

Oh No U Didn't!

Teacher: Grace Collins
Assistant to the Teacher: Ilayda
Documenter & Interested Adult: Sarah

Unit Title: Oh No U Didn't
Lesson Title: Cultural Appropriation
Grade Level: 6-12
Number of Students: 13
Lesson #: 4 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.

ART / ARTIST(S) OF RELEVANCE:



https://www.huffingtonpost.com/2013/11/25/cultural-appropriation-katy-perry_n_4337024.html



<http://www.cnn.com/2015/10/27/living/halloween-costumes-avoid-feat/index.html>

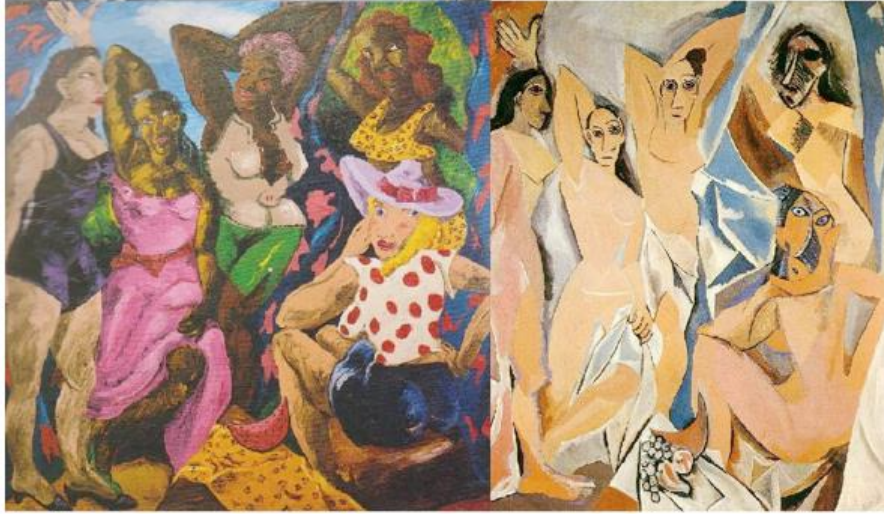




https://noisy.vice.com/en_ca/article/6x88xn/shitty-music-clichs-trends-and-opinions-that-need-to-die-in-2015



<https://www.nbcnews.com/news/asian-america/appreciation-or-appropriation-coldplay-beyonce-release-new-music-video-n507361>



<http://www.inquiriesjournal.com/articles/1661/appropriation-in-contemporary-art>



<http://www.thecoli.com/threads/picasso-was-influenced-by-african-art.257787/>

PREREQUISITES:

- Photography and video experience
- Acting
- Understanding of music and music videos
- Recording with greenscreens
- Video editing

SAFETY HAZARDS:

Internet safety. Don't click on suspicious links or videos.

Being careful with the equipment and knowing how to use it properly so that it doesn't break.

When going to locations outside of class times, be mindful of your surroundings.

INTERDISCIPLINARY CONNECTIONS:

This lesson heavily relies on technology including cameras, greenscreens, and video editing software. It is also all about world cultures and recognizing appropriation when it happens. This way students can be more aware of other cultures and learn to be respectful and worldly individuals.

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)

Students at this age are growing more aware of the world and other cultures other than their own. They also tend to listen to a lot of music and the music videos are quite interesting and tend to use a lot of other cultures.

II. LEARNER OUTCOMES

1. The student will compare and contrast the differences and similarities between cultural appropriation and cultural appreciation.
2. The student will analyze the interaction between culture identities (Latinx, Black, LGBT, Japanese, Chinese, Indian, etc), pop culture, and art.
3. Students will reflect on instances of cultural appropriation that they have witnessed and the greater social implications of appropriating other cultures.
4. Students will create a music video that demonstrates their understanding of cultural appropriation. 9.1.12.B

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:Cr1.2.1a 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:Cr2.1.1a 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:Cr2.2.6a Explain environmental implications of conservation, care, and clean up of art materials, tools, and equipment.

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.

9.1.12.F: Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

9.2.12.I: Identify, explain and analyze philosophical beliefs as they relate to works in the arts

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.

IV. MATERIALS NEEDED FOR LESSON

- Cameras
- Tripods
- One-button studio
- Computers with Adobe Premiere
- Green Screens
- Costumes
 - Soccer balls and soccer jerseys.
 - ?????
 - Fabric?

V. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Teacher Actions	Expected Learner Actions
Day 1 Greet students and invite them to sit in the circle. (10 min) Remind students about what we've been learning as well as what we did in the previous class. Reintroduce the current project about cultural appropriation. (5 min) Ask students what they know about cultural appropriation and cultural appreciation. What do they think the terms mean? What are the differences between the two? Have them discuss ideas with their neighbor. (10 min) Head up to the computer lab and have students bring their coats and sketchbooks. (5 min) Show Power Point and discuss examples with students. Show sample remade video of Addy from Make A Wish Foundation recreating Katy Perry's Roar video. (20 min) Gather students and head to library and media commons **OPENS AT 10AM. Talk about the media commons and the	Day 1 Sit in the circle and chat. (10 min) Listen and ask questions. (5 min) Students answer and discuss answers with each other and together as a group at the end. (10 min) Students gather items and follow. (5 min) Listen and ask questions. Comment and add to the dialogue of cultural appropriation vs. appreciation. (20 min) Gather materials and go to library. Listen. (10 min)

existing technology on the way there. (10 min) Show students around the MC and get situated in their computer lab. Have students log in with my information and get into groups. *4 GROUPS* (10 min)	Pay attention and comment on tour. Get logged in and form groups. (10 min) G1: Natalie, Grace, Ellen (all won't be there 4/14) G2: Kayla, Alex A, Sloan*, Kylie (*Sloan won't be there 4/14) G3: Alayna, Alex H, Lauren, Karen* (*Karen was not there 4/7) G4: Kaycee, Lee, Lusha, *Luca (Luca has been missing recently, but if he comes back, he'll most likely choose to be with them.)
Have students get to work researching music videos and thoroughly plan what they want to do. *planning to be continued for first hour 4/14* (40 min)	Research music videos and plan. (40 min)
Have students get contact info from each other and log out of computers. Gather stuff and return to 201 Patterson. (10 min)	Exchange information, gather stuff, log out, and head back to the classroom for dismissal. (10 min)
Day 2 *9am-12pm	Day 2 *9am-12pm
Greet Students and have them sit with their groups. Sketchbook time. (15 min)	Come in and sit in groups while drawing in their sketchbooks. (15 min)
Go back over project and have groups share what video they are reshooting. If any new students show up, put them into a group. (10 min)	Listen and talk about what they did and their thoughts. (10 min)
Continue planning stage until 9:55. ** Bring to computer lab or have iPads for each group???? (30 min ish)	Continue to plan. (30 min ish)
Head to MC (5 min ish)	Head to MC (5 min ish)
** This is where things get tricky. Depends on my communication with Markus at Media Commons. I might have to rent additional camera equipment and green screens**	**At least 4 students will be missing this class. All of group 1 won't be there, which was planned for by them. If members from additional groups aren't there, they will have to make up filming

Have students choose a room to work in. A conference room or the one-button studio. Also introduce them to the MC staff member on the scene. Have him help with introducing the space and showing how to use it all. (20 min) Aid with additional set up, props, etc. Have a brief conference with each group to go through their plan. (15 min *5 min per group) Filming in progress. Go around and check progress/ aid when needed. (80 min) Return to Patterson. (5 min) Save progress and export it to a large capacity USB drive after students leave. Day 3 Probably 9-12 LAST DAY OF CLASS ***Teacher Note: Groups 2-4 merged into two separate groups since there were lots of absences. Greet students and conduct sketchbook time. (15 min) Review what's been going on. Make sure all projects are finished and brought to class. (5 min) Talk to them about the exhibition. What time it will be, when they can take home work, and go over any special requests that they have for the set up. (15 min) Tell students plan for the continually saved paper. Using table doodles to create an individual or collaborative work of art. Then have them work (35 min)	at another time or be the main editor on Day 3.** Choose workspace and listen/ ask question to both myself and the staff member. Get set up in space. (20 min) Finish set up and go over their plan with me. During this time the groups I am not with can get started. (15 min, 5 per group) Film! (80 min) Return to Patterson (5 min) If students want to stay longer, they can. They will need a lunch though!! Day 3 Probably 9-12 LAST DAY OF CLASS Shakira: Waka Waka Kreayshawn: Guchi Guchi Draw in sketchbooks (15 min) Review and have all projects brought in. (5 min) Listen, ask questions, and provide feedback/ ideas. (15 min) Listen and get to work choosing existing doodles or creating new ones, then cutting them out and pasting them onto cardboard. (35 min)
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Right at 9:55 head to MC for editing. (5 min) Have them watch a demo in the main lab of basics (uploading footage, cutting footage, linking footage together, adding/removing sound, getting video and audio from Youtube.) (30 min) Split into groups and go to editing rooms to edit! (80 minutes) 10 minute wrap up with everyone?	Go to MC for editing. (5 min) Pay attention to demo and take notes (30 min) Edit (80 min)

VI. ENDING THE LESSON

- A. **Closure of Lesson** a final viewing party of created videos before returning to the classroom.
- B. **Transition to Next Lesson** Day 1: Make sure students know that they are filming next class and let them have a bit of time to prep at the beginning of the next class.

Day 2: Have students help with putting away filming supplies and give a run down of what will be done with editing the following week. * Next class is the final class!

VII. REFERENCES TO MATERIALS CONSULTED

See artist reference section.

Additionally, Addy the Wish Kid from Make a Wish Foundation. Her wish was to be a popstar for the day and make a music video singing Katy Perry's Roar.

<https://www.youtube.com/watch?v=0UsSv2nGqR8>

Original music video of Roar: <https://www.youtube.com/watch?v=CevxZvSJLk8>

VIII. THE CLASSROOM AS A THIRD TEACHER

Day 1

- Desks moved out of the way to allow for a circle of chairs to facilitate discussion.
- Bring to computer lab for presentation.
- MC lab.

Day 2

- Desks are moved out of the way to provide as much room for filming as possible.
- Supplies are laid out on the large group of tables.
- 3 green screens together plus green floor mat at the recording center
- Allow students to move to other locations outside SO LONG AS I CAN SEE THEM FROM THE CLASSROOM.

Day 3

- Desks arranged in the regular set up, only have drawing supplies out for sketchbook time. Have the painting/drawings out for students. Get all of the sculptures down from the shelves.
- MC lab for large group demo.
- 3 smaller, private editing rooms away from the college student population. Provides for less distractions and safety concerns. Groups will be able to get individual attention.
 - * Will probably give students my phone number so they can easily get ahold of me and need me to go to their room to answer a question. These rooms are separate from one another.