

<b>Name:</b>	Bibi, Cindy, Angela, and Stephanie
<b>Lesson Title:</b>	10 Female Artists
<b>Grade Level:</b>	9-12

### **Vocab, Art History, Interdisciplinary Connections**

<b>Artist/Culture/Movement Connections</b>	<b>Interdisciplinary Connections</b>
Frida Kahlo, Georgia O'Keeffe, Yayoi Kusama, Regina Jose Galindo, The Guerilla Girls, Judy Chicago, Mary Cassatt, Adrian Piper, Helen Frankenthaler, Cindy Sherman	Art History, Social justice, equality, culture.
<b>Art Vocabulary:</b>	<b>Elements/Principles of Art</b>
Feminism, Typography, Composition.	Balance, emphasis, unity.
<b>Media and Materials needed:</b>	
Sketchbook, pencil, smartphone and/or computer.	

#### **CREATING**

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

Adv. VA: Cr1.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design

#### **CONNECTING**

**Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art.

Prof. VA: Cn10

Document the process of developing early-stage ideas to fully elaborated ideas.

**Anchor Standard 11:** Relate realistic ideas and works with societal, cultural, and historical context to deepen understanding.

Acc. VA:Cn11

Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary, local and global context.

#### **Learning Objectives**

1. Students will design an infographic using a phone app or Website.
2. Students will be able to develop their infographic design starting with thumbnail sketches to a completed color infographic by incorporating technical skills such as drawing and collage work.
3. They will also be able to create a stop motion video clip of their infographic.

<b>Anticipatory Set:</b>
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<p>Students will be presented with the question, What do you think of when you think of feminism? They will also be presented with a presentation giving examples of feminist issues and female artists who have marked the art world.</p> <p>Frida Kahlo and Yayoi Kasuma will be discussed as well as how men have influenced their creative process and therefore their art.</p>
<p><b>Big Idea:</b></p> <p>Feminism, gender inequality specifically in the art world. Patriarchy.</p>
<p><b>Essential Question:</b></p> <p>What is an identity? Why do artists follow or break from established traditions? How do life experiences influence the way you relate to art?</p>
<p><b>Objective/Purpose:</b></p> <p>Students will understand the importance of female representation in the art world. Students will learn about female artists from different cultures. Students will be able to do research on the artist and decipher what sources are valid and which aren't, what information is important about an artist and what information is irrelevant. They will be able to design an infographic using an app or a website to create a final project that is balanced, cohesive and provides essential information, and artworks of an artist.</p>
<p><b>Model:</b></p> <p>Students will be given examples of infographics and step by step instruction sheets.</p>
<p><b>Check for Understanding:</b></p> <p>Question worksheets will be handed out and completed as a class activity.</p>

### Step by Step Instruction of Lesson

Instructional Strategies	Activities
<p><b>Day 1</b></p> <p>Questions and presentation about feminism.</p>	<p><b>Day 1</b></p> <p>Students will brainstorm their own ideas of feminism and choose a female artist to research.</p>
<p><b>Day 2</b></p> <p>Students will be provided with reliable research sources.</p> <p>Students will also be provided with a list of information that is required to be included in their infographic.</p>	<p><b>Day 2</b></p> <p>Students will begin their research.</p>
<p><b>Day 3</b></p> <p>Teachers will check in with each student to</p>	<p><b>Day 3</b></p> <p>Students will continue their research for half of the class time.</p>

<p>make sure they are on track and using reliable sources.</p> <p>Presentation on design elements, examples of thumbnails and finished products,</p>	<p>Students will begin to brainstorm on the design and layout of their infographics.</p> <p>Students will design 4 different thumbnails of layouts for their infographics.</p>
<p><b>Day 4</b></p> <p>Students will be introduced to Canva and be provided with a step by step demo and handout sheet.</p>	<p><b>Day 4</b></p> <p>Students will choose one thumbnail as their final design.</p> <p>Students will create their infographic.</p>
<p><b>Day 5</b></p> <p>Presentation and demo on stop motion.</p>	<p><b>Day 5</b></p> <p>Students will create their own stop motion clip.</p>
<p><b>Day 6</b></p> <p>Teacher will present the critique procedure.</p>	<p><b>Day 6</b></p> <p>Students will critique each other's work.</p>

<p><b>Critique/Discussion:</b></p> <p>Students will be assigned 3 students to critique (each student will be critiqued by three of their peers) grading rubric will be used to critique infographics.</p>
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