

Subject/Grade: Arts Education 8

Lesson Title: Representing Social Issues using visual Art.

Teacher: Ms. Jozelle Sumat

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

CP8.10 Create visual art works that express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability).

- a. Use inquiry in visual art to express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability):
 - Generate key questions to guide inquiry (e.g., How could we represent through visual art the devastating effects of poverty or racism?).
 - Collaborate with other students to develop a plan to guide inquiry.
 - Collaborate with other students to determine how to document the creative process.
- b. Demonstrate co-ordination and skills for using appropriate tools, materials, and techniques to express ideas visually.

CR8.2 Investigate and identify ways that today's arts expressions often reflect concern for social issues.

- a. Reflect on and analyze the intentions, development, and interpretations of own and peers' arts expressions in relation to social contexts (e.g., Is the work influenced by pop culture or local community issues?).
- b. Conduct inquiry into social justice and diversity issues in the arts including stereotyping and bias (e.g., stereotyping of male dancers, or the lack of women or First Nations artists represented in history of the arts books).
- c. Describe, analyze, and interpret the work (dance, drama, music, visual, film) of a variety of artists whose work incorporates social commentary.

CR8.3 Investigate and identify how arts expressions can reflect diverse worldviews.

- a. Discuss and describe the meaning of worldview.
- b. Describe how diverse worldviews may be represented in the arts.
- c. Examine global change and its influence on today's arts expressions.

CH8.1 Research and share insights about arts expressions that incorporate social commentary.

- a. Analyze and comment on the effectiveness of using the arts as a vehicle for social change.

Key Understandings: ('I Can' statements)

I CAN...

- Identify different art forms.
- Identify social issues.
- Reflect on social issues through arts.

Essential or Key Questions:

- **What are some of the ways we can express our concern for social issues through visual art?**
- **How might visual art help us convey a message to the world about social issues?**

Prerequisite Learning:

- Some current events in today's world
- What social issues are (examples)
- Making visual arts (drawing, posters, etc.)

Instructional Strategies:

Class Discussions

- As a class, students will discuss with the instructor what social issues are and list examples.

Word Cloud

- Students will contribute ideas on the said topic.

Stage 2: Determine Evidence for Assessing Learning

Rubric:

Name: _____

Grade: /10

- [5] – Student’s work exceeds expectations.
[4] – Student’s work meets the expectations.
[3] – student’s work somewhat meets the expectations.
[2], [1], [0] – Student’s work did not meet expectations.

Participation: The student has great points to contribute to the class. [5] – [4] – [3] – [2] – [1] – [0]

Artwork: The student created an artwork that clearly reflects the given word. [5] – [4] – [3] – [2] – [1] – [0]

Stage 3: Build Learning Plan

Set (Engagement):

Length of Time: 5 minutes

(Get their attention! And then tell them what you are going to learn through this lesson)

- The teacher will bring up the Mentimeter
- Have the students join the Mentimeter with either phones or laptops.
- Prompt: “Could you tell me some of the social issues the world is suffering from at the moment?” ***This could also be done by writing all ideas on the board or having the students come up and write their ideas on the board.*
- Give the students some time to fill up the Mentimeter with answers. Then review them.
- Prompt: “There are lots of things going on in our world, both good and bad. We could talk about it all day. My question is, what are some of the ways we can express our concern for social issues through arts?” ***This could also be done by writing all ideas on the board or having the students come up and write their ideas on the board.*
- Give the students some time to fill up the Mentimeter with answers. Then review them.
- Inform the students that we will be focusing on the visual arts.

Development:

Length of Time: 10 minutes

Activity: Word Reflection – Social Issues

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- Students will be given a piece of paper, either a template of earth or a blank piece of paper.
- Students will have 10 minutes to create an artwork that they think reflects the word “Social Issues.”

Learning Closure:

Length of Time: 5 minutes

- The class will regroup.
- Students will share their artwork (what it means/represents)

Materials/Resources:

- Mentimeter
- Earth Template from <https://www.pinterest.ca/pin/245094404708732382/>
- Coloring materials

Possible Adaptations/

Differentiation:

- Students have different worldviews; it is best to have the students be respectful of each other’s opinions.

Management Strategies:

- Develop rules. The only ones talking should be the teacher and the student who got called.
- There will be times where the topic being talked about could be sensitive to students. So just be aware of those topics.

Safety Considerations:

- Make sure the students are asking the teacher before they leave the classroom for any reason.
- Make sure the students are listening and respecting one another.

- At the end of the class, give some students something to think about.
- Prompt: "Now, I want you to think about what our world will be like in the next few years. Reflect on it, do you see a great future ahead? Or more chaos? Think about it."
- BONUS: Share your own artwork to inspire students!!!

Stage 4: Reflection

(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)