard construction workshop - 25 minutes (broken down into smaller segments with rotations in between)
  - a. Students will participate in a cardboard construction workshop intended to get them more comfortable working with the medium. This is meant to be a fun and loose activity where students can experiment with different building techniques while engaging with their peers.
  - b. During the workshop, students will be given access to cardboard and several different tools/supplies to build with. At the beginning of the workshop, students will be given a simple prompt: "start building." Every five minutes, students will be asked to rotate whatever they are currently working on to the person next to them, who will then continue building for another five minutes on what the person before them started. This will continue until the end of the workshop. The time for the rotation intervals may be adjusted depending on class time and energy level of the students.
  - c. The teacher will walk around the room while students are working and pass out note cards to individual students. These note cards will have prompts written on them that students must fulfill as they continue to work. Some prompts are meant to create an additional challenge for students (such as asking one student to take another student's tape and hide it in the classroom), while others are more silly and meant for building camaraderie among students (such as having a student make up a song about scissors and sing it for the class, or having one student make a gift for another student and present it to them in front of the class). The goal of this part of the exercise is to encourage students to think creatively when presented with a challenge and to get students more comfortable working with one another, since the culmination of this unit is a group presentation of their wearable sculpture pieces.
- 5. Class discussion about workshop and clean-up - 5 minutes (*10 minutes for a longer class period*)
  - a. Discussion questions:
    - i. What was this experience like for you? Did you find it fun/stressful/etc.?
    - ii. How did you have to adapt after each rotation?
    - iii. What was most challenging about this exercise?
    - iv. Did you learn anything that you may be able to apply to your final project?
  - b. Have students stack supplies in center of table as discussion is going and remind them to throw away any small scraps as they leave class
  - c. Brief reminders to begin brainstorming before one-on-one check-ins next class and to continue working in sketchbooks if desired.

## Resources and Materials

*List the materials used to plan and deliver the lesson.*

### Resources

- Textbook *Teaching Contemporary Art with Young People: Themes for Art in K-12 Classrooms* used as reference for information about teaching the theme for this unit, Self and Others
- Nick Cave art21 article (<https://art21.org/artist/nick-cave/>): used as reference for planning lesson and sourcing information for slides, will be linked on Canvas for students to reference during unit
- A Live Performance of Nick Cave's Soundsuits - Vogue video ([https://www.youtube.com/watch?v=\\_PD0pOHkDk8](https://www.youtube.com/watch?v=_PD0pOHkDk8)): included in slides to show Soundsuits in action, will be linked on Canvas for students to reference during unit
- Avant Garde 1920s Costumes Hyperallergic article (<https://hyperallergic.com/248602/avant-garde-1920s-costumes-reemerge-revealing-their-makers-tragic-story/>): pulled photos from article to be used as inspiration for cardboard sculptures, will be linked on Canvas for students to reference during unit
- Various images of wearable cardboard sculptures found online: included in slides as inspiration for students to reference
- Notecards with prompts to be passed out during cardboard workshop

### Materials

- Supplies needed for cardboard workshop include scissors, box cutters, hot glue, masking tape, scrap cardboard, and cutting mats
- Cardboard could also be used as cutting mats while students are working if standard cutting mats are not available.

## Technology

*Describe the instructional and/or assistive technology that was incorporated into the lesson to enhance instruction and student learning.*

### Instructional

- [Google Slides presentation](#) including sketchbook prompts, information about the contemporary artist featured in this unit, an introduction of the project, and guided slides for discussions/activities. The slides display on the board during instruction and are also posted to Google Classroom for students to reference later.
- [Google classroom page](#) where students can access slides, rubric, and other resources for content/inspiration

### Assistive

- Live captioning on Google slides helps students with visual or auditory processing needs

## Differentiation/Accommodations/Modifications/Increases in Rigor

*Describe the modifications made to meet the needs of all learners and to accommodate differences in students' learning, culture, language, etc.*

- Live captioning is enabled on Google slides to assist students with visual or auditory processing needs.
- During the cardboard workshop, the cards/prompts given out to students are based on teacher's knowledge of the individual students' personalities and what their expected level of comfort with the activity would be (for example, students who are more introverted would not be expected to complete a task that is more public/performance-based)
- Uploading materials to Google classroom allows students to continue to reference after class and for the duration of the unit if they need more time with a certain aspect of the presentation. This also allows students to follow along during the presentation if they have difficulty focusing or seeing the board.
- Nick Cave's work highlights African American culture and touches on relevant issues for students, while also allowing for opportunities to celebrate everyone's culture/identities

### Extensions

*Describe the activities for early finishers that extended the students' understanding of and thinking about the learning objectives/goals by having them apply their new knowledge in a different way.*

Since this lesson is a whole-class activity that will take the entire class, there are no extension activities needed.

### Follow-Up Activity to the Lesson

*Describe a quick activity for review or for building on the lesson that will deepen student understanding and interconnect concepts. (The activity may be incorporated in class the next day or throughout the unit.)*

During the next lesson in this unit, students will sketch ideas for their wearable cardboard sculptures and begin to bring those ideas to life. Before students begin working, there will be a class review of cardboard construction techniques that were explored during the cardboard workshop in this lesson. Students will work together at their tables to build mini examples of these cardboard techniques, which will then be collected and displayed throughout the unit for students to continue to reference. Digital references will also be uploaded to Canvas. See example below.

