**Layers of Me**

3D Design Unit

**Rational and Description**

Identity is shaped by many factors. Students will explore elements of their identity and how they can use their art to express it. Students will explore how the artist Marc Chagall used color symbolically in his art to aide in the expression of his heritage, beliefs and personal identity. Through the investigation of symbolic meanings of colors, the use of symbols in the art works of Mark Chagall, and through the creation of their own symbolic artwork students will gain understanding of the power of color in communicating identity.

Ultimately the students will create a relief sculpture using their initials, image transfers of their photographs and cardboard. I have found that it often keeps students more interested in the learning process when they know what they will create in the end. With 90 minutes classes I will break up the period when possible to allow students time to work on sections of their sculpture before we can devote full class periods to studio work.

**Big Idea – Identity**

**Essential Questions:**

1. How have artists used their art to express their personal identity?
2. What shapes an individual’s identity?
3. Can color be symbolic of many things?
4. How have artists used color symbolically?
5. How can individual identity be expressed through sculpture?

**Essential concepts**

1. Artists use their art to express their personal, cultural and historical identity.
2. Identity is shaped through a complex network of influences.
3. Color can be used symbolically in art.
4. Artists use color in their art to express their identity.

**Lessons:**

1. **What shapes identity? – 1 90 minute Class Period**

**Objectives:**

* Through small and large group discussion students will articulate their understanding of what factors shape an individual’s identity.
* Students will be introduced to how they can use a relief sculptural technique to express their identity.

**Activities:**

* Warm up – 3 minute card response to “Don’t you know who I think I am?” [Write a total of 10 words (adjectives and verbs) that are descriptive of you.]
* Q&A – What is identity? – Refer to Webster’s Dictionary
* Small group discussion – In groups of 5 or less students are to list the things that could shape a person’s identity. (no more than 5 minutes – make it a race to see which group can come up with the most things.)
  + When time is up have the winning team read their list. Mark out duplicates or subcategories. (ex. If one word is “family” and then there is also “father” mark out father)
* Large group discussion – Create a class word web about the factors that shape identity
* Personal Web [– See Identity Web Homework.](file:///C:\Users\stephanie.wirt\Desktop\3D%20Design\3D%20HW.%20personal%20identity%20web.docx) This could be done as a classwork assignment depending on time
* Presentation of student artwork to be created in this unit.

**Assessments:**

* Formative – Observation of student participation in small/large group investigation/discussion.
* Summative – Student’s personal web and drawing.

**Lesson 2 – Color as Symbol in Art.**

**Essential Concepts:**

* Artists use color in their art to express their identity.
* Artists use their art to express their personal, cultural and historical identity.
* Color can be used symbolically in art.

**Objectives:**

* Students will investigate how the artist Marc Chagall uses color symbolically in his artwork.
* Students will discuss the possible meanings of Chagall’s symbols in his artworks *I and the Village*, *Paris Through My Window*, and *American Window*.
* Through individual research and discussion students will investigate and articulate the symbolic meanings of color as it relates to them and the important people in their life.

**Activities:**

* Warm Up – 3 minute card response to “What is your favorite color and why?”
* Internet research for color meanings. [See Color Investigation Worksheet](file:///C:\Users\stephanie.wirt\Desktop\3D%20Design\Color%20Investigation.docx)
  + Allow about 45 minutes for this research. Class should meet in the computer lab
* Investigation and discussion of Chagall’s artwork.
  + Sketchbook Page on Marc Chagall – Students may choose either *Paris Through My Window* or *I and the Village* to draw in their sketchbook as a visual reference to accompany their notes.
  + Have students mark off a 3x3 square on their sketchbook notes page to reserve for the drawing of the artwork.

**Assessments:**

* Formative: Participation in Group Discussion
* Summative: Color Investigation web Research Rubric
* Sketchbook notes page to be included in the sketchbook rubric when it is collected later in the quarter.

**Grading Rubric for Color Investigation**

A: Documented information from at least 3 different websites / Documented information for both chosen color and its complementary / Documented information in each category at some point in the investigation / Writing is easily readable

B: Documented information from at least 3 different websites / Documented information for both chosen color and its complementary / 4 of the 5 categories have found information / Writing is readable.

C: Documented information from 2 of the websites / Documented information for both chosen color and its complementary / 3 of the 5 categories have found information / Writing is difficult to read / All categories are filled for main color but not complementary.

D: Documented information from 2 of the websites / Missing more than 2 categories of information / Has no information for complementary color / Difficult to read.

F: Did not document more than one website / 1 out of 5 categories filled in / very difficult to read

**Lesson 3 - Constructing Layers of Me**

**Essential concepts**

* Artists use their art to express their personal, cultural and historical identity.
* Color can be used symbolically in art.
* Artists use color and imagery in their art to express identity.
* Bas Relief is a type of sculpture
* Assemblage is one method used in creating sculpture

**Objectives**

* Students will demonstrate their understanding of bas relief and assemblage techniques as they relate to creating an original sculpture through.
* Students will utilize color and imagery symbolically and literally in their artwork to express their identity.
* Students will understand the importance of good craftsmanship to the success of an artwork.

**Activities:**

Students will create a relieve sculpture using their first and last initial and a flat background piece.

**The Process:**

**Letter Construction**

1. Use pencil and paper to design their letters.
2. Cut out 2 identical pieces of cardboard in the shape of the first initial.
3. Stack and glue small cardboard strips to one piece of the cardboard letter until the desired height is reached.
4. Glue second identical letter shape to the stacked pieces.
5. Use a thinned glue mix and strips of thin craft paper to wrap around the now 3D letter. When the glue and paper dry the letter will appear solid. Be careful not to get to many wrinkles in the paper and that all edges are glued solid. (NO GAPS)
6. Cover 3 sides of the letter with gesso. (May need more than one layer.) Too much glue on the surface of the paper will cause the gesso to crack.
7. Gesso is drying cut out cardboard in the shape of the last initial. Make this shape slightly larger than the first letter.
8. Cut and glue thin cardboard strips to create a single layer raised design on the second layer.
9. Cover letter with white spray paint to create a consistent background color to start with.
10. Select a piece of flat cardboard larger than both letters to be the background support.

**Surface Design:**

1. Once the gesso is dry create a surface design that reflects your personal identity. Use images of you (Image transfer or collage). Use the color you selected as symbolic of you as the dominate color for this letter. (Use the complementary color for the second letter. Use a lighter value, or analogous color, to the first letter to paint your background)
2. Consider using spray paint to cover your letter first then apply imagery. OR Use the gesso image transfer technique on your letter before you color it for a brighter image. OR use the contact paper or clear tape transfer method to get a shinier image surface.
3. On your last name letter also consider using images of you family.
4. Lay out your two letters on your background board and trace around them. This will allow you to know here the letters will be as you are compositing the surface design of your background. (There’s no need to put images on areas that will be covered up by the letters.
5. On your background layer collage images (or Use image transfers) of the important people and places in your life.
6. Once you have all the imagery you want on your background board cover the board with mod podge to seal it. Depending on the media you used for the letters you may also want to seal the letters with mod podge.
7. Use hot glue to attach your two letters to the background board.

Once the sculpture is complete write your reflection and fill out the student self-assessment form.

Assessments:

Formative:

* Individual conferences with students to monitor progress and offer suggestions on letter design, construction and surface designs.

Summative:

* Students and Teacher will utilize the project grading rubric to assess the final artwork. (See [“Layers of Me” grading rubric](file:///C:\Users\stephanie.wirt\Desktop\3D%20Design\Name_Relief_Grading_Rubric.doc).