

**Unit Title:** Environmental *Artivist* Portraits **Grade Level:** High School  
**Designed by** Monica Heiser and Jordan Meredith

STAGE 1: DESIRED RESULTS		
<b>Unit Planning Elements</b>	<b>Description</b>	<p style="text-align: center;"><b>Unit Overview:</b></p> <p>There are 29 students in this 2nd period Spanish 4 class. None of the students have any specific IEPs, 504 plans, special accommodations, or needs. The students are expected to speak in Spanish the entire class-time, and while we may give directions in English, all presentation and instructional materials need to be in Spanish. They are allowed to use their phones in class for research purposes.</p>
<b>National Visual Arts Standards</b>		<p><b>National Visual Arts Standards Used in this Unit:</b></p> <ul style="list-style-type: none"> <li>● <b>VA:Cr3.1.Ia</b> - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</li> <li>● <b>VA:Cn11.1.IIIa</b> - Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</li> <li>● <b>VA:Cr1.2.IIa</b> - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</li> <li>● <b>VA:Pr6.1.IIa</b> - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</li> <li>● <b>VA:Cn11.1.IIa</b>: Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</li> <li>● <b>VA:Pr5.1.8a</b>: Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.</li> </ul>
<b>Big Idea: Theme/Topic</b>	Primary Concept, Focus or Main Emphasis of the unit	<p><b>Big Idea:</b> Student voices have the power to create change and address complex social issues like climate change through research, critical thinking, reflection, artwork, organizing, and presenting their findings.</p> <p><b>Brief description of unit:</b> Over the course of 6 lessons, Baltimore City College Advanced Spanish Language students will combine their learning of South and Central American activists with Surrealist symbolism, self-portraiture, and landscapes to make and present multimedia collage environmental portraitures that reflect solidarity with other environmental activists. Artists will also prepare an artist statement in the form of an artist manifesto to present their work in Spanish.</p> <p><b>NOTE:</b> If they wish, the students will have the opportunity to organize a Climate Strike on November 22nd to meet with a Baltimore City representative to discuss climate change in Baltimore City. This must be led by the students and not by the teachers, but our lesson plans do have flexibility to offer this if they wish.</p>

<b>Essential Questions</b>	Open-ended questions related to the Big Idea that is important in making art - may be "revisited" in another unit	<p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How can we use art for activism?</li> <li>- What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</li> <li>- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</li> <li>- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</li> </ul>
<b>Enduring Understandings</b>	Concepts that students will come to understand while studying this unit - may be "revisited" in another unit	<p><i>(Primary overarching transferable understandings)</i>  <b>STUDENTS WILL UNDERSTAND THAT:</b></p> <ul style="list-style-type: none"> <li>- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environment/</li> <li>- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> </ul>
<b>Knowledge and Skills (Specific unit content, concepts and skills to be introduced in the unit)</b>	What you want students to KNOW and be able to DO as a result of studying this unit	<p><b>(Students will KNOW <i>specific information related to unit</i>)</b></p> <ul style="list-style-type: none"> <li>- the historical Surrealist art movement</li> <li>- the life and work of Frida Khalo</li> <li>- environmental Baltimorean activists</li> <li>- a variety of environmental artists</li> </ul> <p><b>(Students will DO <i>specific activities related to unit</i>)</b></p> <ul style="list-style-type: none"> <li>- Students will research symbols that reflect their chosen activist's struggle.</li> <li>- Students will discuss the importance of art to create social change.</li> <li>- Students will explore their own identities in relation to their environment.</li> <li>- Students will experiment with materials to create multi-layered collages.</li> <li>- Students will create Artist Manifestos to synthesize their research, artistic practice, and spanish vocabulary to describe and present their work.</li> </ul>

STAGE 2: ASSESSMENT EVIDENCE		
<b>Performance Tasks, Criteria for Assessment and Assessment Tools</b>	A description of specific tasks and other activities that students will DO to show what they KNOW and UNDERSTAND.  (These describe the types of assessments (formative and summative) and the rubrics or other tools used to evaluate student progress)	<div style="border: 1px solid black; background-color: #fce4d6; padding: 5px; text-align: center;">PRIMARY EVIDENCE (summative)</div> <p><b>PERFORMANCE TASK(S):</b> <i>(stated as an elegant problem)</i></p> <p>Over the course of six lessons, Baltimore City College Advanced Spanish Language students will combine their learning of South and Central American activists with Surrealist symbolism, self-portraiture, and landscapes to make and present multimedia collage environmental portraits that reflect solidarity with the environmental activists. Artists will also prepare an artist statement in the form of an artist manifesto to present their work in a 2 minute presentation.</p>
		<div style="border: 1px solid black; background-color: #fce4d6; padding: 5px; text-align: center;">OTHER EVIDENCE (formative)</div> <ol style="list-style-type: none"> <li>1. Listens to directions.</li> <li>2. Cleans up after themselves.</li> <li>3. Completes research outside of class.</li> <li>4. Participates in art-making activities.</li> <li>5. Enjoys experimenting with materials.</li> <li>6. Comes to class prepared.</li> <li>7. Speaks in spanish for the entirety of the work period.</li> </ol> <p><b>KEY CRITERIA:</b></p> <ul style="list-style-type: none"> <li>- active participation in Spanish</li> <li>- completed self-portrait and activist portrait</li> <li>- completed artist manifesto</li> </ul> <p><b>ASSESSMENT TOOLS:</b></p> <p>☞ <i>Manifesto worksheet</i>    ☞ <i>Activist Research worksheet3</i>          ☞ <i>Self-assessment rubric</i>    ☞ <i>Teacher Rubric for Artist Manifesto</i></p>

### The Language of the Unit Plan – Stage 3

STAGE 3: THE LEARNING PLAN SEQUENCE		
<b>Vocabulary</b>	Specific Unit Terms	Surrealism, symbolism, landscape, climate change, activism, collage, decollage, manifesto, artist statement, portraiture,
<b>Materials/ Resources</b>	Instructional Resources to support unit  Specific art materials needed for the unit	PowerPoint presentation Teaching artwork samples 3 guided research worksheets as scaffolding for the <ul style="list-style-type: none"> <li>● activist portrait</li> <li>● student symbolism</li> <li>● artist manifesto.</li> </ul>

		<p>Artist exemplars:</p> <ul style="list-style-type: none"> <li>● Marcelo Monreal: collage, environmental portraiture: <ul style="list-style-type: none"> <li>○ <a href="https://www.photographize.co/interviews/marcelomonreal/">https://www.photographize.co/interviews/marcelomonreal/</a></li> <li>○ <a href="http://www.contemporaryartcuratormagazine.com/home-2/marcelo-monreal2">http://www.contemporaryartcuratormagazine.com/home-2/marcelo-monreal2</a></li> </ul> </li> <li>● Johanna Goodman: collage, environmental portraiture. <ul style="list-style-type: none"> <li>○ <a href="https://www.thisiscoossal.com/2017/06/elongated-female-figures-by-johanna-goodman/">https://www.thisiscoossal.com/2017/06/elongated-female-figures-by-johanna-goodman/</a></li> <li>○ <a href="https://trendland.com/collages-by-johanna-goodman/">https://trendland.com/collages-by-johanna-goodman/</a></li> </ul> </li> <li>● Jessie DeSantis: environment, identity, local community <ul style="list-style-type: none"> <li>○ <a href="https://www.jdesantisart.com/">https://www.jdesantisart.com/</a></li> </ul> </li> </ul> <p>32 plywood boards, gesso, white glue, scissors, magazines, construction paper, tempera paint, oil pastels, gallon jug of water, paint brushes, paper plates, plastic cups, medium, butcher paper, sandpaper, computer, projector.</p>
<p><b>Summary of Lesson Sequence</b></p>	<p>The scope and sequence of lessons on the unit</p> <p>(A description of activities that will take place in each lesson from which fully developed and detailed lesson plans will be written)</p>	<p><b>Lesson 1 on Thurs. 11/7</b></p> <ul style="list-style-type: none"> <li>● <b>NVAS Standards:</b> <ul style="list-style-type: none"> <li>○ <b>VA:Cr3.1.Ia</b> - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</li> <li>○ <b>VA:Cn11.1.IIIa</b> - Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</li> </ul> </li> <li>● <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>○ How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</li> <li>○ How does collaboratively reflecting on a work help us experience it more completely?</li> </ul> </li> <li>● <b>Objective:</b> Today we will introduce the unit activist portraiture project, get to know each other a little better, and learn about Frida Khalo, Self-portraiture, Surrealism and Symbolism.</li> <li>● <b>Brief description:</b> We will do a fun icebreaker to get to know the students better after which the students will be given a unit overview and rubrics for the assessments. We'll conclude with a PowerPoint presentation about Frida Khalo, Self-portraiture, Surrealism and Symbolism.</li> <li>● <b>Icebreaker:</b> On a large sheet of butcher paper, have the students write down a one sentence autobiography and 2 #hashtags that describe themselves.</li> <li>● <b>Homework:</b> Concept mapping of their activist. Students will need to send images - map and 3 indigenous plants of the activist's country, as well as a map and 3 indigenous plants of your home, no later than Monday, 11/11 by 5pm.</li> </ul>

### Lesson 2 on Tues. 11/12

- **NVAS Standards:**
  - **VA:Cr1.2.IIa** - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
  - **VA:Pr6.1.IIa** - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
- **Essential Question(s):**
  - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
  - How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- **Objective:** Today we will explore other environmental artist exemplars, and layering techniques of wax resist and tempera paint, to create the first layer of your collage portraits.
- **Brief description:** Students will be shown other environmental artist example, a wax and tempera resist, and will begin working on their collages. Technique can be found here:  
<https://kinderart.com/art-lessons/painting/landscaperesist/>
- **Homework:** Concept mapping of their activism and symbolism. Send self-images of themselves and their activist images to us by Wed. 11/13 by 5pm.

### Lesson 3 on Thurs. 11/14

- **NVAS Standard:** VA:Re.7.2.IIa - Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
- **Essential Questions:** What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?
- **Objective:** Today we will explore the use of text in art works and art movements in the form of art manifestos, as well as continue on our collages.
- **Brief description:** Students will be introduced to powerful examples of art that have incorporated text and artist manifestos that have driven social change.
- **Homework:** Worksheet on student artist manifesto. Send images to us by Mon. 11/18 by 5pm.

### Lesson 4 on Tues. 11/19:

- **NVAS Standard:** VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- **Essential Question:** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

- **Objective:** Today we will learn about painting layering techniques like washes and decollage to incorporate into their work.
- **Brief description:** Students will learn about painting layering techniques to incorporate into their collage. They will also have an opportunity for peer editing of their manifesto.

**Lesson 5 on Thurs. 11/21:**

- **NVAS Standard:** VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- **Essential Question:** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- **Objective:** Today we will learn about Mark Bradford, a famous collage and decollage painter, in order to add more meaningful layers into our work.
- **Brief description:** Students will watch a Art21 video about Mark Bradford and then continue, hopefully complete, their artwork. They will also have an opportunity for peer editing of their manifesto if they finish their artwork.
- **Homework:** Have artwork and personal artist manifesto complete and ready for presentation for next class.

**Lesson 6 on Thurs. 11/26:**

- **NVAS Standards:**
  - **VA:Cn11.1.IIa:** Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.
  - **VA:Pr5.1.8a:** Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.
- **Essential Question:** How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- **Objective:** Today we will conclude our unit with a gallery walk and oral 2 minute presentations of artwork and manifestos in Spanish.
- **Brief description:** Students will conclude our unit with a gallery walk and oral 2 minute presentations of artwork and manifestos in Spanish.

Other resources: Link to google document planning sheet:

<https://docs.google.com/document/d/1GMB0UPHe3ldxGECXV1dlaD1HOFUr5KR3P IAAf3Aa4w/e/dit>