Boston Public Schools
Visual and Performing Arts Department
Arts and Transformative SEL Activities and Lessons
Arts and SEL Crosswalk

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Collaborative Story Quilt/Virtual Quilt

Created by: Adrienne Ho, Visual Art Educator at the Baldwin Early Learning Pilot Academy
Arts Discipline: Visual Art
Grade Span(s): PreK-2 (Can be adjusted for grades 3-12)
Theme: Community Building
Complex and Enabling Key Text or Media:

- *Not Just Child's Play* (2018), Beverly Y. Smith (Quilt)
- *Mom's Red Heel Shoes* (2019), Beverly Y. Smith (Quilt)
- You Tube video: Faith Ringgold reads her 1991 children's book *Tar Beach*
- Tar Beach #2, Faith Ringgold (Quilt)

SEL Competencies: Self-Awareness and Social Awareness
Massachusetts Core Arts Standards:
Standard 1: Generate and conceptualize artistic ideas and work.
Standard 2: Organize and develop artistic ideas and work.
Standard 7: Perceive and analyze artistic work.
Standard 8: Interpret intent and meaning in artistic work.
Standard 10: Synthesize and relate knowledge and personal experience to make art.
Student Objectives: Students will...

- understand how quilts can be used for storytelling.
- make a plan to create a mixed media work that tells about a story/memory/personal experience.
- learn techniques used for collage and drawing and painting with water soluble wax pastels and liquid watercolors.
- Create unity in their work with colors and patterns that they produce.

Lesson Description:
Students will create a mixed media work that tells about a story/memory/personal experience. All the students' artworks will be put together to create a collaborative quilt.
Lesson Procedures:
Day 1:

- Introduce the works of Faith Ringgold and Beverly Y. Smith.
- Discuss what students notice in the quilts and what stories they tell.
- Explain that quilts are often a collaborative project, and students will put their finished products together to create one large quilt.
- These quilts depict people and memories that are personal to the artists. Students will
- brainstorm and make 3 thumbnail sketches of their personal memories or stories.

Day 2:

- Model Turn and Talk. Students will turn and talk to a partner about their sketches and ideas.
- Students will choose one idea to sketch onto the 8”x8” muslin.

Day 3:

- Demonstrate techniques to use with the pastels and watercolors:
    - drawing with the pastels on wet or dry muslin
    - Dipping the pastels in water
    - Using water to blend the colors
- Discuss how to make patterns. Students will make patterns on their muslin swatches that relate to their sketch.

Days 4 and 5:

- Students will paint their artwork on the 8”x8” muslin and cut and collage their patterns to create the border. They can also incorporate the patterns into their painting to create unity in their artwork.

Day 6:

- Discuss respectful and constructive ways to talk about other people’s artworks: encourage students to look, notice, listen, ask questions, and give suggestions.

Materials/Resources/Texts/Media/Technology:

Paper and pencil for sketching
Muslin (1- 8”x8” and 4- 4”x6” for each student)
Water soluble wax pastels
Liquid watercolors
Paintbrushes
Black felt (12”x12”) as the base for the painting and collage
Liquid glue
Optional: -Needle and colorful thread for stitching (for older students),

Key Vocabulary (SEL and Arts):

Collaborate, Expression, Pattern, Blend, Unity

Lesson Extensions (Optional):

Older students can use stitching to put emphasis on parts of their painting.
Students of all ages can also collage with fabric scraps, ribbons, string, buttons, beads, and other materials.

Assessment: Students can...

- Carefully plan for their artwork with sketches that show evidence of the elements and

principles of design.
- Demonstrate how to make a pattern.
- Demonstrate how to create unity with the repetition of art elements.
- Use a variety of techniques taught for the materials used.

Differentiation:
- Show students a video of Faith Ringgold reading her book Tar Beach.
- Have a real quilt for students to touch and hold.
- Substitute paper for muslin because paper is easier to cut and can also be torn.
- Virtual Modifications:
    - Students can take a picture of their artwork so that it can be combined to make a virtual quilt or just make separate quilts.
- If paint and water soluble wax pastels are not available, students can use paper and any readily available materials such as crayons, pen, and pencil.
- If only a pencil is available, point out how Beverly Y. Smith uses pencil drawings in her quilts. Teach students how to make different shades with a pencil. Show students examples of patterns with only black and white or other limited palette.
- Students can also collage with any materials that are readily available to them (magazines, gift wrapping paper, shopping bags, tissue paper, buttons, ribbons, scrap fabrics, string, etc.)
- Students can respond to other's artworks through a padlet or even use video to talk about their own artwork. Older students can also write a response if they are not comfortable with video.

Sources:
Beverly Y. Smith Art. https://www.beverlyysmithart.com/
"Faith Ringgold Narrative Quilts at the National Building Museum." National Building Museum. May 8, 2017.
https://www.nbm.org/exhibition/faith-ringgold-story-quilts/

Stories of Objects

Created by: Crystal Bi Wegner, Visual Art Educator at the Margarita Muniz Academy
Arts Discipline: Visual Art & Creative Writing
Grade Span(s): 9-12
Themes: Community Building + Self Identity

Complex and Enabling Key Text or Media:
Artist Examples: Project Row Houses (https://projectrowhouses.org/) and Chinatown Art Brigade **(** https://www.chinatownartbrigade.org/ **)**
SEL Competencies: Self-Awareness
Massachusetts Core Arts Standards: Synthesize and relate knowledge and personal experiences to make art. Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding.
Student Objectives:
Students will be able to describe and name examples of creative placekeeping.
Students will be introduced to storytelling and how it changes our relationship to objects, places, and ourselves.
Lesson Description: In this lesson, students will be introduced to examples of storytelling and creative placekeeping. They will then find an object with a story in the their house and write the story of that object.
Lesson Procedures:

1. Description and examples of Creative Placekeeping
2. Ice Breaker game
3. Ask students to find an object in your room that has a story
4. Write the story of that object in first person
5. Respond to these prompts:
    a. I am a (name and description of object)
    b. I was born in….
    c. In my life, I was owned by…
    d. I ended up here because…
    e. Now my life is like…
6. In pairs - tell your partner your object's story
7. Share out a synopsis of your partner's story with the class
8. Debrief - How did you feel about the object after hearing your partner's story? How does this connect to how stories can change our feelings about a place?

Materials/Resources/Texts/Media/Technology:
Slides - https://drive.google.com/file/d/1RtEEAQYISkP03OrJ6Xc6su6p6KRk5OQn/view?usp=sharing
Paper and Pencil.

Key Vocabulary (SEL and Arts):
Creative Placekeeping, Storytelling

Differentiation:

Spanish translation of slides.

Virtual Modifications: This lesson was designed for Zoom but can be modified for in person. Students can bring their objects into class and write on paper rather than in the chat.

We Take Care of Each Other: Our Community Wall

Created by Maria Robert Lopes, Visual Arts, Escuela Rafael Hernández
Arts Discipline: Visual Arts
Grade Span(s): PreK-2, **3-5, 6-8, 9-12**
Theme: Community Building, sense of belonging
SEL Competencies: SA 1.1, SA 2.1, SA 3.1, SM 1.2, SM 4.1, SR 2.1, SR 4.1
Massachusetts Core Arts Standards: PK-K.V.R.09, 1-2.V.P.05, 3-4.V.P.06,
Student Objectives: The aim of this project is to create a visual and physical or virtual support for all students, made by them. This can be a community building project that provides a sense of belonging to students who have suffered with the isolation of the pandemic.
The aim of this project is to provide a tool that can be used by students to feel seen, to heal, and connect.
You can choose to extend this project to the school and involve teachers, staff, school psychologists and other specialists.

Lesson Description:
Students will respond to the question: "What was, or has been the most challenging thing you experienced this year? What are you struggling with? "
They will write or draw it anonymously. Then students will choose one or two responses and provide some kind of support. This can be a drawing, a word or a sentence.

Lesson Procedures:
We can start this project with a self care circle where students reconnect after the summer. As the circle ends we can explain this project to students.

Students then will write, draw or both their answer to the question "I'm struggling with…)"
This can be on a page of a blanc book, a post it note on a bulletin board, online padlet, google docs, whichever works best for you, but it should allow a space for responses (on a book it can be the other page, on a paddle can be as comments to the answer, on a bulletin board can be with post it notes connected with threads, etc).
I choose a bulletin board and post it notes as an example.
Once students have responded to the question they turn them in and we can place the on a wall.
The next stage of this project can take more time and even change through time.

Students will now choose one or two messages and create a visual support to the student who wrote it. They can write, draw, color, or make any artistic choices as they want.
This can be done as a routine (once a week or once a month) as the messages will be changing through time. But the goal is to, in a safe and anonymous way, give voice to students and provide them with supportive messages.
It is expected that themes and situations that need to be addressed arise (lack of food at home, depression, etc). Some of them wouldn't even be an issue because no one knew about them before. Communication and support from other school staff (psychologist, special ed teachers, etc) might be great sources or information and support for students.

Example:

Sadness
Little food at home
You're not alone
Feeling overwhelmed
Contact of the person who can help that student
I hear you

The artistic and visual aspect of this project wasn't addressed in detail in this plan, but that doesn't mean it will not be there. You can make the choices that make more sense for you, your students and your school. This can be just the starting point. There are infinite possibilities to make this a meaningful Art project.
Materials/Resources/Texts/Media/Technology: paper, wall, google docs, padlet,
Key Vocabulary (SEL and Arts): Community, support, validation, social emotional competencies,

Lesson Extensions (Optional): This project can really have a great impact in articulation with the school teachers, mental health department and community support groups and associations of the school.

Assessment: As you think is more appropriate considering your students and what do you want to emphasize with this project.
Differentiation:
Virtual Modifications: Using google docs, padlet, virtual and interactive bulletin board
Sources:

Feel free to contact me if you have any questions or suggestions:
mlopes3@bostonpublicschools.org

Kindness in our Community

Created by Cheryl Murphy Theatre, Patrick J Kennedy Elementary

Arts Discipline: Theatre
Grade Span(s): PreK-2
Theme: Community Building
Complex and Enabling Key Text or Media:
Come With Me, by Holly McGhee
SEL Competencies: Social Awareness and Response
Recognize and identify the thoughts, feelings and perspectives of others.

- With support from adults, identify a range of emotions in others when demonstrated through physical and auditory cues, using simple terms (i.e. "sad" by facial expression, "mad" by tone of voice).
- Identify emotional expressions following certain behaviours (i.e. sharing candy may make your classmate smile; taking a pencil may make your classmate upset).

Massachusetts Core Arts Standards:

1. **Convey meaning through the presentation of artistic work.** Portray a character based on an existing plan (e.g., script, improvisation structure). (1-2.T.P.06)
2. **Synthesize and relate knowledge and personal experiences to make art.** Make connections between personal experience and a character's actions or emotions. (1-2.T.Co.10)

Student Objectives:
SWBAT:

- Tell the feelings they see in others and the feelings they see in characters in a story.
- Use body language and facial expressions to show how they feel in many different situations and practice showing how characters feel in a story.

Lesson Description: Students will listen to the story *Come with Me*, by Holly McGhee and identify how acts of kindness can make others feel. Students will then explore how to show a variety of emotions with their body language and facial expressions and practice this skill with social prompts. Finally, students will step into the story, and portray a variety of characters, showing how an act of kindness can help others feel good.

Lesson Procedures:
Warm- Up: (community building)
Me Too: Students stand in a circle (large enough to stand 6 ft apart if possible OR students stand in their own space in the room if there is not enough room to make a circle standing 6 feet apart) **
Each student takes a turn saying their name (loud and proud to practice projection) and

something about themselves (i.e. My name is Sarah and I like the color green) Everyone who also likes the color green steps forward (or hops in place) to indicate the commonality and says "Me Too."
****Virtual Modification:** Students can easily participate in this warm-up onscreen on Zoom. The teacher can call on students to take their turn.

Mini Lesson:
Watch a read aloud of the story **<u>Come With Me,</u>** Holly McGhee

- Elicit a discussion with students about the story:
- Make a list (whiteboard in class or virtual whiteboard on Zoom) of ways the little girl in the story, helped someone or showed kindness in her community/ How do you think people felt when she showed that kindness.

Example

How did she show kindness? 	How did the other person/people feel? 
Examples: The little girl and her father tipped hat at people on the train	Subway riders felt happy
Helped her mom set the table for dinner	Mom felt appreciative/ proud
Scratched her dog's ears	Dog felt content
Invited neighbor to walk her dog with her	Friend felt glad

Turn and Talk Buddies:
1. Think of a time where you showed kindness to someone (a teacher, family member or classmate)
Share with your Buddy
2. How did YOU feel when you showed kindness?
3. How did the other person feel when you showed them kindness??
(Students can answer as another turn and talk or share out.)

****Virtual Modification:** Turn and Talk Buddies can be working together in break out rooms on

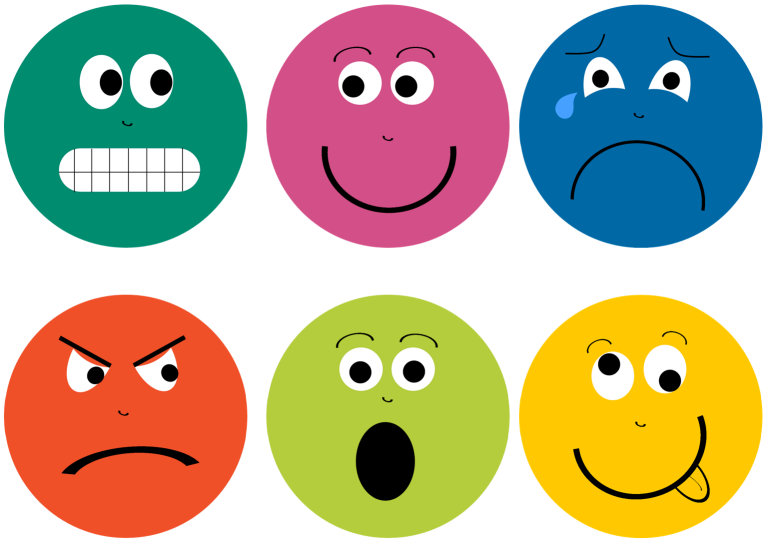
Zoom. If there are too many students and not enough break out rooms, students can be divided up into turn and talk groups of 4.

Group work:

Body and Imagination: Emotional statues:

- Students spread out in the room in their own personal space.
  - ** **Virtual modification**: Students stand in front of the computer with camera on
- Teacher shows different emotion cards.
- Students create statues that show each emotion, starting with facial expressions and moving throughout their body. If there is space students can be encouraged to use levels in their statues, (high, medium or low).

Example of emotion cards:



- Next, ask students to create emotional statues based on the following scenarios:

1. You drop your ice cream cone on the ground. (*example: sad, disappointed*)
2. Your friend gives you their ice cream *(ex. grateful, surprised)*
3. Your brother/sister takes a toy away from you. *(ex. angry)*
4. You take turns with your brother/sister (*ex. glad)*
5. Your mom/dad asks you to help with the chores (*ex. annoyed)*
6. You clean your room and your mom is proud of you. *(ex. proud)*

Modifications: pictures of each scenario can be shown for students with limited english proficiency.

You drop your ice cream on the ground. Your friend shares an ice cream with you.

Your brother/sister takes a toy away from you. You take turns playing with your brother/sis.

Your mom/dad asks for your help with chores. You help with chores.

Independent/ Partner Work:
Students will rejoin their turn and talk buddy. Partners will take turns recreating the same emotional statues from the previous exercise while their buddy tries to guess the feeling they are showing. Students will volley back and forth on this activity for a few rounds.

Modification: Younger students (K-1st) repetition of the same scenarios will help the students to be successful while 2nd graders might be able to choose one or two of their own scenarios

****Virtual Modification:** Students will NOT return to turn and talk buddies, instead this activity will be done whole class. Volunteers showing their statues on camera while other student audience members guess the feeling of the actor.

Pause for a brief discussion. Ask students to share an emotion they saw their partner showing in a statue. Ask for volunteers to share their answers to the following questions?

- How could you tell what feeling you saw? What did your partner do with their face? Body? Voice?
- Do you know **why** they showed that particular feeling?
- Would **you** feel the same way in that situation?

Allow as many students to share as time allows.

Presentation:

- Arrange students in an audience position. Return to the book, **Come with Me**. (replay read aloud if needed)
- Tell students we will be acting out the scene with the little girl and her father on the subway platform. Choose volunteers to play the character of the *little girl, father, train conductor, and other passengers.*
- Encourage students to decide who their character is and how they might be feeling on an early morning train ride to work/school. *You are looking for students to embrace a variety of emotions and character traits.
- For younger students you can feed dialogue while older students can be asked make up

their own.

- The remainder of students are audience members and should be told to watch the scene carefully as they will be asked to point out what types of emotions each character shows both at the beginning of the scene (before the little girl and father tip their hats) and after.

Scene might need to be rehearsed once or twice and then "performed" before audience discussion.

****Virtual Modification:** Ask students who volunteered to perform to keep the camera on. Audience members are asked to turn the camera off while watching the performance. All students can then turn the camera back on during the post scene discussion.

Wrap Up: Whole class discussion questions:

1. How were characters in the scene kind?
2. What actions did you see that showed their kindness?
3. How did the OTHER characters react to this kindness?
4. How could you tell how the characters were feeling?
5. What is one way YOU might show kindness to someone else today?

Materials/Resources/Texts/Media/Technology:
https://www.youtube.com/watch?v=oW6Ne1n_hWs

Come with Me by Holly M. McGhee & Pascal Lemaître

Key Vocabulary (SEL and Arts): Emotions/Feelings and examples, (ie.happy, sad, angry) statue (freeze), levels (high, medium, low) actor, audience, character
Lesson Extensions (Optional):

Assessment: Students are assessed on their participation in class activities as well as their contributions to class discussions with peers and in whole group discussion.
Differentiation: visual representations of tasks and scenarios are provided to support students with limited english proficiency as well as students who are primarily visual learners.

Virtual Modifications: See ** embedded throughout the lesson.

Lesson Title: The Wishtree (Chapter 1)
Created by Sadie Soto, Dance, Mildred Ave. K-8 School
Arts Discipline: Dance

Grade Span(s): 3-5
Theme:

- Community Building

Complex and Enabling Key Text or Media: Wishtree by Katherine Applegate
SEL Competencies: Relationship Skills
Massachusetts Core Arts Standards: 3-4.D.Cr.02 & 3-4.D.Cr.03 & 3-4.D.Cr.03 & 3-4.D.R.07 & & R.L.3.06
Organize and develop artistic ideas and work. Create a dance phrase with a beginning, middle, and end; be able to repeat it. (3-4.D.Cr.02) Refine and complete artistic work. Respond to a movement challenge and hypothesize possible solutions (3-4.D.Cr.03) Perceive and analyze artistic work. Analyze how different movement elements (e.g. space, time, effort) contribute to the meaning of a dance. (3-4.D.R.07) Synthesize and relate knowledge and personal experiences to make art. Distinguish one's own preferences in dance from those of others (e.g., peers, friends or family). (3-4.D.Co.10) Reading Literature Connection: students are asked to distinguish their point of view from the author's. (RL.3.06)

Student Objectives: SWBAT come up with a unique way to tell a story through movements.
Lesson Description: 1. Students will take turns reading chapter one with the teacher in class (Group Work) 2. Brief discussion about the chapter and focus on how "Trees tell stories". Teacher will give an example of a short story: What she likes to do on her free time or why the 4th & 5th graders are her favorite class, what inspires her) 3. Students will start working on their short stories.
Lesson Procedures:
Class discussion on "why do people tell stories"? Who do people tell stories to? Why are stories important? Do you have a story you would like to share? with teacher/whole class?
Class will work together (whole group) on creating a criteria for giving feedback: Be respectful, be honest, listen well, wait for your turn, don't be hurtful with your feedback (think about other people's feeling before you speak), don't try to be funny.
Story starters: Teacher will have a list of possible stories students could write about. Students will write a short story and will take turns reading and listening to each other's stories. Students will jot down feedback for each author and we will place in the envelope after each read-aloud.
Materials/Resources/Texts/Media/Technology: Copy of "Wishtree", Dance Journal & Pencil, 1 envelope labeled with each student's name

Key Vocabulary (SEL and Arts):
SEL: optimistic, pessimistic, adopt, what is a healthy relationship? (e.i: Friendship, student/teacher, classmates)
ELA: Discreet, busybody, pecking, speckled, species & monarch

Dance: sway, perform, friendships, mimics, entrances, exits, stillness vs. movement, space, time & effort

Lesson Extensions (Optional): Students can work in duets or trios and perform for each other their movement studies; other team member will be able to provide instant verbal feedback to their groups.

Assessment: Student completed story, come up with a style of dance that will be used to tell their story. Start choreographing your dance. Student will perform their stories with a clear beginning, middle and end.

Differentiation: Students who might need a bit more motivation will be able to work with the teacher, a paraprofessional, peer model or volunteer to assist with creating and writing story. Students who might need a bit more time will be able to finish it for homework and bring back the next day. Special Ed students, will be able to dictate their stories to an adult in the room.

Virtual Modifications: Students will be able to set up individual time with teacher to review story before the student starts to choreograph. After the student is done, he will use Flipgrid to record the movement study and share with teacher.

Sources: CASEL's framework for systemic SEL

Lesson Title: The Wishtree Chapter 2
Created by Sadie Soto, Dance-Mildred Ave. K-8 School

Arts Discipline: Dance
Grade Span(s): 3-5 (focus on 5-6 graders)
Theme:

- Self Identity

Key Text or Media: The Wishtree Chapter 2
SEL Competencies: Self-Awareness (the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior)

Massachusetts Core Arts Standards: 5-6-D.Cr.01 & 5-6.D.P.06
Generate and conceptualize artistic ideas and work. Generate interdisciplinary ideas that explore space (including direct and indirect), and time (including sudden and sustained) and force (including strong and light) as elements of dance. (5-6.D.Cr.01) Convey meaning through the presentation of artistic work. Formally present a short movement work to an audience. (5-6.D.P.06)

Student Objectives: SWBAT verbally explain the meaning of their name and create a short movement sequence inspired by their names.

Pre-lesson: Students will be given hmrk to ask their family the following questions: Who named you? Were you named after somebody in your family or someone famous? Does your name have a meaning in English or another language? Does anyone at home have the same name? Do you have a short version of your name? Do you like the long or short version better?

Lesson Description:
1. Students will take turns reading the chapter with the teacher.
2. Brief discussion about the chapter and focus on how "Names" make us unique. 3. Students will find an open space and start working on a short solo inspired by their findings about their names. 4. Students will have an opportunity to perform in front of the class at the end of the lesson. 5. While others perform, students will be able to jot down one or two things the dancer could do/change/incorporate to make their dance pieces better.

Lesson Procedures: Class discussion on the chapter, Class will work together (whole group) on creating a criteria for giving feedback: Be respectful, be honest, listen well, wait for your turn, don't be hurtful with your feedback (think about other people's feeling before you speak), don't try to be funny.

Students will work individually on their solos. Teacher will walk around the room to support any student in need.

Students will perform solos while other classmates will practice audience etiquette during performances and give constructive feedback to dancers. Students will have an opportunity to have their pieces recorded by a volunteer in order to share their final product with family members.

Materials/Resources/Texts/Media/Technology: Copy of "Wishtree", Dance Journal & Pencil, 1 envelope labeled with each student's name

Key Vocabulary (SEL and Arts): SEL: Self-Awareness which is
critical to identifying and processing our complex emotions when things are uncertain and socially turbulent, reflecting on our strengths; understanding our cultural, racial, and social identities; and examining our implicit biases*

Dance: space (direct & indirect), time (sudden & sustained), force (strong & light);

Lesson Extensions (Optional): Students will be able to add an instrumental piece music to their solos to enhance their performance.

Assessment: Student completed solos include dance elements like (space, time and force), a clear conviction of intent needs to be present during performance.
Differentiation: Students will have an option to present their dance solos in various forms: pre-recorded, performed live, a powerpoint presentation about their names, a written song about their name, a poem about their names.

Virtual Modifications: Students will have an opportunity to schedule private time with teacher for personal feedback on their pieces before presented to the class. Students will submit all final solos to teacher for a final collage to be presented to the whole class. Students will be able to post comments for each student via padlet

Sources: CASEL's framework for Systemic SEL*

Lesson Title: Wish Tree Chapter 3

Created by Sadie Soto, Dance, Mildred Ave. K-8 School
Arts Discipline: Dance
Grade Span(s): 5-6
Theme: Sense of Belonging
Key Text or Media: Wishtree by Katherine Applegate

SEL Competencies: Social Awareness-to understand social and ethical norms for behavior; and to recognize family, school, and community resources and supports.

Massachusetts Core Arts Standards: 5-6.D.Cr.02.b & 5-6.D.Co.11
Record movements and choreography using proper dance terminology. (5-6.D.Cr.02.b) & Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Identify influential works of dance from different periods and how they impact current dance forms. (5-6.D.Co.11)

Student Objectives: SWBAT share/perform a cultural piece and record it using proper dance terminology.

Lesson Description:
1. Students will take turns reading the chapter with the teacher. 2. Brief discussion about the chapter and focus on how "How does the Wishtree change on May 1st"?. 3. Is there a special day in your culture where everyone celebrates that day? 4. Describe the special day. Students

will work on their individual pieces and find traditional music to go along with their dances.

Lesson Procedures: After reading the chapter class discussion on what happens to the Wishtree on May 1st. Students will have a few minutes to jot down one wish. If you could make one wish, what would it be and why? Students will find a chromebook and search for music for their traditional dances. Students will start arranging the sequence of their pieces and recording their dances in their journal using proper dance terminology.
Students will be able to record their final pieces and wear traditional costumes or colors representing their countries.
On Cultural Day parents & guardian will be invited to attend and students will be able to perform their traditional solos.

Materials/Resources/Texts/Media/Technology: Copy of Wishtree, Chromebook Cart: all students will need to use one to find a piece of music representing their cultures, students will choreograph a 1:30 piece representing their cultures.

Key Vocabulary (SEL and Arts): SEL: Social Awareness-the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures
Dance: traditional, projection, locomotor and non-locomotor
time: sudden or sustained, force: strong or light, space: direct and indirect

Lesson Extensions (Optional): Students will be able to invite other dancers if they feel a group dance will better represent their pieces.

Assessment: Students will perform their completed pieces in front of the whole class, needs to meet criteria: Clear beginning, middle and end.

Differentiation: Students who might feel stuck about coming up with a dance, will have an opportunity to work with someone else who has the same cultural background. Pre-recorded pieces could be presented if necessary. Students will have the option to perform a dance or sing a song in their native tongue if they stay true to their culture.

Virtual Modifications: Student will be able to incorporate family members into their routines.

Sources: CASEL's framework for systemic SEL

Lesson Title: Wishtree Chapters 4-5

Created by: Sadie Soto, Dance, Mildred Ave. K-8 School
Arts Discipline: Dance
Grade Span(s): 5-6

Theme:

- Community Building

Key Text or Media: Wishtree by Katherine Applegate
SEL Competencies: SELF-MANAGEMENT, which is the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations—effectively managing stress, controlling impulses, and motivating oneself.
Massachusetts Core Arts Standards: 5-6.D.P.05 & 5-6.D.R.09 & 5-6.D.Co.10
Develop and refine artistic techniques and work for presentation. Demonstrate understanding of flexibility, alignment, initiation of movement, weight shift, and balance. (5-6.D.P.05)Apply criteria to evaluate artistic work. Apply a rubric to evaluate a dance work (e.g., a rubric that includes skills of performers, originality of movement, visual and/or emotional impact, variety, contrast and appropriateness of the artistic elements). (5-6.D.R.09) Synthesize and relate knowledge and personal experiences to make art. Describe and demonstrate personal artistic style and how to use it to maintain a positive body image (e.g., mindfulness, injury-prevention). (5-6.D.Co.10)

Student Objectives: SWBAT define friendship and choreograph a group dance exploring the concept of "Friendship" while being original, using contrast, proper dance technique and creativity in the group.

Lesson Description: Read chapters 4 & 5 and have a class discussion focus on "Friendship", what makes a good friend? How do you feel when you go out of your way to say or do something for someone else? Who has been a good friend to you and why? Students will make a map/picture/list of how they think friendship works. What comes first, second, third etc. find three other people to combine ideas for your friendship piece. Self-management will play a big role since it takes effort to manage emotions and behaviors in different situations like listening to other's ideas for a new movement.
Lesson Procedures: After class discussion students will find journals and jot down their definition of friendship. Students will then find three other classmates, go to one of the marked areas in the room for a group and get to work. Each group will have a large paper/poster where the sequence of the dance can be written. Students will take turns contributing to the dance piece and keeping in mind the theme of "Friendship".

Materials/Resources/Texts/Media/Technology: Copy of Wishtree, dance journal & pencil

Key Vocabulary (SEL and Arts):
SEL: Self-management is critical now as we cope with grief and loss, develop our resiliency, and express our agency through resisting injustices and practicing anti-racism*
Dance: flexibility, alignment, initiation of movement, weight shift and balance

Lesson Extensions (Optional): Students will explore expression of emotions (anger, solitude, despair, defeat, humanity, speaking for others, standing up for what is right and the Black Lives Matter movement through the art of dance, in a solo or group piece.

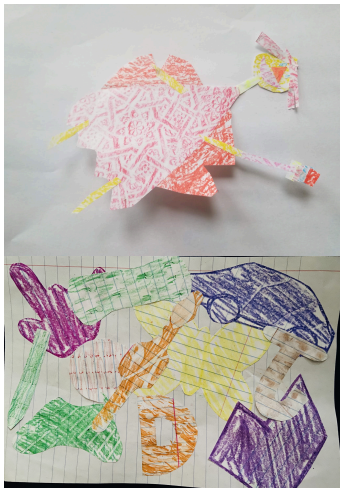
Assessment: Students will perform a polished and finished product, where all participants ideas were taken into consideration. The dance should reflect everyone's original written statements on friendship.

Differentiation: Students who might need a bit more motivation will be encouraged to go into a group that has a few members who are very confident.

Virtual Modifications: Students will work in a solo versus a group piece.

Sources: CASEL's framework for systemic SEL & SEL Roadmap for Reopening Schools*

Collage with textures



Created by Maria Robert Lopes, Visual Arts, Rafael Hernández
Arts Discipline: Visual Arts
Grade Span(s): PreK-2 3-5, 6-8, 9-12
Theme: Self Identity, Community building
Key Text or Media: Collage
SEL Competencies: SA 5.1, SR 2.1
Massachusetts Core Arts Standards: PK-K.V.Cr.01, PK-K.V.Cr.03, 1-2.V.Cr.01, 1-2.V.Cr.03

Student Objectives: Create a collage about themselves incorporating textures collected in their class or house. Develop and solidify fine motor skills (transfering, cutting/ripping, gluing), incentive an awareness about properties of the materials and textures that surround us and how to collect them to create something about themselves (transfer the textures to paper).

Lesson Description: Students will search for textures in the classroom or in their houses and transfer them to a piece of paper using crayons. This will be material for a collage they will create about them, their families and their community. The final product will be a big mural with

collages representing all students.

Lesson Procedures:
We can explain we will make a big mural with collages made by them. They will each make a collage about who they are and what they love about their life. It is important to keep talking about this and give examples to help students think about ways to illustrate what they want to represent about themselves, when the collage part comes.

1 - This can be in one class, online or presential - Students collect textures using crayons and paper. If at home and there is little paper they can use newspaper, junkmail, paper bags, etc. At the end of the class we can invite students to share what they are thinking about creating. This will allow them to see and generate ideas for next class and also prepare accordingly.

We can point out and give examples of how they can intentionally choose textures of objects that carry a special meaning to them and to their family (the knob of their house, the table where they have been eating with their family since they were born, etc.).

If you'd like, they can also create textures with yarn, crumbling paper or using leafs (it will be fall which is a great opportunity to find interesting textures and materials in nature).
2 - During one class, either online or presencial - Students can make their collage focusing on something they love and that are part of their lives. If online this is a great activity to do during class and observe how students are working. We can also work in small groups to work with students addressing specific difficulties. They can also rip paper instead if cutting (often after vacation younger students are still learning these skills).

They can create the composition they want. We can show them some examples and ask them to explain what they are representing as part of themselves. This is fertile soil to get students to make different connections between the colors and textures they choose, and what they are representing. If guardians are present this can be an opportunity to invite them also to create a collage and include it the final product if they wish so.

3 - When this activity is completed we can create a mural with all the collages and students names. This can either be virtual, in the school or both. We can ask students for ideas about a title for the mural.

The ideas and themes that will emerge will also inform us about interests we can address in future projects.

Materials/Resources/Texts/Media/Technology: any kind of paper, crayons, scissors, glue,

objects with textures
Key Vocabulary (SEL and Arts): Collage, textures, things we love about ourselves, belonging to a community
Lesson Extensions (Optional):
Assessment: It's up to you how to assess students.
It might be helpful to have a strategy to easily keep track of students who might struggle with fine motor skills, so that you can make adjustments and the necessary differentiation to support them and help build those skills.
Differentiation: The cutting part can be ripping paper for younger students (often after vacation new k students are still learning these skills). Provide examples and ideas. For the gluing part students with sensory sensitiveness can use a brush or a sponge and a mix of white glue with water.
Virtual Modifications: If you want you can record a short demo lessons explaining the activity. This can be a resource students can come back to if they need to. Teaching virtually is not the same as in person, specially with the younger students. Bringing examples to the meetings and seeing the working then is a good way to access their competencies.
Sources:

Feel free to contact me if you have any questions or suggestions:
mlopes3@bostonpublicschools.org

Community and Creativity: What Do You Do With An Idea

Created by: Natalie Bruno
Arts Discipline: Theater
Grade Span(s): 3-5
Theme: Community Building
Complex and Enabling Key Text or Media:
What Do You Do With An Idea by Kobi Yamada
SEL Competencies:
Relationship Skills
-Teamwork
-Collaborative Problem Solving
Social Awareness
-Showing Respect for Others

Massachusetts Core Arts Standards 3rd and 4th Grade:
Creating #3- Refine and complete artistic work. Respond to a theatrical challenges and hypothesize possible solutions. (3-4.T.3)

Student Objectives:
Students will be able to identify practices that ensemble members engage in to help "ideas grow."

Students will be able to create a scene that shows behavior that helps "ideas grow."

Lesson Description:
This lesson will use the the text What Do You Do With An Idea by Kobi Yamada to help build a cooperative and creative ensemble in the elementary theater classroom. In this text, a boy has an idea. The "idea" is illustrated as a golden egg that the boy engages with throughout the text. The boy struggles with how to bring his idea to realization, he faces criticism from his peers, and even considers abandoning his idea. In the end his idea comes to life and he takes pride in the effort he put in to help his idea become a reality. In this lesson a teacher will read the text, students will engage in a processing activity that is geared towards how ensembles help "ideas grow," and create scenes that show behavior supports their classmate's ideas.
Lesson Procedures:

1. Teacher introduces the vocabulary word ***ensemble.*** I define an ***ensemble*** as a **community** of actors who work together to create.
2. Teacher leads a discussion on what students initial thoughts are on "what makes a good ensemble"
    a. Document your students ideas on the board.
        i. To increase engagement use a turn and talk strategy for this discussion
3. Teacher reads the text.
    a. Key stopping points.
        i. "I kept it to myself"
            1. Possible question:
                a. Why do you think the boy kept his idea to himself?
                b. Why was he afraid to share it?
        ii. "They said it was no good"
            1. Possible question:
                a. How do you think this will affect the boy's idea?
                b. How do you think this made the boy feel about his idea?
                c. What could they have done differently?
        iii. "Then one day.."
            1. Possible question:

   a. What is different about this illustration?
   b. Why is it in color now?

4. Processing the Text
   a. Write the following question on large chart paper or butcher paper
      i. How can ensemble members help their classmate's ideas grow?
      ii. How can ensemble members stop their classmate's ideas from from growing?
   b. Split the students into groups to answer these questions. Students can write words, use symbols, draw images or write full sentences to respond.
      i. Students should rotate so they have an opportunity to answer both questions.
   c. Bring the full group back together to discuss the responses.

5. Split students into small groups. There are two different tasks. Some groups will create a scene that depicts a student sharing their idea and their classmates stopping the idea from growing. The other groups will create a scene that depicts a student sharing their idea and their classmates helping their idea to grow.
   a. Consider giving the groups a line limit for their scene to ensure structure.
6. Students share their scenes.

Materials/Resources/Texts/Media/Technology:
-The book <u>What Do You Do With An Idea</u> by Kobi Yamada
-Butcher or chart paper

Key Vocabulary (SEL and Arts):
-Community, Ensemble, Respect, Teamwork, Perspective Taking, Scene

Assessment:
Assess students on their scene's ability to articulate how ensemble members should treat each other to help their classmate's "ideas grow" as well as their scene performance skills.

Differentiation:
-Providing students with sentence frames for the discussion on ensemble.
-The text processing activity has a built in modification because students can write or draw to respond to the question.
-Have copies of the text on the table for students when completing the processing activity,
-Providing students with a "scene starter" sentence such as "Hey! I have an awesome idea!"

Virtual Modifications:
-Ensemble Discussion: Use a virtual whiteboard to record takeaways from the discussion. Zoom has a built in virtual whiteboard and Jamboard is a google suite app that works well with google

hangouts. Also consider using breakout rooms as a substitution for the turn and talk component of this activity.

-Text Processing: A virtual whiteboard could also be used for the text processing activity. Creating a padlet could also be a way for students to record their responses.

-Scene Creation: If using zoom, split students into breakout rooms to create their scenes. If you do not have the ability to use breakout rooms, the teacher can state the scene starter. All students can then come up with a line of dialogue to respond to the student. Call on students to share their line of dialogue.

Responding as a Community to Music Through Movement

Created by (Teacher Name, Arts Content, and School)
Tatiana Obeso, Dance, Boston Arts Academy

Arts Discipline: Dance

Grade Span(s): PreK-2 3-5, 6-8, 9-12. It can also be adaptable for elementary and middle school dance students.

Theme:Community Building.

Complex and Enabling Key Text or Media:
For the mirroring exercise, teachers could choose different music genres to provoke different types of movements/emotions: instrumental, classical, pop, jazz, etc.

SEL Competencies:Self-awareness, Self-management, Social awareness, Relationship Skills, and decision making.

Massachusetts Core Arts Standards:
Creating

1. Generate and conceptualize artistic ideas and work. Create dance that reflects characteristics of different artistic movements (e.g., Cubism, Romanticism, and Avant-garde). (F.D.Cr.01)
2. Organize and develop artistic ideas and work. Use one type of dance notation to document an original dance. (F.D.Cr.02)

3. Refine and complete artistic work. Use costumes and props to refine a dance to better express, evoke, or communicate with an audience. (F.D.Cr.03)

Performing

1. Select, analyze and interpret artistic work for presentation. Identify historical sources that explain movement conventions. (F.D.P.04)
2. Develop and refine artistic techniques and work for presentation. Assess personal strengths and weaknesses in improvisation, strength, flexibility, endurance, balance, and coordination and implement plans to improve. (F.D.P.05)
3. Convey meaning through the presentation of artistic work. Describe how decisions about a performance are connected to what the student wants to express, evoke, or communicate. (F.D.P.06)

Responding

1. Perceive and analyze artistic work. Analyze the style of a choreographer and how that style manifests in a given movement work. (F.D.R.07)
2. Interpret intent and meaning in artistic work. Identify elements from a dance work that connect it to a specific genre or style. (F.D.R.08)
3. Apply criteria to evaluate artistic work. Compare and contrast different rubrics or criteria for evaluating dance work. (F.D.R.09)

Connecting

1. Synthesize and relate knowledge and personal experiences to make art. Describe what has influenced changes in one's artistic style and preferences in dance. (F.D.Co.10)
2. Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Identify the connections between historical and cultural context and defining stylistic elements of dance movements (F.D.Co.11).

Student Objectives:

- Students will be able to create their own movement by integrating their training or by doing simple movements/actions.
- Students will be able to experiment with different elements of choreography: levels, time, energy, space, symmetry/asymmetry, geometric forms, tempo, scale, & dynamics to create their movements.

- Students will be able to interpret and later describe their partner's movements.
- Students will be able to collaborate and work with a partner/group.
- Students will be able to express their feelings, frustrations, point of views through their movement/choreography.

Lesson Description:
First Part:

- Students will choose a partner and do the mirroring exercise. Students can be placed in two lines facing their partner.
- Students will develop their improvisational skills and observational skills.
- Mirroring is a conversation through movement and collaborative skills.
- Teacher could pick a couple of students to model the mirroring exercise.
- Students will shift leaders/followers organically while performing the movement-listening and connecting through movement.
- Students need to be reminded to use their peripheral vision as they move sideways along the line by following their partners' movement.
- Using their body and visual skill, students will have a conversation with their partner.

Second Part: SHARE OUT
1-Students will sit in a circle and answer to the following prompt:
-What did you experience in the mirroring exercise? Describe.
2- Now, students who have choreography prepared, or if a student would like to improvise, they have the opportunity to perform in front of their peers. This could be a weekly/monthly practice. This way students know that there is a space in class where they can express themselves, choreograph, and perform.

Third Part: REFLECTION
1-Students should have a worksheet where they can write down ideas, comments, questions, as they observe their peers perform. Students can write the first thing that pops into their head while watching (it can be random like red, dog, or a feeling: pain, frustration, happiness, etc)
2-At the end of the performances, teachers can ask students:
-Describe what you saw.
-What meaning did you extract from each solo?

As an extension: have students go back to mirroring in groups, so one group watches the other group. You can also give them prompts as they are mirroring: change levels, go slower, etc. You can also do the Mirroring Channel and have them move maintaining the channel.

Lesson Procedures:
1- Students choose their partner and stand in front of each other.
2- Mirroring exercise. Teachers could give them suggestions in order to apply different choreographic elements depending on their grade level: go faster/slower, change levels, etc.

3- Sitting in a circle, describe your experience.
4- Share out: students who would like to share their choreography or improv.
5- Reflection: Describe what you saw, what meaning did you extract from the solo you observed?
6- Extension: go back to the mirroring exercise but this time in two groups so they can watch each other.

Materials/Resources/Texts/Media/Technology:
Give the students a worksheet where they can write down their first thoughts, impressions, and/or questions about the share out pieces.

Key Vocabulary (SEL and Arts):

- Identifying and understanding emotions, understanding of personal and sociocultural identities, awareness of beliefs, mindsets and biases, recognizing personal interests and motivation.
- Goal setting, organization, sets healthy boundaries between self and others, able to persevere in the face of challenges and recognize personal strengths.
- Showing empathy, appreciating diversity, showing respect for others, recognizing cultural demands and opportunities, understanding social norms, demonstrating and understanding of thoughts, feelings, behavior, and perspectives of oneself and others, develop voice and advocate for one's beliefs.
- Understanding the difference between values and choices in daily academic and social situations, and considering ethical, safe and societal factors in making decisions.

Lesson Extensions (Optional):

- In order to give every student the opportunity to share their choreography, teachers can create a schedule or a sign up sheet. This way different students get to share their choreography, spoken word, a poem, or improvisation.
- This lesson could be done once a month or at the end of the term.

Assessment:
Exit ticket

Differentiation:

- Write on the board the objective of the lesson.
- Write on the board the order of the activities for the lesson.
- Write down the names of the students who will be performing/sharing out.
- Have handouts ready for students who need to have a printout of what would happen during the lesson.

- Make sure that everyone gets a partner and be mindful of how students are pairing up.
- Walk around to make sure students are working on the task and to provide assistance if needed.
- For students with an injury or a physical or space limitations, they could do their movement seated or with gestures: hand and arm movement, facial movements, etc.

Virtual Modifications:

- In order to do this activity online, it would have to be one student at a time. It will depend on how many students are in the class the amount of minutes each student will get to move.
- Teacher can pin the student's video so that everyone can mirror her/his movement.
- The share out part can be done. As well as the reflection part.

Sources:
Youtube Mirroring Example
Comp/Improv Playlist

Rhythm of Hope
Created by Maria Doreste Velazquez, Music Specialist at Thomas Edison K-8

Arts Discipline: Music

Grade Span(s): 3-5

Theme: Community Building

Key Text or Media: *Say Something* by Peter H. Reynolds

SEL Competencies: *SEL 2.2 Social and Ethical Norms of Behavior*. Develop rewarding positive relationships and work collaboratively with others.

Massachusetts Core Arts Standards: *5-6.M.Cr.01 Generate and conceptualize artistic ideas and work.* Generate interdisciplinary musical ideas using a variety of non-traditional sound sources (e.g., found sounds, digital technology, unusual voices).

Student Objectives:
Students will be able to write and share their hope message for others in the school and practice kindness.
Students will be able to create and perform musical patterns and a cup choreography based on their message.

Lesson Description:
After reading "Say Something" students will reflect on their hopes of what school should be. Sharing with

a small group of classmates their messages and finding key words they will create rhythm patterns based on those words. Finally, the teacher will provide cups and students will create a choreography matching those rhythms they just created. Practicing call and response, teacher will allow all students/groups to be heard.

Lesson Procedures:
Teacher welcomes students and presents the book Say Something highlighting that it's a book about our dreams and how we should not limit how big those dreams can be. Also reinforcing the fact that sharing our dreams with others it is important for ourselves and will help us find common ground with others.
Students or teacher read out loud the story taking turns.
Students individually write a hope message of what they dream their school should be like.
Students in small groups find the key words of each message and find a rhythm pattern that could accompany those words.
Teacher facilitates cups to all students and groups figure out a choreography that matches those rhythms they just created.
Teacher models call and response and then all students get the chance to play their patterns and other copy.

Materials/Resources/Texts/Media/Technology:
Book Discussion Guide
Rhythm exploration with cups (This is video 1 of a whole series on YouTube and includes some ideas to incorporate notation)
Rhythms cups ideas for kids
Key Vocabulary (SEL and Arts): Goal and Values, Showing empathy, Appreciating diversity, Relationship building, Teamwork, Create, Active listening and Perform.

Lesson Extensions (Optional): At the end of the lesson if students are confident, the teacher or students could combine rhythms creating 3-4 ostinatos for the whole class and students will perform all together adding one layer at a time.

Assessment:
Individual hope messages and groups keywords.
Rhythm and choreography creations.

Differentiation:
Practice rhythms and how to match patterns with words, accents etc.
Give and practice examples of sounds and rhythmic combinations that can be performed with cups.
Use only 1 or 2 words per team and simplify choreography to 1 or 2 movements.
Group students with different abilities so they can help each other.
Eliminate the cups and explore body percussion first.

Virtual Modifications:
The whole lesson can be done remotely as is with the exception of the cups that in case students do not have or can't use can be just eliminated and use body percussion.
A read aloud of the book can be found here.
The use of breakout rooms for small team work will be truly useful for this lesson.
Sources: Book discussion guide

Hair Love

Created by: Nanci Sullivan from the Joseph Lee School

Arts Discipline: Visual Arts
Grade Span(s): K1,K2-4
Theme:

- Self Identity
- Sense of Belonging

Complex and Enabling Key Text or Media:
I Love My Hair, by N.A. Tarpley
When Mama Braids My Hair, by M.Duncan
Video: Hair Love:
https://youtu.be/kNw8V_Fkw28
SEL Competencies: SA 5.1
Massachusetts Core Arts Standards:

Student Objectives:
Students will make self portraits using materials found around the house, (ex: paper bags, newspapers, string, yarn, tp, etc.) or digital art templates (ex: Flipgrid, Canvas, Aminah's World, Toy Theater, etc.) focusing on the attributes of their own hair. Students will use their own & classmates examples to participate in discussions that aim to celebrate & honor different types of hair.

Lesson Description:
Students read, listen to, and watch stories and video that emphasizes the joys, rituals, & routines, connected to hair care & hair love. Students will have the opportunity to share & discuss their own hair portraits & those of their classmates.

Lesson Procedures:
After reading/shared reading of the books & watching the video, students will engage in creating a self portrait where their own hair is the focal point of the piece. Students can use household objects found around the house, (newspapers, bags, tp, tissue paper, etc), or any digital art format (many available-see above). After the creative process, (which will likely be on Day 2 of this lesson), teacher will facilitate discussions around positive attributes & pride around different types of hair in the classroom community.

Materials/Resources/Texts/Media/Technology: See Above Key Text/Media

Key Vocabulary (SEL and Arts):
Soft, Shiny, Curly, Flat, beautifull, edges, braided, designs, etc.
Lesson Extensions (Optional): Students can write poetry or spoken word, to describe their own or a family members, hair, eyes, nose, or other physical , visual features that make them who they are.

Assessment: Does teacher observe student engaging in using materials (virtual or physical), to create hair? Is student able to use the examples to describe/discuss positive attributes of differences (such as physical differences), within their classroom community.

Differentiation/Modifications: Teacher can use multiple supports addressing varying levels of ability. For example: Some students may need a foundation piece to get started, (give them a template of a face as a starting point for the hair), other students may need more support in techniques, (give them visual modeling of HOW you twist paper to make hair, or use different types of lines to create different types of hair. Other students may benefit from giving them specific visual supports such as varying images of different lines, that they can POINT to and CHOOSE for you to add to their personal template, (which could be a virtual face sketch, or a laminated face with dry erase marker or velcro around the hair area, with stick on choices to manipulate).

For K1-K2 students, teacher can facilitate a group poster first (giving students a hands on experience contributing “hair pieces” to a larger image of a face, before taking on the task themselves. But also be given the option of using a teacher created, very simple face template, and then use virtual means (collage, drawing, scribbling, lines, etc.) or physical materials (household objects) to create the hair on top of the template. Teacher can offer specific examples of technique (examples: braiding yarn, paper weaving, paper curling, paper twisting tissue or ripped paper. Teachers can show specific techniques virtually, such as using different types of line to create texture, (ex: zigzag, loops, wavy,etc.)

Creating SUPERHEROES through STUDENTS’ STRENGTHS
Super Hero Sheets



Created by: Hilary Crane-Stern, Visual Arts, Another Course to College
Arts Discipline: Visual Arts
Grade Span(s): 9-12
Theme: Creating a SUPERHERO: What are your strengths?

Complex and Enabling Key Text or Media:
**Use these sheets for the lesson plan
ART SHOW Color Of Power & VIRTUAL view of Color of Power
All other links are embedded in the document

SEL Competencies:
SELF-AWARENESS: Identifying and understanding emotions and celebrating them through this superhero character. Finding joy, self pride. Looking at yourself, doing inventory and determining strengths. Recognizing cultural & linguistic assets, celebrating them through creating a superhero that uses them for good and highlights them.

Massachusetts Core Arts Standards:
Creating: Generate and conceptualize artistic ideas and work. Generate original ideas that integrate aesthetic principles with individual personal style while pushing the boundaries of style, genre, medium and connections. (A.V. Cr.01)
Connecting: Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Identify the historical and cultural contexts that caused shifting of stylistic elements between artistic movements. (A.V.Co.11)
Student Objectives:
Create powerful characters based on students own strengths through cartooning and illustrating.

Lesson Description:
IDENTITY Think about what makes you who you are. What are the special qualities that make

you unique. What are your strengths? What is your special power? What gives you strength? Think about these things when you create your superhero.

Lesson Procedures:

Show clips of these videos and the VIRTUAL ART SHOW:

a. Afua Richardson Artist Marvel Artist

The Eisner-winning artist of Black Panther World of Wakanda sits down with us to talk about comics, music, and life. AFUA RICHARDSON website and portfolio.

b. Brian Stelfreeze Draws Batman

Brian Stelfreeze is currently the main artist on Marvel's flagship *Black Panther* series with New York Times best-selling writer Ta-Nehisi Coates, but he draws on his 30-year career as a source of inspiration for his signature work.

c. ART SHOW Color Of Power and here is a VIRTUAL view of Color of Power

LINK TO SHEETS for the LESSON

DISCUSS: What is a SUPERHERO?

Start by thinking about these questions:

A. What is a superpower you dream of having?
B. What would you fight for?
C. What are your strengths?
D. What characteristics do you have?
E. What colors/shapes/designs will you use on the suit and in your design to demonstrate these characteristics?

- ATTACHED SHEETS: Use the attached sheet to create the superhero and color designs. Use the attached sheet to help physically shape the character.

OPTION 1: Have students draw with pencil and paper. Students will create a Super Hero in any style they like. Use the attached sheets to form the body (and trace those if it makes it easier). Students will create the body suit, facial features, hair, belt, cape and any other characteristics that make the superhero unique!

OPTION 2: Have students use this website to create their own SUPERHERO online. MAKE YOUR SUPERHERO

Key Vocabulary (SEL and Arts):

Illustration: The common tools for inking are brushes and pens. They can be used exclusively or combined, depending on the artist and his style. Brushes produce realistic output, while pens are

best for accentuating small details. Pens have a variety of tip sizes. Comic book artists use sketchpads, paper of different thickness and drawing tablets.

Assessment:
Look for successes in the following areas:

SEL	ART
Did student make it clear what the superpower is through the art? Was the student able to convey the superpower successfully through their design? Was student able to do a personal inventory and convey their strengths through the superhero?	Did student create the superhero using varied lines? Are the proportions accurate? Is there a working balance to the superhero? Did the student successfully incorporate physical attributes (i.e. cape/mask) using colors and texture.

Differentiation:
This is embedded in the lesson. Students can use a computer or paper & pencil. Students can trace the characters from the sheets attached. Students can write about art below instead of creating a superhero on their own.

Virtual Modifications: Can be done virtually

EXTRA Sources:
ARTICLE MILES MORALES
VIDEO Ruth Carter and Black Panther
VIDEO Brian Stelfreeze on Black Panther
VIDEO Afua Richardson for NPR's CODE SWITCH Black History Month

LESSON EXTENSIONS:
Use this sheet to ANALYZE ART
ARTWORK:











The Colors of Us

Created by Sadie Soto, Dance, Mildred Ave. K-8 School

Arts Discipline: Dance
Grade Span(s): PreK-2
Theme: Self Identity

Key Text: The Colors of Us by Karen Katz
SEL Competencies: Self Awareness: mixed emotions & uncertainty during pandemic & understanding our culture, racial & social identities.

Massachusetts Core Arts Standards: 1-2.D.Cr.01 & 1-2.D.P.06
Generate and conceptualize artistic ideas and work. Generate dance ideas that utilize levels (e.g., high, low), pathways (e.g., straight, curvy), shapes (e.g., symmetric and asymmetric) and directions (e.g., backward, diagonal). (1-2.D.Cr.01) & **Convey meaning through the presentation of artistic work.** Move in ways that match cues, directions and artistic interpretations. (1-2.D.P.0

Student Objectives: SWBAT write a short list about personal characteristics (adjectives) about themselves (What makes you special? Different?
Create a short movement sequence based of their individual written list. (Happy=jump, Smart=turn, Curious=looking around, Excited=fan kick into a drop, Lonely=low shape, Kind=middle twisted shape

Lesson Description: (Whole Group) Students will listen to the story "The Colors of Us", Class discussion about the story, the meaning of the book, talk about self identity/self awareness how boring the world would be if everyone looked the same, sounded the same and acted the same. Focus on how beautiful everyone is because of their skin color and how special that makes each and everyone. We will focus on positive characteristics which will increase each student confidence by the end of the lesson. Teacher and students will work on a list of different characteristics of everyone in the class. (Carlos:happy, Tamiyah:silly, Chris:funny, Liani:grumpy, Jonathan:sleepy, Paci: Clever and Ms. Soto:energetic)
Students will find an open space in the room and start working on their individual list. Once students are done, they will start choreographing their movement phrase based on their list.

Lesson Procedures: Teacher will review 1. What does an author do? 2. What does an Illustrator do?
Teacher or volunteer (family engagement) Read story to the class & show illustrations.
Class discussion about the book. How did you feel? What did the story made you think about? What was your favorite part of the book and why? Did it remind you of anything or anyone? After the class discussion, students will work individually on coming up with the list of eight adjectives/ characteristics about themselves. Teacher will walk around and check on students who might need help. Once the list is finished, students will start to choreograph a movement for the eight adjectives on their list. Teacher will move around the room to help each students who need inspiration/ideas and will give feedback to the ones that do not need assistance.

Materials/Text: The Colors of Us, paper & pencils for individual list of adjectives.
Key Vocabulary (SEL and Arts):
SEL: Social Awareness/how do we understand those around us, how our words have meaning towards others (positive or negative)
ELA: Adjective (what is it, give examples)
Dance: Levels: high, middle high, Pathways: straight, curvy, zig-zag) Directions: forward, sideways, backwards, Movement Qualities: Smooth, Shakey, Sharp
Shapes: Symmetric and Asymmetric

Lesson Extensions (Optional): Student could work with a partner and combine both of their lists and create a NEW dance based on their individual lists.

Assessment: Completed individual list about their personal characteristics. Choreograph eight-sixteen counts of their movement study about personal characteristics. Individually perform in front of the class.

Differentiation: K1 & K2 & Special Education Classes teacher will post in different color paper and review with students the meaning of each color: Blue (Happy) Green (Confused) Yellow (Joyful) Red (Angry) Purple (Sad)

Virtual Modifications: Students will work in Zoom breakout rooms assigned by the teacher, everyone has to come up with one movement to describe the color (K1-K2). Come up with an adjective and type on the chat (1-2 grade). Students will be able to combine their list & movements and teacher will be able to record each individual piece and share with each student.

Emojis & Emotions & Masks



Created by Nanci Sullivan Joseph Lee
Arts Discipline: Visual Arts
Grade Span(s): K1-3
Theme:

- Self Identity
- Community Building

EL Competencies:
SA 1.1
SR 2.1
Massachusetts Core Arts Standards:
Student Objectives:
Students will use virtual or physical materials to create EMOJI images expressing different emotions they see in our family & school community.
Students will use virtual or physical materials to create facial expressions that represent different emotions, displayed on a protective mask, to show what emotions community members may be feeling beneath the mask.
Students will be able to give examples of WHY someone might have a specific emotion.
Lesson Description: Students will create art that shows a wide range of emotions, in order to recognize common facial features that express certain emotions. Students will be prompted to think about WHy a person might have a certain emotion, (cause & affect connections). Students will be asked to reflect on their own personal experience with specific emotions, in an effort to foster self awareness and to create a safe space for expressing, managing & reacting to emotions.

Lesson Procedure: Use virtual OR physical materials to create at LEAST 3 types of emotions that you recognize. Turn and Talk with a partner, about what kinds of situations would make someone have that emotion. Afterwards iuse virtual or physical mages, from photographs, magazine pics, etc. to add onto the front of a protective masks to express different types of emotions in our community. Wear the mask and have fun with it, or draw a simple sketch of your own face and place the “mask” drawing onto the image.

Materials/Resources/Texts/Media/Technology: physical material options/choices: clay, paint, crayons, markers, pencils, sand. Magazines, old newspapers, printed images, coloring books, photographs, scissors, tape, glue, staples.
Virtual materials: Google Canvas, FlipGrid, ANY kids art/drawing site.

Key Vocabulary (SEL and Arts): expression, emotion, facial expression, feelings, causes

Lesson Extensions (Optional): Students can write a paragraph in a personal or shared journal, if they choose, based on a writing prompt which reflects on the lesson or personal connection to the lesson. Example Prompt: Describe an emotion you have felt at one time-Do you remember the reasons you felt that way? Do you remember how you expressed or reacted to that emotion?
In RJ Circle students can be given the opportunity to share their journal entry, leading a discussion about self awareness.

Assessment: Did the student engage in creating images that expressed different emotions? Did the student recognize, identify, or connect with emotions presented?

Differentiation: Provide a few levels of support:
Students who need a Little bit of support can be shown images of emotional expression (slides of Emoji's, photos of people), to front load connections/prior knowledge before beginning to create their own images.

Students who need more support can be shown a feeling chart of varying facial expressions and asked to name them (teacher led support, teacher can give two choices, ex: Do you think this person is HAPPY or ANGRY?), etc. to give some practice to the understanding.

Students who need much more support & may need another method of showing understanding, can be shown images of the emojis, human faces, (and even examples of protective masks with collage mouths), and asked to POINT to the emotion you are prompting. Support can also be given by a laminated velcro chart that students can place matching emotions with facial expressions, or to use with prompts, ex: "Can you show me which face is surprised?" etc.

My Family and Me

Created by Carla Marrero, Visual Art, Harvard Kent Elementary K-6



Grade Span(s): 3-6
Theme: Self-Identity
SEL Competencies: SA: 1.1, 4.1,4.2, 4.3, 5.1, SM: 1.1, 1.2, 2.1, 3.1, 4.1, 4.2 SR: 3.2, 4.1 DM: 1.1, 2.1, 3.1
Massachusetts Core Arts Standards: MACF 3-4. V.1, V.2, V.3, V.4, V.5, V.6, V.7, V.8, V.9, V.10, V.11

Student Objectives:
Using the elements of line, shape, color, and space, students will create a family portrait that portrays the student and their family (and pets if they have them) taking part in a favorite family past time. Students will learn to embrace and be mindful of who they are as individuals regarding their personality, culture, ethnicity, race, faith, and community within the family structure that raised them.

Lesson Description:
Students will analyze a work of family-oriented art. They will make note of their observations and share them individually with the class. The instructor will facilitate a discussion based on student input about self-identity and family and how their families can help them be mindful of themselves while helping them to be mindful of others within their environment. Throughout the creative process, the instructor will ask scaffolding questions such as “Who will you include in your family portrait, What is the setting of your past time?, What complimentary pair of colors will you use to mix skin tones?” The scaffolding questions are custom to the students since their projects have individual needs.

Lesson Procedures:
- Students will critique and share observations of a family-oriented piece of art.

- The instructor facilitates by asking questions that connect the lesson objectives to the art being critiqued.
- Students are designated to distribute art media and portfolios.
- The instructor will continue to scaffold by asking questions while offering technical instruction as students work independently throughout the creative process. This will help foster critical thinking skills amongst students as they make decisions as they compose their family portraits.
- First, students will create rough sketches of their own families being mindful of the setting, the physical placement of people and how they are represented along with what media they will use to create the final draft/ portrait. Students are welcome to utilize family photos as drawing references.
- Then students move on to the final stage of their project. When finished they will write an artist statement answering questions based on the lesson object.
- Finally, a formal critique takes place with all student portraits displayed before the class. Students take turns sharing and asking questions about each other's family portraits. They share how they identify themselves within their families being mindful of themselves and their backgrounds.

Materials/Resources/Texts/Media/Technology:

- Drafting paper
- White drawing paper
- Pencils
- Erasers
- Media for coloring: markers, colored pencils, crayons, paint,
  Google canvas, Sketch IO
  *3D Media for sculptures or collages- see differentiation
- Family-Oriented Art
- Instructor's and prior student's family portrait exemplar
- Pre-written artist statement reflection questions for students to answer helping them generate a written statement of their work.
- Graphic organizers with art vocabulary

Key Vocabulary (SEL and Arts):

mindfulness, skin tone, space, personality, culture, ethnicity, race, faith, and community.

Assessment:

Students will critique each other's family portraits. In addition, they will write an artist statement based on the lesson of objects of self-identity.

***Differentiation:**
If students struggle with drawing, they may choose to create a collage or sculpture from found objects at home. If the critique is too intimidating, then the instructor will allow the student to pass or wait until they are comfortable to critique.

Virtual Modifications:
This lesson can be implemented utilizing, Zoom, Google Classroom, Google Images, and a document camera if available. Students can use google canvas or sketch IO if they lack media to color or sculpt with.

Musical Biography

sourced from Dr. Scott Edgar's book, *Music Education and Social Emotional Learning: The Heart of Teaching Music* (2017)

Arts Discipline: Music
Grade Span(s): PreK-2 3-5, 6-8, 9-12
Theme: Self Identity
Complex and Enabling Key Text or Media:
Music Education and Social Emotional Learning: The Heart of Teaching Music (p. 115-116)
SEL Competencies: Self-Awareness
Massachusetts Core Arts Standards: Create, Perform, Connect (as you adapt this lesson, please check your specific gradespan on the new DESE Arts Frameworks to identify specific standards)
Student Objectives: SWBAT select songs they enjoy listening to outside of school to illustrate their life story and create a movie, electronic presentation, or photo slideshow showcasing their life.

Lesson Description: Introduction titled **The Musical Soundtrack to My Life** — "Students listen to music that is typically very different from that found in a music education classroom. The music they listen to by choice can often provide insight into who they are personally and how they are feeling in the moment. Some people organize their playlists of music by emotion so they can readily play music which corresponds with their mood. It can sometimes be difficult for music teachers to embrace what music the students choose. Students need to be acknowledged, and in the music classroom this can mean students want their music teachers to care about their musical lives *outside* of the classroom. One activity where students can share their music while developing self-awareness is by creating their own musical soundtrack.

Students are asked to pick songs they enjoy(ed) listening to outside of school at various momentous points in their life to illustrate their life story (appropriate for school settings). They create a presentation (integrating technology such as Garage Band®, Audacity®, PowerPoint®, iMovie®, etc.) featuring their music while telling their life story (past, present, and future). Often this can be a movie, electronic presentation, or photo

slideshow showcasing their life. The music is not there to tell the story; that is the student's job. It is there to provide a background and context to their journey. The music should be from all points of their lives and should personal trigger emotions by the presenter. This activity requires students to be vulnerable (at a level they are ready for) and often creates trust and community as the class gets to know each other on a personal and musical level. Different students may be at different levels of readiness to share. Students can construct a musical history, a personal history, or a combination of the two. This gives students a choice as to how vulnerable they wish to be in front of their classmates. This could be a great project to start the year, finish a unit on movie soundtracks, or right before graduation! For older students, it could be valuable to ask them to look to the future. They could incorporate their future goals or career aspirations. They could also articulate how they see music playing an important role in their lives as they grow."

Lesson Procedures: "A musical biography is a personal, cultural text that contextualizes autobiography. You will choose three or more songs that illustrate your past, present, and a vision of your future. These songs can be representations of past events (a song that articulates specific feelings and moments) or actual songs you performed or heard in your life. A brief description should accompany each song. You will use music editing software like Garage Band® or Audacity®. Create an entertaining and engaging presentation telling us about yourself musically, personally, or both. This should be the "soundtrack of your life." It should be around 5 minutes length and should include a script written by you spoken over the music. Mediums could include iMovie®, PowerPoint®, etc. This is intended for us to get to know you and to HAVE FUN!"

Materials/Resources/Texts/Media/Technology:
-computer access for each student
-sound editing software such as Garage Band or Audacity
-visual presentation medium such as iMovie or PowerPoint
-for in-person classrooms: speakers for playing sound projects, projector for displaying visual presentations
Key Vocabulary (SEL and Arts):
-SEL: self-awareness, identity, emotion, self-confidence (when presenting to the class)
-Arts: music production, performance, music as representation/expression

Lesson Extensions (Optional):

Assessment: rubric on the next slide is used to grade the project

Differentiation: Length of presentation can be scaled 1, 2, 3 minutes as appropriate. If using sound-editing software is a significant barrier, students can create a YouTube playlist of their songs. For significant challenges regarding visual presentation software, the teacher may consider alternatives such as asking students to create a paper plate mask for each song. Each mask represents an emotion that capture's how that particular song is significant for the student.

Virtual Modifications: This activity can be accessed virtually since student work takes place on a computer. Students can share their screens and audio during Zoom classes when they present their project.

Sources: *Music Education and Social Emotional Learning: The Heart of Teaching Music* (p. 115-116)

	Emerging (1 point)	**Approaches** (2 points)	**Accomplished** (3 points)	**Exemplary** (4 points)	**Points**
Audio Component -3 or more songs evenly spaced throughout the presentation that illustrate the musician's past, present, and vision for the future -about 5 minutes in length -song transitions are smooth	Audio file lightly progresses with one or two requirements, but would benefit by revisiting the project.	Audio file meets *some* requirements and would benefit by revisiting the project.	Audio file meets requirements with minor areas for improvement.	Audio file *clearly* meets all requirements.	
Visual Component -at least one slide or scene per song that visually connects with the musician's story -slide/scene transitions are smooth and appropriately timed -structured as intro/body/ conclusion format	Visual file lightly progresses with one or two requirements, but would benefit by revisiting the project.	Visual file meets *some* requirements and would benefit by revisiting the project.	Visual file meets requirements with minor areas for improvement.	Visual file *clearly* meets all requirements.	

Class Presentation -speaking portion is well-rehearsed and prepared -musician clearly explains or demonstrates the significance of each song with the visual component -specific life examples drive the musician's story	Presentation lightly progresses with one or two requirements, but would benefit by revisiting the project.	Presentation meets *some* requirements and would benefit by revisiting the project.	Presentation meets requirements with minor areas for improvement.	Presentation *clearly* meets all requirements.	
Comments:					**Total (out of 12)**

What Makes You Unique?



Created by - Maria Robert Lopes, Visual Arts, Rafael Hernández
Arts Discipline: Visual Arts
Grade Span(s): 3-5, 6-8, 9-12
Theme: Self Identity, sense of belonging and community building
SEL Competencies: SA 4.1, SR 3.1
Massachusetts Core Arts Standards: P.V.Cr.03, A.V.P.06, A.V.R.08, A.V.R.09,
Key Text or Media:
Student Objectives: Use intentionally different elements of visual arts to create an artistic chain of individual identity expressions, reciprocal acceptance and understanding

Lesson Description: This activity can have many variations and adaptations. This is just a suggestion.
Students will create a two step collaborative visual composition that can be a collaborative art work to exhibit in the school or school website. The first step is centered in oneself and what makes us unique and the second step is focused on others and how we can accept and validate our differences.

Lesson Procedures:
Introductory circle - Students will be invited to a circle.
We can start the circle with a check in by asking *how are you feeling right now?*

Then they will be asked to share in a word *What makes you who you are? What makes you unique?*
We can tell them: *If there was something that came to your mind but you were not comfortable enough to share, that's fine. Hold on to that thought for a second and try to find a word that describes that. You don't have to say it, but acknowledging, even if just to yourself, is accepting something about yourself. And EVERYONE deserves to be accepted and validated.*
At this point students had a chance to dig a little deeper and hold on to the thought of at least one word that makes them unique. We can invite them to write that word anonymously.
Next we can explain that we will, at a time, take one word, read it and show our respect and appreciation for that difference. It will look something like:

Written word
"I'm foreign"

Student response
"And you belong here too"

As a closing we can ask students how are they feeling about this circle and what responses made them feel validated and supported, and which ones did not.

Now we can explain this project to students. It will be very similar to what they experienced in the circle, but including visual elements.

Step 1 - Students will create a visual composition/word centered in the question "What makes you unique?" They can choose the word that best describes what they want to share, it can be in any language, and they will create the lettering and use intentionally different visual elements to represent what they want to be seen about them in that word. It is up to you if you want to give some examples of how they can illustrate their identity in a word with color, shape, line, using balance or contrast.

The product of this step will be a word, on computer, paper or other, where each student will have a visual representation of who they are.

Step 2 - In this step each student will give their work to the teacher and receive another student's word - This can be done between classes, schools, or even within each class. It's up to you. They will then create a frame with messages centered on acceptance, validation and understanding of others. They can include something wording like "and beautiful" " and worthy" "and Important", they can also include decorations with patterns and designs that represents others identity with respect.

This step might take some time and ideally it should involve some resources that allow students to truly look and understand the person who they are supporting.

The result of this project will be an interactive visual composition. It can be a mural, a video, an installation or other forms of exhibiting art.

On one hand students will have the experience of bravely and proudly saying who they are.
On the other, they will have the chance to get to know and to support another student, as well as being seen and supported by others too, creating a chain of affirmation and validation.

This can be the jumpstart for other projects if students wish so.

Materials/Resources/Texts/Media:
https://mymodernmet.com/sonaksha-iyengar-abcs-of-mental-health/
https://diversebooks.org/resources/where-to-find-diverse-books/

Key Vocabulary (SEL and Arts): Consideration understanding, validation, Difference, deepen relationships, Visual composition, Elements of Art, Principles of Art representation, identity
Lesson Extensions (Optional):
Find adults in the different areas and domains (arts, politics, sciences, etc) that share the same identities of our students so they have opportunities to feel represented and empowered by being who they are. Invite them to class, show students their achievements and value.

Assessment: It's up to you how to do it. If teaching specific elements and principles of art and design you can use this opportunity to allow students to articulate them towards a communication goal and base you assessment on that. You can also assess how students' vocabulary and ideas evolve during the process of this project. It might even be interesting to also invite them to see how much their vocabulary and ideas became more elaborate and sophisticated.

Differentiation:

- Allowing smaller groups instead of big class circle
- Reading books based on gender, neurodiversity, race, cultures, etc as a way to introduce terms and identities students might not be considering when asked *What makes you unique?*
- Providing examples of different letterings and ideas on how to expressively use different visual elements (color, shape, etc) to create different effects (balance, volume, movement)
- Enabling and facilitating conversations around themes and identity aspects throughout the

project. The process will be most

Feel free to contact me if you have any questions or suggestions:
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Getting to Know Your SuperPowers!

Created by (Crystal Bi Wegner, Visual Art, Margarita Muniz Academy)
Arts Discipline: Visual Art & Creative Writing
Grade Span(s): 9-12
Themes: Community Building + Self Identity + Sense of Belonging

Complex and Enabling Key Text or Media:

Captain Planet Intro - https://www.youtube.com/watch?v=OiYjTb3opAA

SEL Competencies: Self-Awareness, Relationship Skills, Social-Awareness

Massachusetts Core Arts Standards: Synthesize and relate knowledge and personal experiences to make art. Relate ar**tistic ideas and works to societal, cultural and historical contexts to deepen understanding.**

Student Objectives: Students will get to know what superpowers (strengths) everyone is bringing into the space and how we can work together. Students will practice interviewing skills and asking questions to learn about each other's strengths.

Lesson Description: In this lesson, students will be introduced to storytelling as a method to identify our strengths or "superpowers". .

Lesson Procedures:

1. Draw your superhero sidekick
    a. First draw a scribble, then use the scribble to draw your superhero sidekick
2. Present the goals for today
3. Go over Interviewing Tips for asking good questions
4. Practice interviewing with a teachers example of their timeline
5. Timeline Activity - students write their own timeline of 5 events in their life when they felt powerful
6. In pairs - Exchange timelines with your partner and read your partner's timeline. Brainstorm a list of questions to ask your partner based on their timeline.
7. Students take turns interviewing one another.
8. Share with your partner what you think their superpower might be.
9. Students reflect on what they think their own superpower is.
10. Students draw a blind-contour self portrait and write down their superpower.
11. Share out your superpower and drawing

Materials/Resources/Texts/Media/Technology:

Slides - https://drive.google.com/file/d/1HOlshi7aqVUK9vRLMby_nr5UkSsiCj7e/view?usp=sharing
Paper and pencil.

Key Vocabulary (SEL and Arts):
Interviewing
Open-ended questions
Strengths/superpowers

Assessment:
Blind Contour Self Portrait
Sharing your superpower

Differentiation:
Spanish translation of slides.

Virtual Modifications: This lesson was designed for Zoom but can be modified for in person. Students can draw their partners in the Blind Contour rather than drawing themselves from their video on Zoom.

What I See and What I Envision

Created by Maria Robert Lopes, Visual Arts, Escuela Rafael Hernández
Arts Discipline: Visual Arts
Grade Span(s): 6-8, 9-12
Theme: Black Lives Matter/Social Justice/Anti-Racist Work with a Lens of SEL
Key Text or Media: Mixed, collages, photography, painting, drawing, sculpture,
SEL Competencies: SR 3.1, DM 1.1, DM 3.1
Massachusetts Core Arts Standards: 5-6.V.Cr.03.a, 5-6.V.P.05, 5-6.V.Co.10 - 7-8.V.Cr.01, 7-8.V.P.04, 7-8.V.Co.10
Student Objectives: How can we use Visual Arts language and theory to express, communicate and think more about who we are? The aim of this lesson is to provide the student experience with materials and concepts that will give them tools to create a visual metaphor and to think more about social justice, through a visual arts lense. Students will be invited to make thoughtful choices on their work using their knowledge and understanding of different elements and principles of art. In sum, to give voice to students and tools to express their thoughts and what they envision about what surrounds them.

Lesson Description: Students will create a work of art reflecting themselves and their lives. This project works better if students are already familiar with elements and principles of art, but this can also be an opportunity to introduce them and to explore mixed media techniques and materials. There can be many variables and versions of this project. The following is just one

example, feel free to explore with students other possibilities and allow them to make choices.

Lesson Procedures:

1. We can introduce this project by showing a video about the visual artist Tomashi Jackson and discuss with students how the artist uses different media to express her ideas and why.
2. Then we can explore with students what visual elements, principles and materials can we use to convey an idea and make a list of things that come up. The following table has some examples that can be used. Students might come up with more and make other connections and that would be ideal, as that would reflect what is meaningful to our students and how they articulate that using art. The same concept can have many interpretations and parallelism so this should be more of a conversation starter to think more and discuss than a "recipe" to art making. It is important to tackle and discuss social justice issues that students might bring up as connections, as they will choose one for their project.

Concept	**How do we see it in Visual Arts**	**Examples of connections with real life**
Contrast	An element (color, shape, etc) will be more evident when compared with another element that is considerably different and it will be less evident if surrounded by similarity.	In schools with a majority of students of one identity, those of a differing identity may feel less comfortable to speak up and advocate for themselves.
Balance	A composition will have balance when the relation between its elements is arranged in such a way that creates harmony between each other and the space.	A social setting is balanced when based on justice and equity, considering and respecting each individual and when the differences are celebrated and supported by all parts and not ignored.
Color and light	How do we see the colors we see? How does light influence that? What colors of the spectrum are absorbed and what colors are reflected? What things influence the colors we see? - surfaces, textures, light, materials	What aspects of my identity are reflected and seen in a certain setting. What aspects are invisible? What aspects of my own identity do I acknowledge and see in myself? Are there any blind spots in my own bias? In what contexts do I see or not see and recognize this aspects?

Texture	What materials, or combination of materials create textures and how can I use texture to express a feeling or create three dimensionality?	Events and situations in life influence our feelings and how we act or react. How can we translate a feeling into an image?

This can be a living and collaborative list to which students can come back and add ideas. It can be accessible online or in the classroom for students.

3. Students now are invited to start drafting their problem/project. They will create a two compositions:
    a. **1st composition** will be centered on one social justice problem of each student choice. Students will now use some of the tools we've been working on to illustrate this problem. It is fine if there are many repeating the same theme. It is important that their work reflects their personal ideas.
    b. **The 2nd composition** will be similar to the first one, in the sense that students will create a visual composition using materials, elements and principles of art towards a narrative. In this case it will be focused on how the theme/problem illustrated before should be. How do they envision how things should be, or how they can be fixed.

There will be an intentional comparison between both compositions and students should use the materials and media available to make that comparison evident.

4. Once we have both compositions finished students can share and discuss their ideas and results in small or large group settings. This can be a great opportunity for students to discuss how things can change in society.
5. Students can curate how (digitally, creating a school or city exhibit) and to who show their work (school community, political and local representatives, other students in the school or other schools).

Materials/Resources/Texts/Media/Technology: Students can choose and/or create any materials of their choice.

Key Vocabulary (SEL and Arts): Biases, identifying and reflecting on pertinent issues, awareness, balance, dinamic, contrast, emphasis, color, shape, form

Virtual Modifications: This project can be made in the classroom or in distance learning. The materials and media will be influenced by that choice. In dl students can make digital collages,

use materials they have at home like reciclables and combine them with drawing or painting, use photography or other materials they have available.

Sources: https://hyperallergic.com/345021/the-linguistic-overlap-of-color-theory-and-racism/

Feel free to contact me if you have any questions or suggestions: mlopes3@bostonpublicschools.org**.**

"Schools Show that Black Lives Matter When They…"



"We were creating a culture, a culture of resistance, a culture of defiance and self-determination." —Emory Douglas

Created by: Hilary Crane-Stern, Visual Arts Educator at Another Course to College
Arts Discipline: Visual Arts
Grade Span(s): 9-12
Theme: Social Justice, Black Lives Matter, Using your voice through art

Key Text or Media:
Black Lives Matter Website
12 Black Artists 24 Posters
All other links are embedded in the document

SEL Competencies:
SOCIAL AWARENESS: Showing Empathy in the context of Social Justice Issues, Anti-Racist Work in terms of recognizing issues of inequity

Massachusetts Core Arts Standards:
Creating: Generate and conceptualize artistic ideas and work. Generate original ideas that integrate aesthetic principles with individual personal style while pushing the boundaries of style, genre, medium and connections. (A.V. Cr.01)

Connecting: Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Identify the historical and cultural contexts that caused shifting of stylistic elements between artistic movements. (A.V.Co.11)

Student Objectives:
Students will create art in the form of a POSTER using a variety of tools to empower themselves and make their message heard about why Black Lives Matter. The final product will vary and can be a physical poster, a virtual poster, or a post for social media.

Lesson Description:
Many artists create work that intersects with political activism and social justice causes. Throughout history, art has been used as an accessible tool for communication, raising awareness about social issues and affecting positive change. This lesson centers art and Black Lives Matter to inspire dialogue & creativity of expression about why BLM at School is so important in Boston Public Schools. (PBS Learning)

Lesson Procedures:
INTRO-Watch this video: Emory Douglas Black Panther Party
Emory Douglas was the Minister of Culture for the Black Panther Party from 1967 to 1980. His art embodies the Black Power aesthetic and has inspired the fight for liberation across the globe.

Review the Week of Action National Demands for Black Lives Matter at School. Discuss with students what each demand means for your school and what that looks like. Ask students to create a poster with the following prompt: "School Show that Black Lives Matter When They…" Students may create the poster in an app on their phone, on the computer or by hand.

Things to think about artistically: How do we put words on paper? Where do the words go? Do we emphasize certain words and how do we do that? What does the layout look like? What type of character do we want to use?
Show these examples: 12 Black Artists 24 Posters

This is a beautiful description of Emory Douglas's work in terms of his art and style that may be helpful to read to students while they consider how to create their poster: *Though resources were limited, it inspired the distinct style of imagery. The organization could only afford one color ink prints, so he strategically used black and another color to play to the strength of bold visual language, mimicking woodcut art styles with markers and pens, focusing on highly contrasted visuals and imagery. His work was daring, dynamic and courageous—both in visual approach and content. He matched a revolutionary style to a revolutionary movement, drawing on a wide array of skills such as distinct illustration, lettering, cartooning and collage.*

Materials/Resources/Texts/Media/Technology:
These are great apps/websites to create a poster with:
Canva: Android / iphone
Adobe Spark Android / iPhone
PosterLabs android / iphone
VanillaPen – Poster maker android / iphone
Poster Maker, Flyer Designer, Ads Page Designer android / iphone
Poster Maker & Poster Designer android / iphone
FlyerMaker Android / iPhone
Photo Poster Android
Songs to listen to GET FREE WEBSITE by Bettina LOVE
All other links embedded

Key Vocabulary (SEL and Arts):
Woodcut: Type of Printmaking. Woodcut, the oldest technique used in fine art printmaking, is a form of relief printing. The artist's design or drawing is made on a piece of wood (usually beechwood), and the untouched areas are then cut away with gouges, leaving the raised image which is then inked.
Graphic Design: Graphic design is the process of visual communication and problem-solving through the use of typography, photography, iconography and illustration. The field is considered a subset of visual communication and communication design, but sometimes the term "graphic design " is used synonymously.

Lesson Extensions:
GET ACTIVE! Black Lives Matter Boston
GET ACTIVE in YOUR COMMUNITY Peace First "The Peace First Challenge is a global call to action for young people to speak up for their values and make change. Tell us about an issue in your community and your idea to solve it. We'll help you make it happen! Including a $250 mini-grant, digital tools, mentors, and a caring community of peacemakers."

Assessment:
Look for successes in the following areas:

SEL	ART

Did the student deepen their understanding of the historical context of BLM to create their message of ”Black Lives Matter at School Because…” in discussion and through their poster?	Did student convey message and create the poster using balance, unity and emphasis successfully. Is it readable? Did the student show contrast in the text using opposing elements together like small vs. large and light vs. dark?

Differentiation:
This is embedded in lesson. Students can use computer or paper & pencil or their phone/app. Students can write about art instead of creating a poster using the Emory Douglas Art

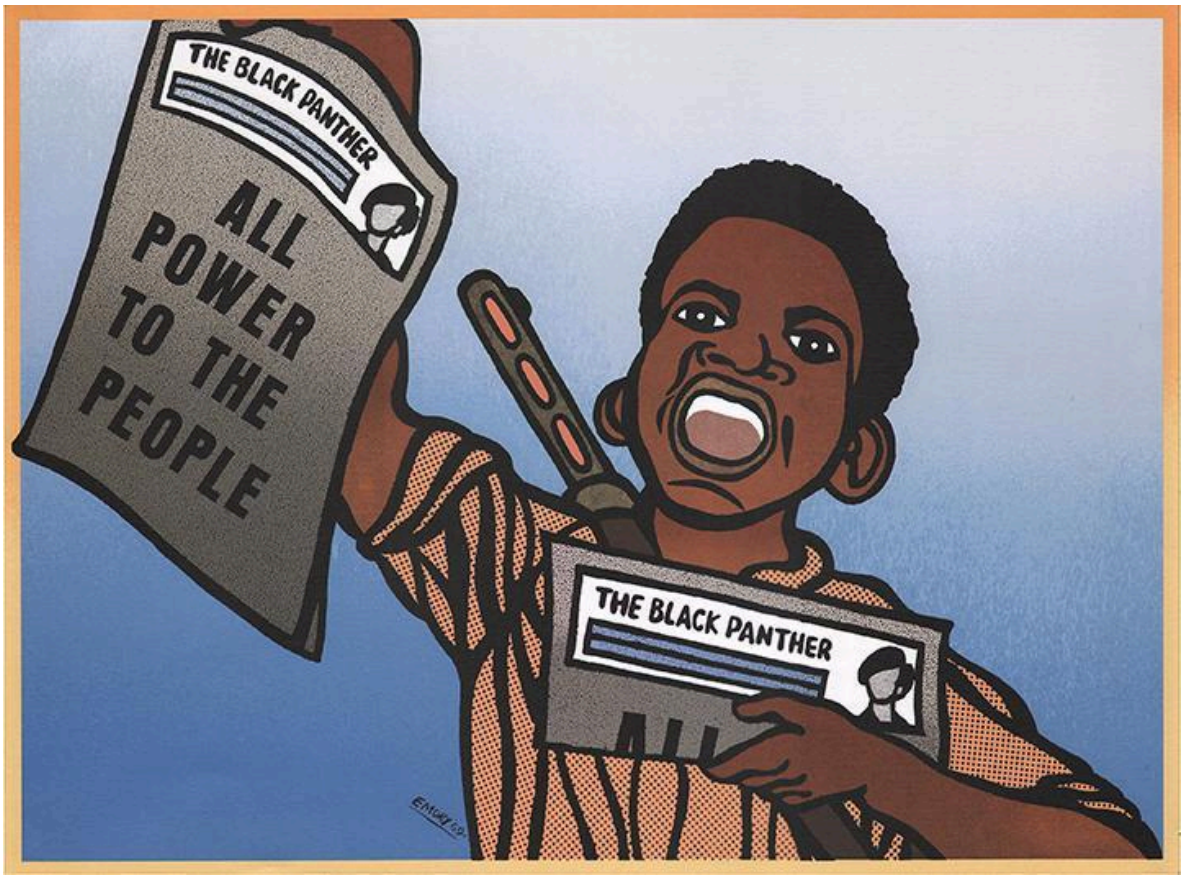
Virtual Modifications:
Can be done virtually

Additional Sources:
Teaching Tolerance Resource BLM at School
MORE on Emory Douglas
Radical Black Activism: We discuss art as a radical resistance and a tool for social transformation with panelists Emory Douglas, artist and former Minister of Culture for the Black Panther Party for Self Defense and Aja Monet, poet, storyteller and organizer. We discuss the call on the Black artist and what it truly means to not only reflect the times, but to speak directly to the needs and demands of the people. Hosted by our very own Funmilola Fagbamila.

ADDITIONAL LESSON EXTENSIONS:

Use this sheet to ANALYZE ART

ARTWORK:



Social Justice Scavenger Hunt and Listening Journal

Adapted from Dr. Scott Edgar's book, *Music Education and Social Emotional Learning: The Heart of Teaching Music* (2017)

Arts Discipline: Music
Grade Span(s): 6-8, 9-12
Theme: Social awareness, connecting musical preferences to societal issues
Complex and Enabling Key Text or Media: *Music Education and Social Emotional Learning: The Heart of Teaching Music* (p. 132-137)
SEL Competencies: Self awareness, self-management, social awareness, relationship skills, decision making

Massachusetts Core Arts Standards: Respond, Connect (as you adapt this lesson, please check your specific gradespan on the new DESE Arts Frameworks to identify specific standards)
Student Objectives: SWBAT select songs they enjoy listening to outside of school, highlighting music from artists of diverse cultural backgrounds. Students will create a list of songs from these artists that address a specific societal issue.

Lesson Description: (The following explanation has been paraphrased from Dr. Edgar's book) Music education too often emphasizes western art music written by white males. In addition, when incorporating music from people of diverse backgrounds, the cultural context and story of how the music was created is often left out. Composers have stories to tell through music, and exploring and understanding the diverse perspectives from these artists is essential for developing empathy and social awareness, particularly as these fields relate to societal issues.

Studying music from diverse perspectives can help students see that that issues like discrimination are not new phenomena. "For example, analyzing civil rights-era music, early hip hop, and contemporary music all through the lens of race provides a social justice and historical perspective." (p.133)
S
tudents can take part in a scavenger hunt to bring in some of their favorite songs that address societal issues. Students can begin listening journals to answer the questions listed in the "lesson procedures" portion of this lesson plan.

Conversations about difficult social issues inevitably bring up themes like division and conflict, so it's important to end the class period with an uplifting song to return to a peaceful state.

A sample list of songs is provided. Some of these songs may be outdated, but students can create their own updated version when they contribute their musical selections through the scavenger hunt.

Lesson Procedures:

- Teacher opens a discussion with the class about representation and diversity of culture within music education. Do students see themselves represented in the current landscape? The teacher can also go on to discuss if music programs in general value what they value.
- Scavenger hunt: students collaborate to create a list of songs that represents their identities and values and create a chart similar to the one on the next slide. The songs that they select should address a societal issue, and students should identify what specific societal issue is being addressed.
- The students listen to individual songs as a class and answer the following questions in the listening journals. The teacher may consider limiting listening/journaling to 1 or 2

songs per day, and also consider this as a daily activity that takes place over the course of several weeks. The length of the students' collaborative playlist will determine the overall timespan of the activity. Individual journaling can be followed up with a full-class discussion.

- What is a social issue and what issue does this song address?
- What events were occurring when this song was recorded?
- What effect did the song have?
- What lyrics and/or musical element impacted you and demonstrated the social issue?

Example of a playlist compiled for scavenger hunt

Musical Piece	**Artist**
Formation	Beyoncé
Tears in Heaven	Eric Clapton
Love the Way You Lie	Eminem (feat. Rihanna)
Starting Over	Macklemore
Papa Don't Preach	Madonna
You Haven't Done Nothin'	Stevie Wonder
Yo, George	Tori Amos
Fables of Faubus	Charles Mingus
Alabama	John Coltrane
Blackbird	The Beatles
Change is Gonna Come	Sam Cooke; cover by Ben Sollee
Changes	Tupac Shakur
Cry Freedom	Dave Matthews Band
Glory	John Legend and Common
Hamilton (musical theatre)	Lin Manuel Miranda
Hurricane	Bob Dylan
Why I Sing the Blues	B.B. King

Higher Ground	Stevie Wonder
American Elegy	Frank Ticheli
Born This Way	Lady Gaga
No Scrubs	TLC

Materials/Resources/Texts/Media/Technology:
-Spotify, YouTube, or other service that has access to a wide range of musical selections
-sound system for playing songs
-journaling notebooks or binders for each student
-pen/pencil

Key Vocabulary (SEL and Arts):
-SEL: self-awareness, identity, collaboration, social awareness, empathy, recognizing issues of inequity, communication, perspective taking
-Arts: musical identity, genre, arts for social movement/social justice, music as representation/expression

Assessment: Students submit their listening journals on a weekly basis and the teacher grades students' responses to the four journaling questions. If students' answers are incomplete or need more explanation, the teacher can provide feedback and offer coaching.

Differentiation: Depending on the students' ages, level of SEL competency, or depth of historical knowledge, the teacher may consider reframing journaling questions. For example, if students choose a song from the 90's (you'd be surprised!) the question "What effect did the song have?" might be adapted to "What do you think was the effect of this song?" or "If you were living in this era, how would this song affect you?"

Virtual Modifications: If students are in a remote learning setting, listening journals could take the form of a Google Doc and can be submitted to the teacher via Google Classroom. Listening can take place via Zoom or be assigned as an asynchronous activity using YouTube links.

Sources: *Music Education and Social Emotional Learning: The Heart of Teaching Music* (p. 132-137)

Activist Creative Drama

Created by: Natalie Bruno, Donald McKay K-8 School
Arts Discipline: Theater
Grade Span(s): 3-5
Theme: Social Justice
Key Text or Media: Resist: 35 Profiles of Ordinary People Who Rose Up Against Tyranny and Injustice by Veronica Chambers

SEL Competencies:
Social Awareness, Recognizing issues of inequity

Massachusetts Core Arts Standards:
Creating #3- Refine and complete artistic work: Respond to a theatrical challenges and hypothesize possible solutions. (3-4.T.3)

Student Objectives:
Student will be able use information from a text to take on the perspective of an activist in creative drama activities.

Lesson Description:
Resist: 35 Profiles of Ordinary People Who Rose Up Against Tyranny and Injustice by Veronica Chambers has incredible, developmentally appropriate biographies of individuals whose activism has made a difference. In this lesson students will read biographies from the text, participate in creative drama activities based on the text, and take on the character of an activist

This process can be replicated with any chapter from the text.
Lesson Procedures:

1. Reading the text
    a. Split students into groups to read the chapter together. Provide them with 3 colors of highlighters.
        i. Color 1-Highlight what the activist was fighting for or against.
        ii. Color 2-Highlight actions that the activist took to fight for their cause.
        iii. Color 3- Highlight the activist's accomplishments.
            1. *Consider modeling this process with a portion of the chapter or a portion of a different chapter.*
2. Statues/Thought Tapping
    a. Move students to a circle. Prompt them to make a statue that shows the injustice the activist is fighting around

   b. Move around the circle tapping each student on the shoulder. They will voice what their statue is thinking.
   c. Now prompt them to make a statue of something the activist did to fight for their cause.
   d. Move around the circle tapping each student on the shoulder. They will voice what their statue is thinking.
3. 3 Hot Seat
   a. Hand out post it notes to students. Prompt them to each write at least 3 questions they would ask the activist if they were in the room with us today. Encourage students to write open ended questions.
   b. Split the students into small groups. Groups of 4-6 work best. Each group should have a chair or "hot seat" and workspace. One student will sit in the "hot seat." That student will be portraying the activist from the text. The other students will ask the activist one of their previously created questions. The student in the hot seat will improvise a response based on knowledge from the text. Rotate which students have a turn to portray the activist in the hot seat.
4. Hope for the Future
   a. Move students back to a circle. Each student needs to come up with an "I hope…" sentence. Their sentence should articulate the activist's hope for the future. Students will step in, say their "I hope" sentence, then step out.

Materials/Resources/Texts/Media/Technology:

-Copy of Resist: 35 Profiles of Ordinary People Who Rose Up Against Tyranny and Injustice by Veronica Chambers
-Multiple copies of a chapter from the text.
-Three different color highlighters
-Chairs

Key Vocabulary (SEL and Arts):

-Activist
-Resistance
-Oppression
-Creative Drama
-Improvisation

Lesson Extensions (Optional):

To modify for older grades or extend to a larger performance project, students could write monologues from the perspective of the activist, write a scene between two activists, or write a scene between the activist and themselves.

Assessment:

For this lesson, I use ***must have*** and ***amazing*** assessment criteria. Students are evaluated on their ability to create a line of dialogue, a frozen picture and improvise based on the text.

Must Have:
Text based responses in character.
Using your body and voice to show emotion.

Amazing:
Actor makes big choices.
Responses are creative and detailed

Differentiation:

1. Reading the text
    a. Consider previewing vocabulary.
    b. Consider using the jigsaw method to approach the text. This involves giving each group a section of the text and having their group summarize their text section for the class.
    c. Consider reading the text aloud.
2. Thought Tapping
    a. Consider using the following sentence starters for thought tapping:
        i. I feel_____.
        ii. I think_____.
        iii. I hope _____.
        iv. I wonder _____.
3. Hot Seat
    a. Consider using the following sentence starters for developing questions for hot seat:
        i. What were you thinking when_____?
        ii. How did you feel when_____?
        iii. Why did you_____?
4. Hope for the Future
    a. Consider brainstorming as a group before starting the activity.

Virtual Modifications:

1. Reading
    a. The reading could be assigned prior to attending virtual class.
    b. The reading could be done in breakout rooms.

2. Thought Tapping
    a. Student would step away from their computer to make the statue and the teacher would call on students to speak their sentence.
3. Hot Seat
    a. Hot Seat could be done in breakout rooms
    b. If not using breakout rooms, the teacher can pick students who will be portraying the activist and call on students to ask their questions.
4. Hope for the Future
    a. Students would step away from their computer to become the character and teacher would call on students to speak their sentences.

Sources:
Creative drama structures pulled from Into the Story: Language in Action Through Drama by Juliana Saxton

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Two Black Hearts

Created by Nancy Zimbalist, Visual Arts at Charlestown High School
Arts Discipline: Printmaking
Grade Span(s): 6-8, 9-12
Theme:

- Black Lives Matter/Social Justice/Anti-Racist Work with a Lens of SEL
- Sense of Belonging

Key Text or Media: Jim Dine's *Two Black Hearts*, DeCordova Sculpture Park
SEL Competencies: SA 4.2, SA 4.3, SR 2.1, SR 4.1, DM 3.1
Massachusetts Core Arts Standards: Create, Present, Respond, and Connect
Student Objectives:
SWBAT

- identify positive and negative spaces,
- connect them with the metaphorical and physical space between people,
- create a variety of different spaces between a different set of symbols or icons which represent various groups of people
- reflect with a group of peers about which of their prints represent the current struggle in the BLM movement

- and then publish and present one final, multi printed image, throughout their community as a way of using artistic voice in order to communicate and influence change.

Unit Description: Students will experiment with the spaces we place between people and objects in relationship to identity

Lesson Procedures:

- Students will activate interest by making artwork before reflecting on Jim Dine's *Two Black Hearts*.
- A field trip to the De Cordova can be included, if not done virtually.
- Students will observe and compose questions once interacting with Dine's *TBH*s.
- Students will experiment with actual space between people using and reflect upon the changes in tension dependent upon relationship and proximity
- Students will do research based on the questions they composed as related to the work of Jim Dine. Banksy can also be used.
- Students will create a series of prints with changing positive and negative space.
- Students will reflect and collaborate to choose a print that can be the voice of their reflection in relations to the Black Lives Matter
- Students will create a way for the public to interact or comment on the piece.
- Students will reflect on the process.

Materials/Resources/Texts/Media/Technology:

Aluminum Foil
Styrofoam
Drawing Paper
Charcoal
Eraser (kneaded if possible)
Chromebook
Vinyl adhesive sheets
Paint/Printer ink
Sponges
10 sheets of 9"x9" 60lb drawing paper or heavier
Masking Tape

Key Vocabulary (SEL and Arts):

Positive and Negative Space
Sculpture
Drawing

Printmaking
Presentation
Artistic Voice

Identity
Perspective Taking
Community
Personal Responsibility

Differentiation:

Videos available for each art making step
Think-Pair-Share for reflection
ELL graphic organizers
Work in teams, collaborate

Virtual Modifications:

Students may use virtual field trips to the De Cordova and use various on-line drawing tools in place of charcoal and paper.

Sources:

Jim Dine Sculpture:Decordova.org
Public political art:
Social Justice: https://mashable.com/2016/09/24/public-art-social-good/
BLM Street Murals:
https://www.usatoday.com/story/news/nation/2020/06/17/black-lives-matter-painted-city-streets-see-art-nyc-washington/3204742001/



Jim Dine,
Space Between Us

How can we use the relationship of positive and negative space in art to influence how we see the relationships between us?

ArtMaking 1

Sculpting

Create a two piece maquette

1. Identify a simple object around you
2. Create two of the same object out of styrofoam or tin foil
3. Place the two objects on a piece of cardboard

Art Making 2

Drawing

1. Using a piece of paper and chalk pastel, draw a neighbors sculpture.
2. Move to a new viewpoint, draw again
3. Move again, draw the negative space
4. Move again, draw the negative space, placing the sculpture on a different place on the paper.
5. Pick two drawings, prop them up.
    i. Prompt: how are the drawings different? How do the differences in space affect the relationship between the two objects?

Art Making 1

Sculpting

Create a two piece
maquette (small sculpture)

1. Identify a simple object around you.
    1. Ex: wooden spoon , 
    2. frying pan, 
    3. Leaf 
2. Create two (2) of the same object (3D) out of aluminum foil 

3. Place the two objects on a piece of cardboard. 
4. Use your phone to take 3 pictures from 3 very different viewpoints. 
5. Upload photos to Google Classroom

Art Making 2

Drawing

1. Using a piece of paper and chalk pastel or charcoal, draw a classmate's sculpture.





2. Move to a new viewpoint, draw again
3. Move again, draw the negative (-) space
4. Move again, draw the negative (-) space, placing the sculpture (positive +) space on a different place on the drawing paper.
5. Pick two drawings, prop/hang them.



a. Prompts (Think, Pair, Share):
    i. How are the drawings different?
    ii. How do the differences in space affect the relationship between the two objects?

FIELD TRIP!!!



Observe and Question







Observation

NORMS: Observe the sculpture for 1 minute, no communicating in any way with others.

1. VTS discussion led by your teacher
2. Cut the sculpture out of black sticker paper, adhere to a page in your sketchbook
3. You move to another place, cut the negative space shapes and adhere to another page
4. You move again, choose the +/- space to cut and change where you will place it on the page
5. Instructor will pair you with another student

Think, Pair, Share and write a list of five things you noticed:

_____

_____

_____

_____

_____

Write three questions you have about this artwork:

_____

_____

_____

6. Class Discussion/Post Field Trip (10 Minutes)

   Discussion and Scaffolding

   1. What do you notice?
   2. Expand on that (texture, space, size)
   3. What were some of the artistic choices Dine made?

Be the Heart; Making it Real

1. Find a partner, model your bodies on the sculpture, with the space between the hearts as primary.
2. How do you think the space affects the relationships between you and your partner?

a. What makes you say that? What do you see that makes you say that? What connections can you make.

3. Change partners. Repeat the exercise.
4. How does the energy change with the change of partners?

Background Research

1. Pull up your questions from the Decordova.
2. Videos on Jim Dine and his symbolism, printmaking, and process.
3. What deeper information were you able to garner for your key questions?
4. What artistic choices did Dine talk about?

Studio Work, Printing

1. Pick an object from your life that can be both a 2D artwork and 3D.
2. Use vinyl sticker paper to create stencils.
3. Make multiple prints, moving the object, to show the relationship between you and others
4. Do multiple prints, in multiple colors.
   a. Change your artistic choices for each print
   b. Make notes in your sketchbook regarding your artistic choices.

Bansky using Stencils

Presentation, Discussion, Reflection

1. Hang a print.
2. Pick the print that stands out as representing the relationships between various peoples in the United States or Boston. In your sketchbook:

   a. What do you notice?
   b. Questions you have.
   c. Take a post it note, and vote for the piece you see as the most representative of race relations.
3. *Teacher: take the top pieces, and combine them into themes and similarities*
4. *Create two teams that will reproduce a piece, en masse, based on the theme.*
5. Students choose which piece they want to work on as a team.

Collaboration

1. *Teacher: pick a team leader, a student who can facilitate discussion*
2. *Place the top image at the center of the team*
3. Team leader:
   a. Take a list of noticing
   b. Questioning
   c. Details of how they will translate the simple print to an en masse print
   d. Brainstorm ideas about where to hang this work. (site) Space, Site, and Installation

Considerations

- Fire Code, Safety, Durability, Interaction of the Public (leave notes, add to the piece, move the parts).

Presentation

- Install your piece in a space
- Create your message board, book, or reflections space
- Reflect on the process
  - What ideas stand out to you after this project?
  - What does this make you want to do next?

Isolation Art

Created by: Shari Malgieri, Visual Arts Educator a the Edwards Middle School

Arts Discipline: Design, Composition

Grade Span(s): 6-8

Theme:

- Sense of Belonging

Key Text or Media:

SEL Competencies: Self Awareness; Self Management; Social Awareness

Massachusetts Core Arts Standards: Artistic Practice #4: Select, analyze, and interpret artistic work for presentation.

Student Objectives: Students will be able to recognize and identify with the differences in the extreme feelings of isolation in contrast to the feelings of crowds. Students will gain an

understanding of the impact the emotions of loneliness and anxiety have on the body and mood, associate with the feeling, become more familiar with managing these feelings and be able to recognize what it looks like in others. We will begin to practice more discussions about emotions in Art and to ask students to put themselves in the places of other people in other times and ask them what they think other artists wanted the viewer to understand in their artwork.

Lesson Description: Loneliness and Chaos are often depicted in Art. Focusing on the paintings of Edward Hopper, students will explore art as a tool to connect with these feelings and to communicate these feelings through images.

Lesson Procedures: **Isolation Art**

Materials/Resources/Texts/Media/Technology:
https://www.huffpost.com/entry/3-lessons-about-lonelines_b_5686658

Key Vocabulary (SEL and Arts): Isolation, Curator, Edward Hopper

Artistic Practice #4: Select, analyze, and interpret artistic work for presentation.

Isolation Art

The Art work of Edward Hopper



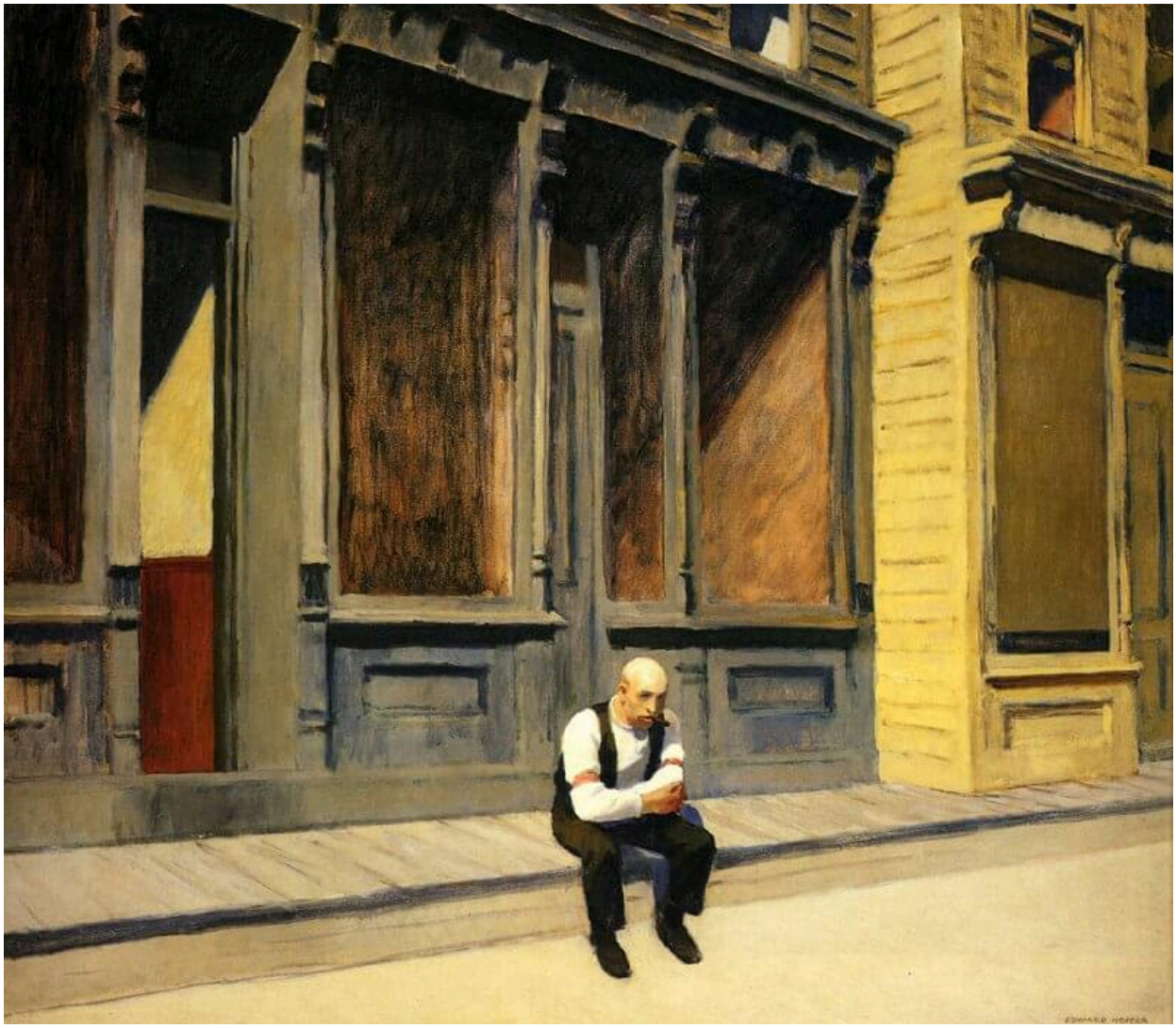
Have you seen this painting called "Nighthawks" before?
Perhaps you have seen it before? (on the Simpsons)



Edward Hopper is an Artist who made paintings about loneliness and isolation.
Task 1. See this Article for more information.

Task 2. See this link here for more of Edward Hoppers Art. Look, recognize and **COMPARE** similarities between our life recently due to Covid-19 and his paintings of the past.
Edward Hopper is considered the “Master of Isolation”.

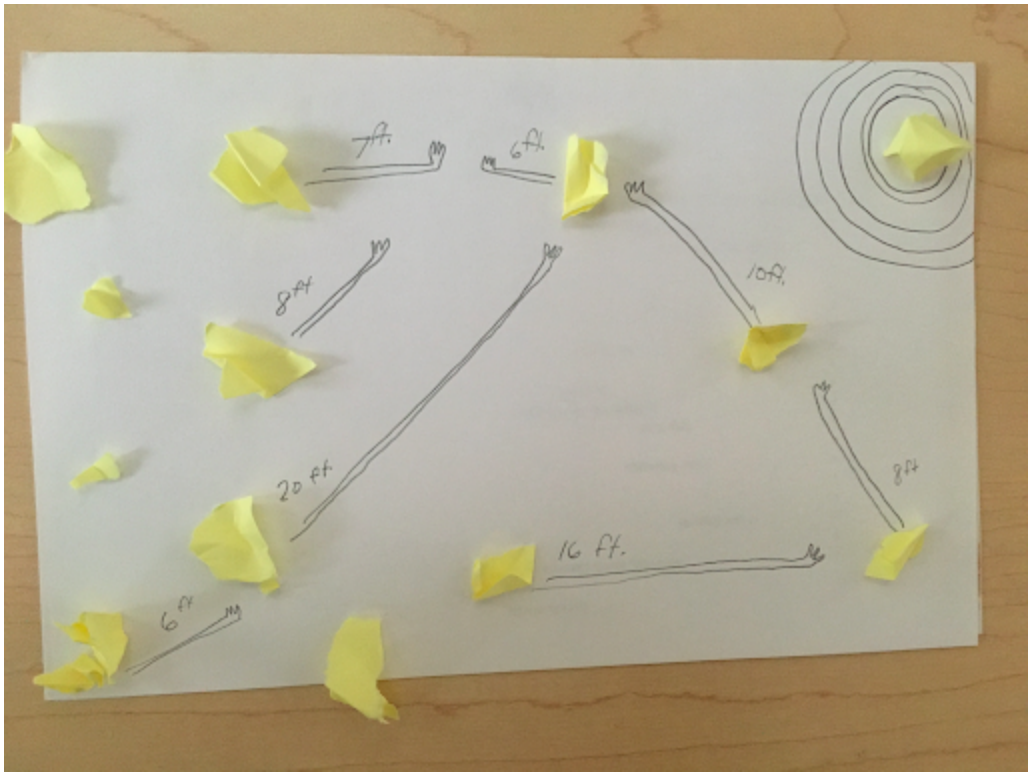






Tasks 3-5 **can be found at this link.**
Synonyms for isolation= aloneness, insulation, privacy, secludedness, seclusion, segregation, separateness, sequestration, solitariness, loneliness, lonesomeness, confinement, incarceration, quarantine. Solitude.

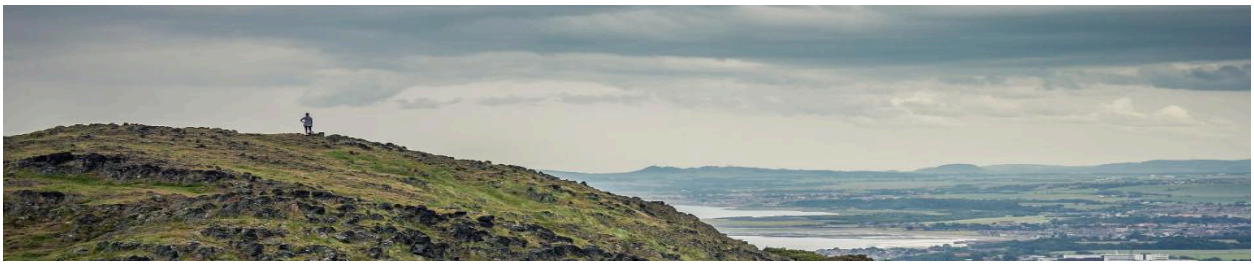
Task 3: Look at the words above that describe Isolation.-Create a piece of art that reminds you of the word “Isolation”. You could make a drawing, sculpture or photograph. You could take a photo from your home of people, objects, outdoor scenery from a window, etc. that proves your understanding of the word “Isolation”. (See my sample below).



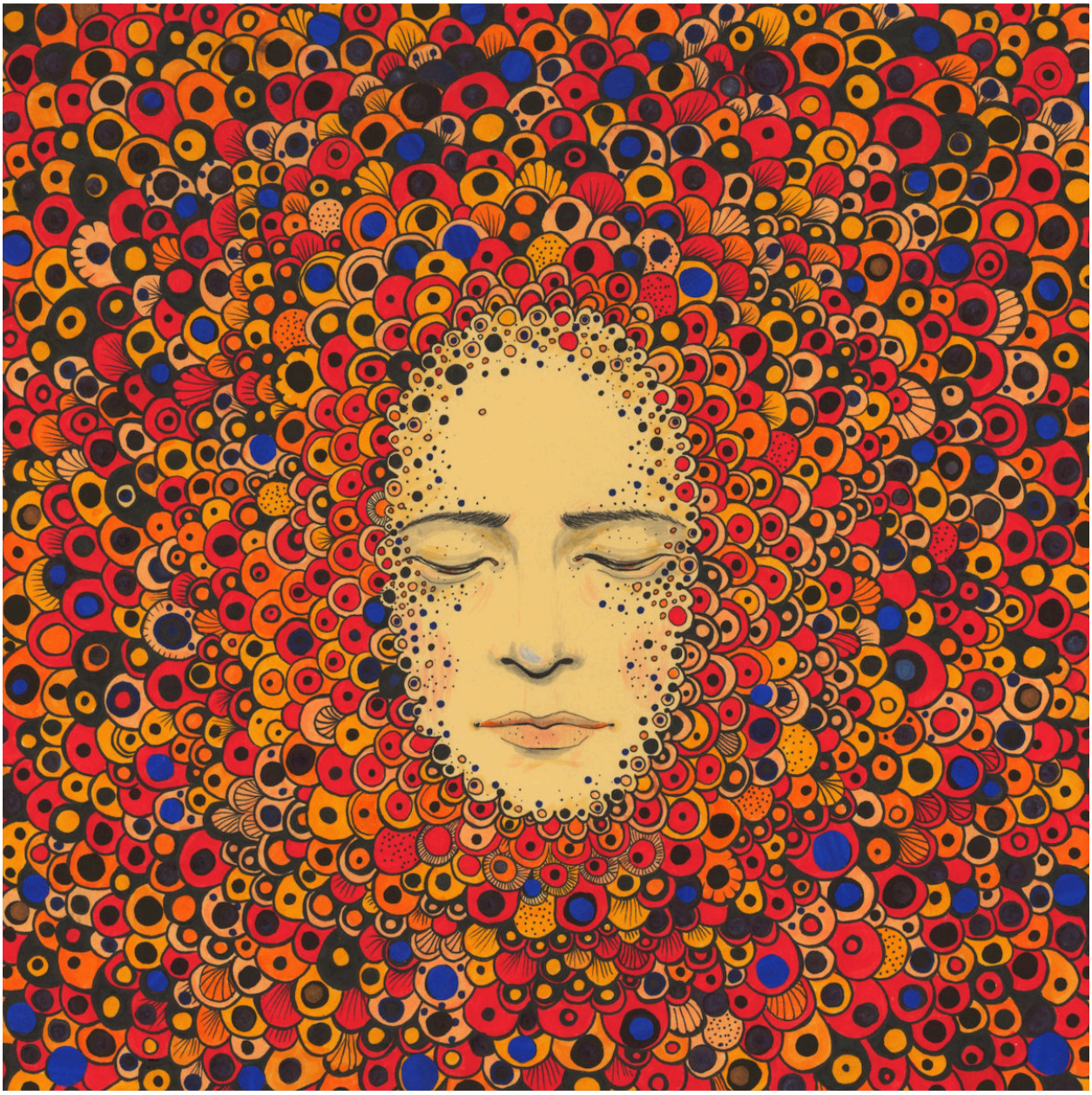
Task 4: Now consider the opposite. Try to make art based on the opposite of Isolation which would be crowded, chaotic and overflowing. Antonyms for isolation= camaraderie, companionship, company, Comradeship, fellowship, society. Be creative.

Task 5: This is your turn to be a "Curator", which is person that selects art based on a common theme for a show in a museum, gallery or cafe. Your job is to collect at least 6 images that define the words "isolation". When people walk into your show, you want it to remind them of this time staying at home, isolated with social distancing. How can you show that? Paste your found images onto a google doc and upload it . Below is my sample:

“Isolation” Gallery







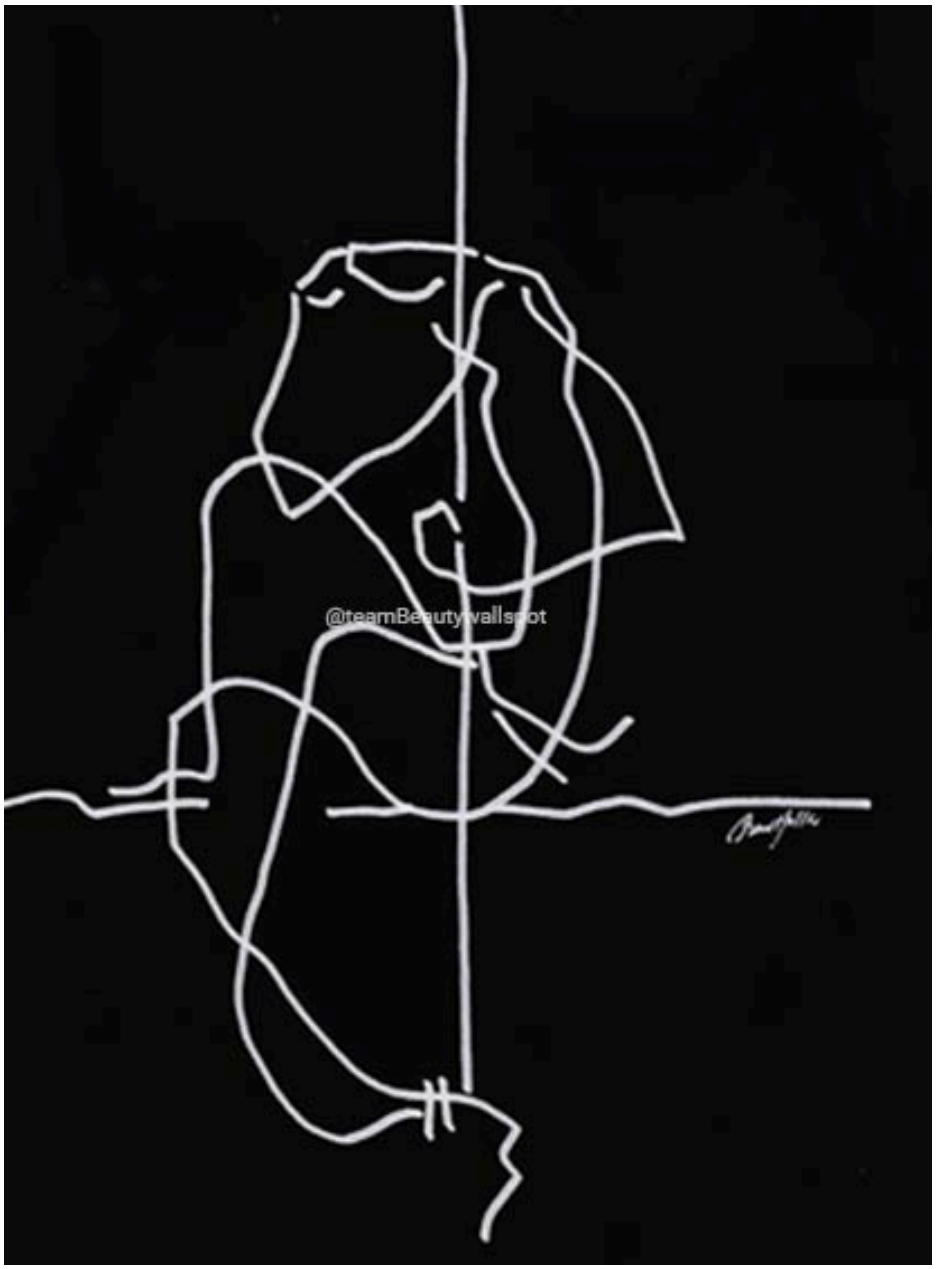



SO
ALONE
JEF AEROSOL





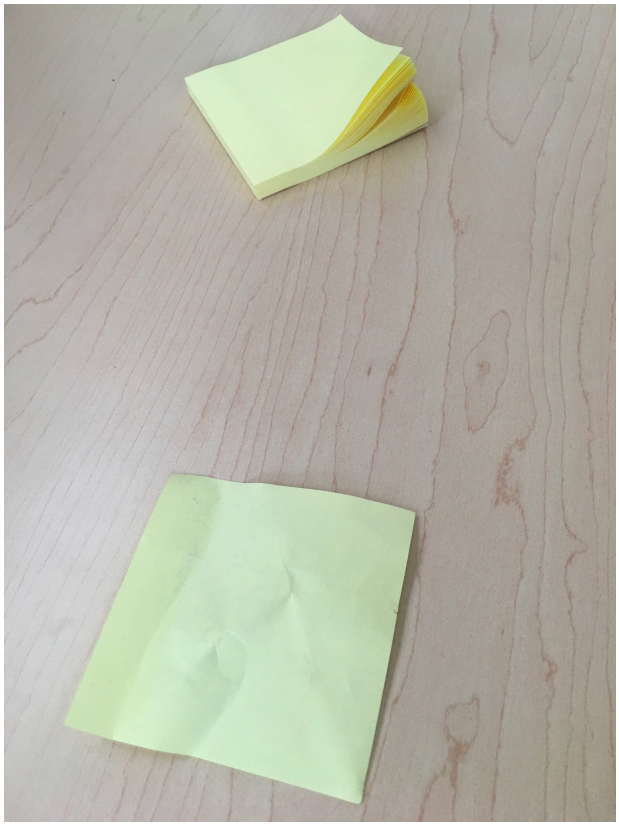



@teamBeautywallspot









(I made this one)

Opposite of Isolation=Crowded, Packed, Loud, Chaotic:









