

Oh No U Didn't! Lesson Plan

Teacher: Grace Collins
Assistant to the Teacher: N/A
Documenter & Interested Adult: Ilayda and Sarah

Unit Title: The Art of Appropriation
Lesson Title: Appropriating Ideas
Grade Level: 6th-12th
Number of Students: 15
Lesson #: 3 of 4 projected lessons.

BIG IDEA (UNIT):

Appropriation and how artists can use different forms of appropriation to make a statement.

BIG IDEA (LESSON):

The appropriation of another artist's work or style.

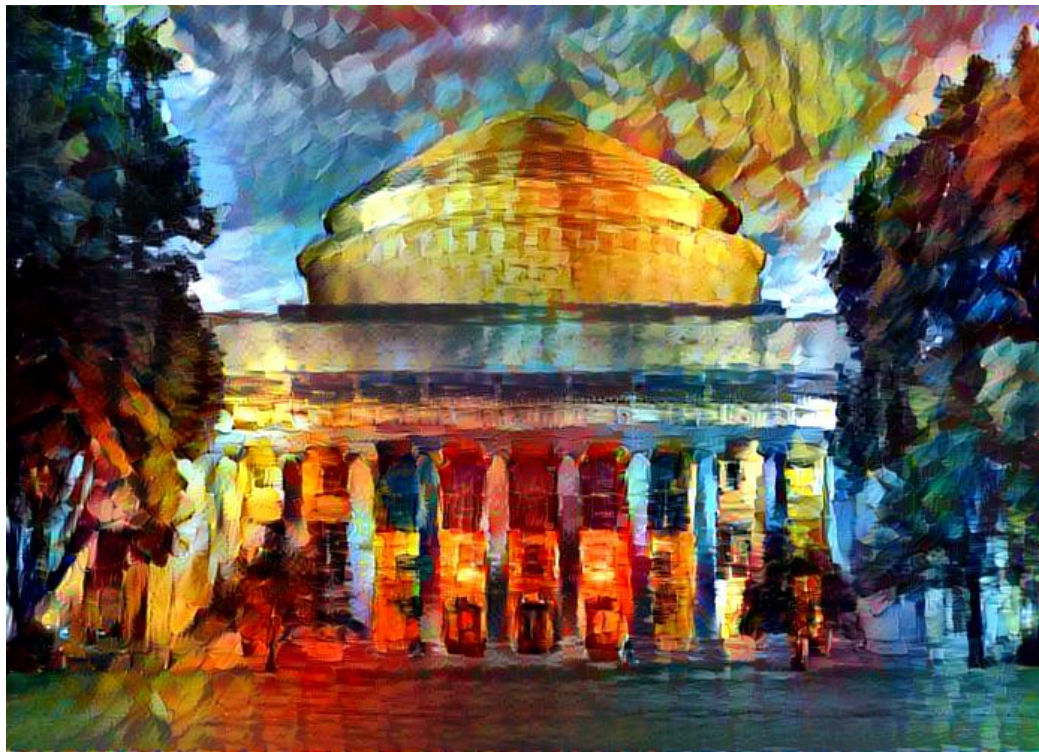
ART / ARTIST(S) OF RELEVANCE:



Pablo Cano. *Mona Lisa* (after Leonardo da Vinci). Found objects. 2008



Pablo Cano. Tomato Soup Can (after Andy Warhol). Found objects. 2008.



<http://www.anishathalye.com/2015/12/19/an-ai-that-can-mimic-any-artist/>
An AI's use of Leonid Afremov's style.



<http://www.missomnimedia.com/2012/01/barbie-imitating-art/> Jocelyn Grivaud

PREREQUISITES:

Students need to have a basic understanding of photo editing and photoshop. They must also know of a few famous artists.

SAFETY HAZARDS:

Internet safety. Beware of suspicious links and make sure you save your progress.

INTERDISCIPLINARY CONNECTIONS:

This unit uses technology and photo editing. It also challenges cultural norms since students are taking work from other artists and appropriating their work

I-B. UNIT OVERVIEW (RATIONALE)

We live in a manufactured, commercial world ruled by Pop Culture. The youth are tuned into television and plugged into music as often as they can be and have formed their own opinions on what they see. This unit on appropriation will help guide students through the visual language that they already know and expand their understanding of what it all means.

I-A. LESSON OVERVIEW (RATIONALE)

It is no secret that creative minds think alike and learn from each other. Teenagers often times do the same with their peers. With this lesson they can learn from other professional artists to

make a meaningful work. With this project, creating a work of art is more obtainable because there isn't any drawing involved and they can take images from online and edit them to create something new.

II. LEARNER OUTCOMES

1. The student will understand how artists appropriate other artists through methods such as using someone else's style, and remixing whole works.
2. The student will research a stylistic technique or work from where it originated to at least three iterations by other artists.
3. Students will create an electronic media piece that emulates the style or remixes the work of an artist of their choosing.
4. Students will debate what the differences are between plagiarizing another artist's work, using other artists to further the student's own ideas, and paying homage to another artist.

III-A. NATIONAL ART STANDARDS

VA:Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art.

VA:Cr1.1.7a Apply methods to overcome creative blocks.

VA:Cr1.1.8a Document early stages of the creative process visually and or verbally in traditional or new media.

VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.

VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on student's existing artwork.

VA:Cr1.1.IIIa Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

VA:Cr1.2.8a Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.

VA:Cr1.2.Ia Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

VA:Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

VA:Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing. **VA:Cr2.1.Ia** Engage in making a work of art or design without having a preconceived plan.

VA:Cr3:1:6a Design or redesign objects, places, or systems that meet the identified needs of diverse users.

VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.

VA:Cn10.1.6a Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.

VA:Cn11.1.6a Analyze how art reflects changing times, traditions, resources, and cultural uses.

VA:Cn11.1.7a Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

VA:Cr2.2.7a Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.

VA:Cr2.2.8a Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

III-B. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

9.3.12.C: Apply systems of classification for interpreting works in the arts and forming a critical response.

9.2.12.L: Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).

9.1.12.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Visual Arts:

- paint
- draw
- craft
- sculpt
- print
- design for environment, communication, multi-media

9.3.12.A: Explain and apply the critical examination processes of works in the arts and humanities.

- Compare and contrast
- Analyze
- Interpret
- Form and test hypotheses
- Evaluate/form judgments

IV. MATERIALS NEEDED FOR LESSON

- iPads/Chromebooks/Computer lab access
- Photoshop/PicsArt

- Internet access
- Color printer access
- Photo paper

V. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Teacher Actions	Expected Learner Actions
Day 1 Greet Students. (5 min) Sketchbook Time. (15 min) Introduce idea for today's lesson and take students to computer lab for my slide show presentation. (5 min) Present slide show and answer/ask questions. (20 min) Have students log in on the computers and load up photoshop (5 min) Go over some basic photoshop tools and functions. (10 min) Let students work. Walk around aiding and checking in on students. (50 min) **They can do multiple Have students save and log out. Head back to classroom (10 min) Day 2 Greet Students. (5 min) Sketchbook Time. (15 min)	Day 1 Get seated and sign in. (5 min) Draw in sketchbooks. (15 min) Listen and go to lab with pencils and sketchbooks. (5 min) Listen and take notes. Ask and or answer questions. (5 min) Log in and open photoshop (5 min) Listen and take notes on the demonstration. (10 min) Work (50 min) Save, log out, and head back to classroom in an orderly fashion (10 min) Day 2 Get seated and sign in. (5 min) Draw in sketchbooks. (15 min)

Start a discussion about artist style and what can mean to emulate a style on a personal and macro scale. Art movements (I give some examples). (25 min)	Participate and talk with each other and with me about art styles and art movements. Think of additional examples (25 min)
Go to lab to finish up yesterday's work and to talk about what everyone did. (5 min)	Go to lab (5 min)
Have students log in and finish up work. Once finished they need to save projects and upload them to a google drive folder that I have created (20 min)	Log in and work. Upload projects to Google drive folder. (20 min)
Once everyone's work is submitted, display the images on the projector screen and have students talk about their work. What fueled their ideas? Why did they choose those images to work with? (30 min)	Participate and be open with their thought processes. Don't be afraid to share! (30 min)
Head back to room (5 min)	Go back to classroom (5 min)
Wrap up what we did/ learned and segue into next lesson. (15 min)	Listen (15 min)

VI. ENDING THE LESSON

1. **Closure of Lesson** Quickly recap what we did and what we learned about appropriating another artist's work. What does it mean to be a part of a stylistic movement?
1. **Transition to Next Lesson** Let them know that we are going to go even further into digital media. Let them know we will be talking about cultural appropriation and appreciation and that I plan to blow their minds.

VII. REFERENCES TO MATERIALS CONSULTED

Artists listed in the visual references section.

VIII. THE CLASSROOM AS A THIRD TEACHER

We will be using the computer lab quite a bit so that students can easily work and discuss with each other. That space also has a projector which is ideal for presentations and critiques involving digital work.