

Standing Up for What You Believe In!



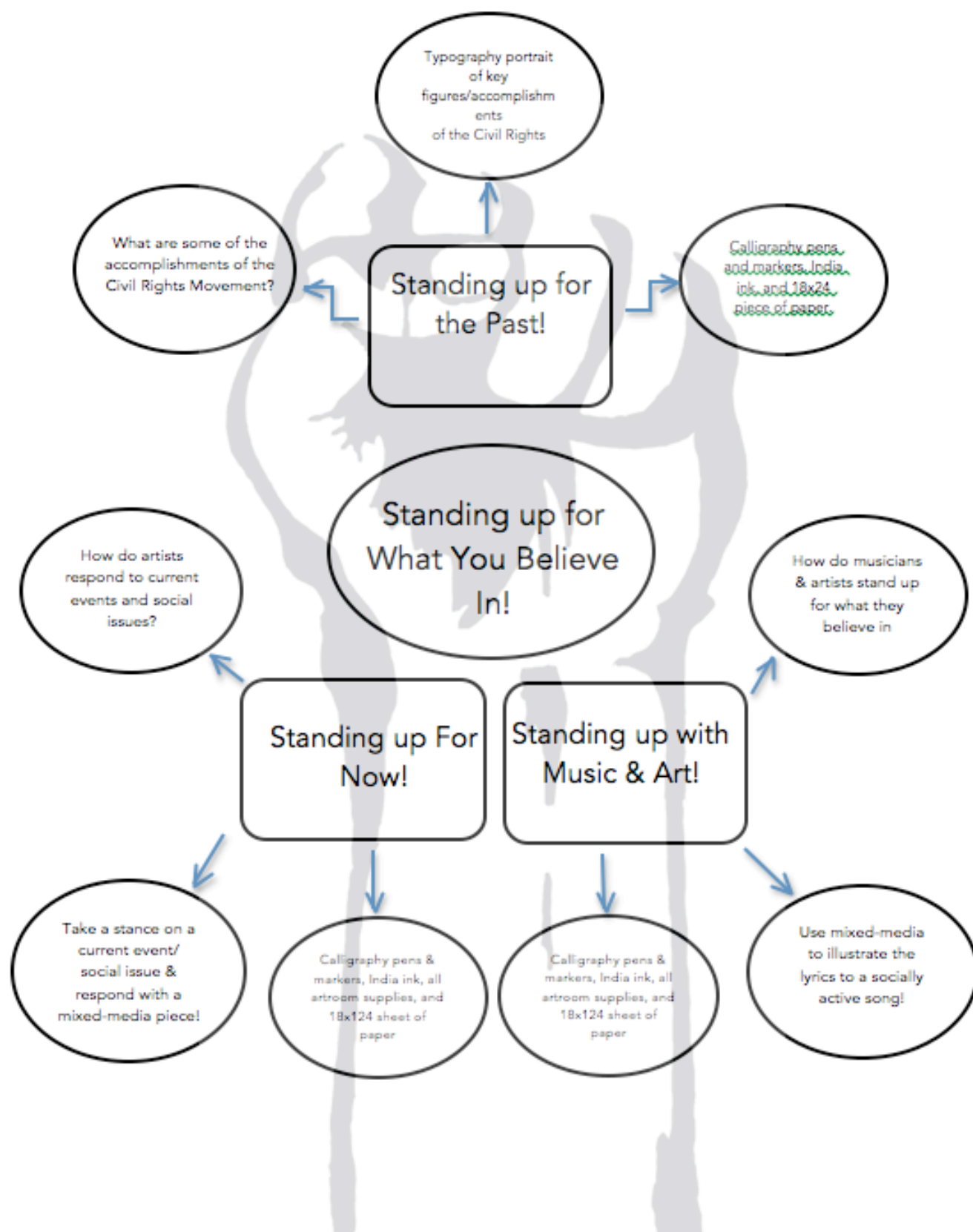
"Keep Your Coins, I Want Change." Banksy

- Lesson 1: Standing Up for the Past!
- Lesson 2: Standing Up Now!
- Lesson 3: Standing Up with Music & Art!

Madeline Mühlberg
Art Ed Curriculum 5-12
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Standing up for What You Believe In! Grades 11 & 12

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Standing up for What You Believe In!

STAGE I – DESIRED RESULTS

• UNIT TRANSFER GOAL

Students will be able to independently use their learning to....

- Develop a strong sense of understanding of social justice and the Civil Rights Movement.
- Articulate their opinions on current events and create art that responds to history, current events, and music.

• ENDURING UNDERSTANDINGS –

Students will understand that:

- All United States citizens are entitled to certain Civil Rights.
- Being a kind, empathetic, and knowledgeable citizen involves knowing current events and being aware of social injustices.
- Social Injustices still occur, and speaking out about them is one of the best ways to solve them as citizens.
- Musicians and artists can be activists.

• ESSENTIAL QUESTIONS –

-What are some of the accomplishments that came out of the Civil Rights movement?

- How do artists respond to history and current events?
- How can artists and musicians be activists?

• STANDARDS ADDRESSED

VISUAL ART STANDARDS

- **Standard 1: Methods, Materials, and Techniques:** Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.
- **Standard 2: Elements and Principles of Design:** Students will demonstrate knowledge of the elements and principles of design.
- **Standard 3: Observation, Abstraction, Invention, and Expression.** Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.
- **Standard 5: Critical Response:** Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.
- **Standard 10: Interdisciplinary Connections:** Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

SOCIAL STUDIES STANDARDS

- **Standard 5.62: Cold War America at Home:** Economic Growth and Optimism, Anticommunism, and Reform, 1945-1980: Describe the accomplishments of the civil rights movement (the 1964 Civil Rights Act and the 1965 Voting Rights Act)
- **Standard 2.6:** Define and provide examples of fundamental principles and values of American Political and civic life, including liberty, the common good, justice, equality, tolerance, law and order, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy.
- **Standard 2.8:** Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension or conflict. Examples: Analyze issues involving liberty in conflict with equality, liberty in conflict with authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights

• ACQUISITION/ UNIT OBJECTIVES

Lesson 1: Students will be skilled at and have mastered calligraphy and typography portraits. Students will be able to create art that references history, specifically the Civil Rights Movement.

Lesson 2: Students will be skilled at creating multi-media pieces that include calligraphy. Students will be able to create art that responds to current events.

Lesson 3: Students will be skilled at creating multi-media pieces and exploring more materials. Students will be able to create connections between music, art, and activism, and be able to respond to music through their art making.

STAGE 2 – ASSESSMENT EVIDENCE

• PERFORMANCE TASKS/PRODUCTS AS EVIDENCE -

Lesson 1: A “Typography Portrait/Piece” that demonstrates the student’s interpretation of the specific accomplishment or key figure of the Civil Rights Movement.

Lesson 2: A multi-media piece that highlights the student’s perspective on a current event or current social issue.

Lesson 3: A multi-media piece that demonstrates the student’s interpretation of the lyrics of a song that demonstrates musical activism (conscious music.)

Stand Up For Now! Rubric (See Rubric at end of the Unit Plan (p.26))

STAGE 3 – LEARNING PLAN

• SCOPE AND SEQUENCE OF LESSONS

• Lesson 1: Standing up for the Past — In this lesson, students will watch *Selma* (2014) and discuss the key figures and accomplishments of the Civil Rights Movement. Using India ink and calligraphy pens, students will create a “typography portrait/piece” that interprets their understanding of a key figure or accomplishment of the Civil Rights Movement. Students must use words and text in calligraphy that describe the key figure or accomplishment to create their piece.



A digital example of John Lennon by Pandab00

• Lesson 2: Standing up for Now!—In this lesson, students must take a stance on a current or contemporary event or social issue and create a multi-media piece that illustrates their stance or feelings about the issue. Along with two other mediums, students must incorporate calligraphy and the calligraphy structures we have learned thus far to create their piece.



Lest We Forget by Robert Templeton

- Lesson 3: Musicians & Artists: Standing up with Music & Art!—In this lesson, students will be introduced to many musicians, such as Nina Simone and Mos Def, that are also social activists. Students must then find a song or lyrics from a song that show musical activism on an issue they care about and create a multi-media piece that responds to the song and lyrics. The lyrics of the song must be incorporated into the piece using calligraphy, along with two other mediums.



Mos Def by Kamoni Khem

Standing Up for the Past!

Lesson 1

11th & 12th Grade

Calligraphy



Revolutionary (Angela Davis) by Wadsworth Jarrell (1971)

Madeline Muhlberg
March, 2015

Introductory Information:

- This lesson is made for classes that range from 20-36 students that are composed of 11th and 12th graders.
- This lesson was made for a Calligraphy class but can be modified for a foundations class, a mixed-media class, and a painting or drawing class.
- Class Length: 80 minutes long
- Lesson Topic and Description: The lesson is part of a larger interdisciplinary unit that explores the Civil Rights movement and modern activism in combination with mixed media and calligraphy. The students will see what it was like for many people who have already stood up for our civil rights, and have a chance to stand up for what they believe in too.

STAGE 1: DESIRED RESULTS

A. ENDURING UNDERSTANDINGS:

- Artists create work that responds to and supports the Civil Rights Movement.
- Artists create work that stands up for something they believe in.
- Artists use history to create strong work that can be meaningful to the general population.
- Artists are activists.

B. ESSENTIAL QUESTIONS:

- What is the Civil Rights Movement and what are some accomplishments of the activists from this period?
- How do artists use history to create strong work that reaches a large population?
- How do artists use ink and text to create work about activism?

C. STATE STANDARDS ADDRESSED

VISUAL ARTS STANDARDS

- **Standard 1.14** Demonstrate a mastery of tools and techniques in one medium
- **Standard 2.16** Create artwork that demonstrates a purposeful use of the elements and principles of design to convey meaning and emotion
- **Standard 3.9** Create 2D and 3D artwork that explores the abstraction of ideas and representations

SOCIAL STUDIES STANDARDS

- **USII.2.5** Analyze the origins, goals, and key events of the Civil Rights movement.
- **USII.2.6** Describe the accomplishments of the civil rights movement.

D. ACQUISITION/ LEARNING OBJECTIVES:

- The students will know the accomplishments of the Civil Rights Movement.
- The students will be able to use history to create meaningful and original works of art.
- The students will be skilled at using ink and calligraphy to create strong works of art.

STAGE 2: ASSESSMENT EVIDENCE

A. PERFORMANCE TASK OR FINAL PRODUCT:

An example of a final product would look similar to this calligraphy portrait. Students would use ink and text to create an original piece of work that responds to the Civil Rights Movement or represents a key figure or accomplishment of the movement.



Untitled by Unknown Artist

- B. CONTINUUM OF ASSESSMENTS: Students will watch *Selma* (2014) in class and participate in a discussion about the movie. This will lead into a brief PowerPoint that mentions some of the many accomplishments of the civil rights movement and some key figures. Students will then be asked to use the computer or their iPad to research a key figure or accomplishment from the movement. A worksheet/graphic organizer will be given to students to help them research and take away valuable information that will help them create their piece. After researching, students will participate in some visual thinking strategies while looking at art that was made during or has responded to the civil rights movement. Students will then create a calligraphy portrait--or a piece using India ink and calligraphy pens, that represents a civil rights activist or accomplishment from the movement. Students will then participate in a in-class critique to share their findings of their research and to share their work.

C. CRITERIA:

- a. Did the students actively participate when watching Selma and the in-class discussion?
- b. Did students use their time efficiently when researching their topic?
- c. Did students actively research their topic and fill out the worksheet or graphic organizer?
- d. Did students participate when looking at the art that responds to the civil rights movement?
- e. Did students use their time efficiently when creating their "Calligraphy Portrait."
- f. Did students put effort and care into their work?
- g. Did students actively participate in the class critique and demonstrate their knowledge effectively?

STAGE 3: LEARNING PLAN

A. MATERIALS AND EQUIPMENT:

- a. A sheet of 18x24 piece of fine-art paper
- b. India Ink
- c. Calligraphy Pen
- d. Calligraphy Markers
- e. Computer or iPad for research

B. RESOURCES: VISUALS, TEXT, MEDIA AND WEB

- a. Deviant Art. (n.d.). Retrieved March 9, 2015, from <http://pandab00.deviantart.com/art/Lennon-Portrait-14467460>
- b. Jarrell, W. (n.d.). Collections: Contemporary Art: Revolutionary (Angela Davis). Retrieved March 8, 2015, from http://www.brooklynmuseum.org/opencollection/objects/210696/Revolutionary_Angela_Davis
- c. Jacob, L. (n.d.). Jacob Lawrence | Soldiers and Students (1962) | Artsy. Retrieved March 8, 2015, from <https://www.artsy.net/artwork/jacob-lawrence-soldiers-and-students>
- d. Stevens. M (n.d.) "Honor Roll"
- e. Templeton, R. (n.d.). "Lest We Forget" Series. Retrieved March 8, 2015, from <http://www.roberttempleton.com/LestWeForget/>

C. VOCABULARY WITH DEFINITIONS:

- **Segregation:** the enforced separation of different racial groups in a country, community, or establishment.
- **Racism:** prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.
- **Civil Rights Movement:** The national effort made by black people and their supporters in the 1950s and 1960s to eliminate segregation and gain equal rights.

D. TEACHER INSTRUCTION:

- a. The teacher introduces the topic by giving a brief description of what took place during the March to Selma, and then the class watches the movie Selma.
- b. The teacher leads a brief discussion of the movie and the student's responses to the movie and the actual events portrayed in the movie.
- c. The teacher shows a PowerPoint that briefly explains the Civil Rights movement which such information as a timeline, key figures and movements that happened.
- d. The teacher gives the students a worksheet or graphic organizer to help them throughout their research.
- e. The teacher leads the class through a visual thinking strategies activity while looking at artists' works.
- f. The teacher gives the assignment to create a 'calligraphy portrait,' showing the students some examples of work.
- g. The teacher leads an in class critique where students share their work and research.

E. QUESTIONS TO GENERATE DISCUSSION:

- a. What happened in Selma?
- b. Who were the main characters and what was the conflict?
- c. What happened during the Civil Rights Movement?
- d. Who were key figures throughout the movement?
- e. What do you see in Robert Templeton's piece, Lest We Forget. Who are the figures portrayed in this piece? Why is this piece important today?
- f. What effect does May Steven's Honor Roll have? Does the visual work using text resonate with you? Does having context create a stronger connection with the work?
- g. What do you see in Soldiers and Students by Jacob Lawrence? How has he redefined the figure? What techniques has he used to create a very free-form work?
- h. How did Wadsworth Jarrell use text to create a portrait? How did he use color to create a portrait? What does this work say to you?

F. LEARNING ACTIVITY:

- a. Students participate in class discussion of Selma.
- b. Students use worksheet or graphic organizer to complete their research.
- c. Students participate in VTS activity while looking at the work of Robert Templeton, May Stevens, and Jacob Lawrence.
- d. The students use India ink, calligraphy pens, and calligraphy markers to create their "calligraphy portrait." Students must incorporate text into their piece.

G. DIFFERENTIATION:

Students who have difficulty with the calligraphy pens or have less fine motor functionality may use the calligraphy markers rather than the ink and pen. Students may work in small groups to complete their research if they are researching a similar topic. Instructions will be repeated to students and clearly laid out in a worksheet or on the board. Each student with an IEP or 504's needs will be met.

Standing Up For Now!

Lesson 2

11th & 12th Grade

Calligraphy



Untitled by Shepard Fairey

Madeline Mühlberg
March, 2015

Introductory Information:

- This lesson is made for classes that range from 20-36 students that are composed of 11th and 12th graders.
- This lesson was made for a Calligraphy class but can be modified for a foundations class, a mixed-media class, and a painting or drawing class.
- Class Length: 80 minutes long

- Lesson Topic and Description: The lesson is part of a larger interdisciplinary unit that explores the Civil Rights Movement and modern activism in combination with mixed-media and calligraphy. The students will see what it was like for many people who have already stood up for our civil rights, and have a chance to stand up for what they believe in too.

STAGE 1: DESIRED RESULTS

D. ENDURING UNDERSTANDINGS:

- Artists create work that responds to current events.
- Artists create work that stands up for what they believe in.
- Artists can be activists.

E. ESSENTIAL QUESTIONS:

- How do artists respond to current events?
- How do artists take a stand?
- How can you use calligraphy to create a larger piece of art?
- How can you use mixed media to respond to current events?
- How can you use text to create art?

F. STATE STANDARDS ADDRESSED:

VISUAL ART STANDARDS.

- **Standard 1.9** Demonstrate the ability to create 2D and 3D works that show grades knowledge of unique characteristics of particular media, materials, and tools
- **Standard 1.10** Use electronic technology for reference and for creating original work
- **Standard 2.13** Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others
- **Standard 2.16** Create artwork that demonstrates a purposeful use of the elements and in principles of design to convey meaning and emotion
- **Standard 3.9** Create 2D and 3D artwork that explores the abstraction of ideas and representations
- **Standard 5.10** Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work

SOCIAL STUDIES STANDARDS

- **USG.2.6** Define and provide examples of fundamental principles and values of American Political and civic life, including liberty, the common good, justice, equality, tolerance, law and order, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy.

- **USG.2.7** Identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy and realities of American political and civic life.
- **USG.2.8** Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension or conflict. Examples: Analyze issues involving liberty in conflict with equality, liberty in conflict with authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights

G. D. ACQUISITION/ LEARNING OBJECTIVES:

- The students will know about many of the current events that are taking place around the world but more specifically in America.
- The students will be able to choose a standpoint on a current event and take a stand!
- The students will be skilled at creating work that responds to current events and stands up for what they believe in!

STAGE 2: ASSESSMENT EVIDENCE

D. PERFORMANCE TASK OR FINAL PRODUCT: The final product will be a mixed media piece that responds to a current event. Students must use the calligraphy skills they have learned in some way to create the work. Students must use multiple mediums (at least 3) to create the work.



Stop the 1% by Melissa Terrezza

E. CONTINUUM OF ASSESSMENTS

Students will have already completed one aspect of the unit, which was to create a calligraphy portrait that responds to the civil rights movement. Moving on from that, students will be asked to create a mixed-media piece

that responds to a current event of their choice. Students will participate in a discussion and artful thinking activity of artists who are currently responding to many of the current events around America. Students will be asked to pick a current event and will be given time to research what event they want to pick and about the event. Students must write a small proposal that explains the current event they want to work with, which side they stand for and why, and some ideas for pieces. Students will meet with teacher in small groups based on the current events (assuming many of them overlap) and discuss their ideas. Students will then create a multi-media piece that incorporates calligraphy text or some of the aspects of calligraphy we have learned (Such as picket fences, waterfalls, and c-e-o's as designs.) Students will then share their pieces with the class, and will participate in a de-briefing, or a conversation that shares their ideas in a healthy and respectful way.

F. CRITERIA:

- a. Did the students participate in the artful thinking activity of the artists?
- b. Did the students research their current event and pick a stance?
- c. Did students write a proposal that explains the current event they want to work with, which side they stand for and why, and create ideas for their pieces?
- d. Did students meet in small groups or with the teacher to discuss their ideas?
- e. Did the students use three different mediums to create their work?
- f. Did the students incorporate calligraphy into their piece (which counts as one of the three mediums.)
- g. Did students use their time efficiently throughout the research and art-making time?
- h. Did students take a stand on their current event?
- i. Did students treat other students' ideas with respect?
- j. Did students share their work and participate in a conversation about respecting others' opinions and the current events?

STAGE 3: LEARNING PLAN

F. MATERIALS AND EQUIPMENT:

- a. Calligraphy tools: Pens, Markers, India ink
- b. All art room materials: magazines, paint, pens, colored pencils, glue, pastels, charcoal, string, tape, etc.
- c. 18x24 sheet of paper
- d. Computer or iPad for research.

G. RESOURCES: VISUALS, TEXT, MEDIA AND WEB

- a. Davis, D. (n.d.). In Ferguson and St. Louis, an Artist's Quiet Outrage. Retrieved March 9, 2015, from

- <http://www.citylab.com/politics/2014/12/in-ferguson-and-st-louis-an-artists-quiet-outrage/383388/>
- b. Fairey, S. (n.d.). Interview with Shepard Fairey: Still Obeying After all These Years. Retrieved March 10, 2015, from <http://www.aiga.org/interview-with-shepard-fairey-still-obeying-after-all-these-year/>
 - c. Hirschhorn, T. (n.d.). Thomas Hirschhorn, 'Drift Topography' 2003. Retrieved March 10, 2015, from <http://www.tate.org.uk/art/artworks/hirschhorn-drift-topography-t11885>
 - d. Terrezza, M. (n.d.). Upstairs [Artspace] - Exhibition Detail - The Things We Know: Seven Conceptual Artists. Retrieved March 9, 2015, from http://www.upstairsartspace.org/exhibit_display.php?eid=54
 - e. Tiberino, G., NTEL, & Dutchmanin, T. (n.d.). Blog Post: 10 Stories of Artists Responding to Police Brutality — SOMArts. Retrieved March 10, 2015, from <http://www.somarts.org/artistsrespond/>

H. VOCABULARY WITH DEFINITIONS:

- a. **Activism:** the policy or action of using vigorous campaigning to bring about political or social change.
- b. **Multi-Media Art:** A piece of art that combines multiple mediums.
- c. **Social Justice:** is the view that everyone deserves equal economic, political and social rights and opportunities.

I. TEACHER INSTRUCTION:

- a. The teacher will lead students through an artful thinking activity with artists who have or are responding to current events.
- b. The teacher will lead students through the research aspect of this project and help students create proposals.
- c. The teacher will meet with the students about their proposals.
- d. The teacher will lead students in a discussion about respecting others' opinions and about their work.

J. QUESTIONS TO GENERATE DISCUSSION:

- a. What do you see in Melissa Terrezza's multi-media pieces?
- b. What did Damon Davis' work make you think about? Did you see the connection the current event?
- c. How did Gabe Tiberino, Ntel, and T.F. Dutchmen incorporate a current event into their graffiti piece? What do you see? What story does this tell?
- d. How did Shepard Fairy and Banksy use street art and satire to respond to current events?
- e. What do you see in Tomas Hirschhorn's Drift Topography? How many mediums did he use to create this installation? What does it

make you think about? It was responding to the Iraq war, but do you think it relates to what is going on today?

- f. What are some difficulties when creating a work that responds to a current event? Was it hard to pick a side?
- g. Does your work accurately portray your feelings on this subject? Do you think someone will be offended by your work? Do you feel that standing up for what you believe in is important?

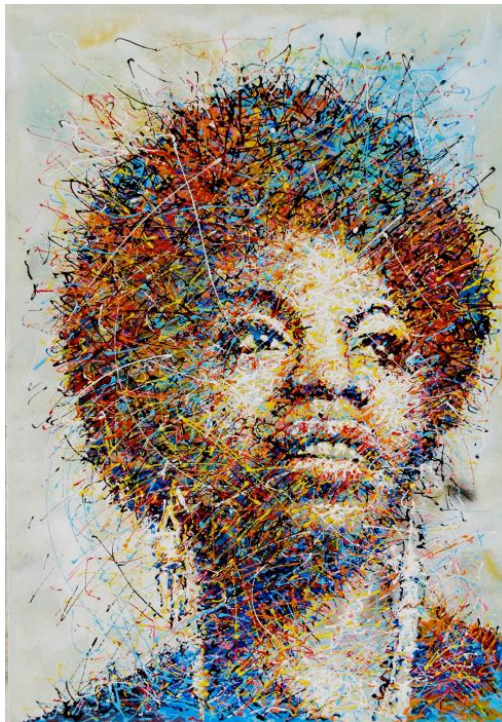
H. LEARNING ACTIVITY:

- a. Students participate in Artful Thinking activity
- b. Students research their current event and create a proposal
- c. Students use three mediums, including calligraphy, to create a piece that responds to a current event.
- d. Students participate in class discussion of events and respecting other's opinions.

I. DIFFERENTIATION:

Students with IEP or 504's will be accommodated based on their needs. Students will have clear instructions that will be projected to them. The teacher will assist and check in with students throughout the project. Students can use different materials to fit their needs and the teacher will help them or suggest new materials if they have a physical disability.

Musicians as Activists: Standing Up With Music & Art Lesson 3



Nina Simone by Antonio Montanaro

Madeline Mühlberg
March 2015

Introductory Information:

- This lesson is made for classes that range from 20-36 students that are composed of 11th and 12th graders.
- This lesson was made for a Calligraphy class but can be modified for a foundations class, a mixed-media class, and a painting or drawing class.
- Class Length: 80 minutes long

STAGE 1: DESIRED RESULTS

H. ENDURING UNDERSTANDINGS:

- Artists and musicians can be both activists.
- Artists create work to respond to music and vice versa.
- Musicians and Artists stand up for what they believe in.

I. ESSENTIAL QUESTIONS:

- How is music and art related?
- How do musicians and artists stand up for what they believe in?
- How can you create work that responds to music?

J. STATE STANDARDS ADDRESSED:

VISUAL ART STANDARDS:

- **Standard 1.19:** Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.
- **Standard 1.10:** Use electronic technology for reference and for creating original work.
- **Standard 2.13:** Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others.
- **Standard 3.9:** Create 2D and 3D artwork that explores the abstraction of ideas and representations.
- **Standard 5.10:** Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work.

SOCIAL STUDIES STANDARDS:

- **USG.2.8:** Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension or conflict.

D. ACQUISITION/ LEARNING OBJECTIVES:

- The students will know that both artists and musicians are activists.
- The students will be able to stand up for what they believe in using a musician's words and their own art.
- The students will be skilled at creating art that incorporates music.

STAGE 2: ASSESSMENT EVIDENCE

G. PERFORMANCE TASK OR FINAL PRODUCT: The final product should be a multi-media piece that incorporates at least three different mediums, including calligraphy, that responds to a musician's song. The song, or lines from the song, should be standing up for something or speaking out about social injustice. The students must incorporate these lyrics into their piece.



Carley Kelly (2012)

H. CONTINUUM OF ASSESSMENTS:

Students will have already participated in two of the interdisciplinary lesson plans that have lead up to the creation of this piece. Students should participate in introduction to lesson, which will comprise of listening to some music by 2pac, Nina Simone, Bruce Springsteen, and Macklemore & Ryan Lewis. After completing the introduction, students will participate in brainstorming imagery from the songs played in class as a warm-up activity. Students must use time efficiently while researching, which musicians they would like to respond to. Students must complete

proposal worksheet, which will help them plan which artist or lyrics they would like to respond to and the imagery they plan on using. Students must use three mediums, including calligraphy, within their piece. They must use their time in class efficiently. After completing their pieces, Students must incorporate the lyrics of the songs into their pieces. Students must write an “artist statement” on why they chose these lyrics, why they made their piece, and what the musician is standing up for. Finally, students must participate in critique process in small groups. This process will require the students to play at least one verse of the song they chose (edited version) for their small groups. The groups will have a guideline on how to effectively critique their classmates.

I. CRITERIA:

- a. Did students participate in the introduction of the lesson and the warm-up activity?
- b. Did students use their time efficiently when researching which musician and lyrics they would like to use?
- c. Did students choose lyrics where the musician is standing up for something?
- d. Did students complete their proposal worksheet before beginning their piece?
- e. Did students use their time efficiently in class?
- f. Did students use three mediums including calligraphy to create their piece?
- g. Did student successfully create an artist statement with their piece?
- h. Did students participate in the small-group critiques?
- i. Did students act respectfully within the critiques?

STAGE 3: LEARNING PLAN

K. MATERIALS AND EQUIPMENT:

- a. Calligraphy tools: Pens, Markers, India ink
- b. All art room materials: magazines, paint, pens, colored pencils, glue, pastels, charcoal, string, tape, etc.
- c. 18x24 sheet of paper
- d. Computer or iPad for research.

L. RESOURCES: VISUALS, TEXT, MEDIA AND WEB

- a. 2PAC (n.d.) “Changes”
- b. Bruce Springsteen and the Estreet Band(n.d.) “American Skin (41 Shots)”
- c. Kelly, C. (n.d.). It is Well With My Soul. Retrieved March 9, 2015, from https://www.etsy.com/shop/hodgepodgebycarley?section_id=16076682&ref=shopsection_leftnav_3

- d. Khem, K. (n.d.). Mos Def by Kamoni Khem. Retrieved March 10, 2015, from <http://fineartamerica.com/featured/mos-def-kamoni-khem.html>
- e. Montanaro, A. (n.d.). Antonio Montanaro, NINA SIMONE. Retrieved March 10, 2015, from <http://www.saatchiart.com/art/Painting-NINA-SIMONE/155474/136950/view>
- f. Mos Def ft. Slick Rick (n.d.) "Auditorium"
- g. Macklemore & Ryan Lewis (n.d.) "Same Love"
- h. Nina Simone (n.d.) "Mississippi Goddam"

M. VOCABULARY WITH DEFINITIONS:

- a. **Activism:** the policy or action of using vigorous campaigning to bring about political or social change.
- b. **Multi-Media Art:** A piece of art that combines multiple mediums.
- c. Social Justice: is the view that everyone deserves equal economic, political and social rights and opportunities.
- d. **Musician:** Someone who creates music.
- e. **Lyrics:** a lyric poem or verse, or the words of a song.

N. TEACHER INSTRUCTION:

- a. The teacher will introduce the lesson showing examples of multi-media artwork and playing the music activists' songs.
 - i. The teacher should be aware of the content of the songs and lead students in a conversation about the lyrics and why they are important.
- b. The teacher should help students participate in the imagery brainstorming warm-up with the music they showed.
- c. As students complete their research, the teacher must be prepared to help students fill out their proposal worksheet and discuss their proposals one-on-one.
- d. The teacher must be available to help students write their artist statements and should have a worksheet or guidelines page to help students with the process.
- e. The teacher must go over how to conduct a respectful critique with the students.
- f. The teacher must break the students up into small groups and rotate throughout the groups as they critique one another.

O. QUESTIONS TO GENERATE DISCUSSION:

- a. What are the lyrics in this song referencing?
- b. What images do they bring to mind?
- c. Why would the musician use this metaphor within their lyrics?
- d. Do musicians make an impact on social issues?
- e. What do you see in the multi-media examples? How did each artist incorporate multiple mediums?

J. LEARNING ACTIVITY:

- a. Students will participate in the introduction to the lesson and the imagery-brainstorming activity.
- b. Students will research which artist they would like to respond to.
- c. Students must complete the proposal worksheet
- d. Students must use three mediums, including calligraphy, within their piece and the piece must also incorporate the lyrics of the song.
- e. Students must complete an artist statement.
- f. Students must participate in small-group critiques.

K. . DIFFERENTIATION:

Students with IEP or 504's will be accommodated based on their needs. Students will have clear instructions that will be projected to them. The teacher will assist and check in with students throughout the project. Students can use different materials to fit their needs and the teacher will help them or suggest new materials if they have a physical disability. For students with an auditory disability, they can look up lyrics or respond to a poem or book they have read.

	Awesome job!	Good Job!	We need to talk if...
Participation In introduction and small group meetings.	Students participated in the group discussions with meaningful and helpful input. The student showed enthusiasm and engagement. Student did not go on their phone/iPad.	Students participated in some group discussions. Student was engaged!	Students did not participate in the group discussions. Students went on their phones or iPad when their teachers or peers were talking.
Research & Planning	Students actively researched their current event or social issue. Students used their time well and completed their proposal. Their proposal suggests they spent considerable time planning their piece and were invested in the work.	Students researched their current event/social issue. Students stayed on track with their research and completed their proposal. Their proposal suggests they spent some amount of time planning their piece.	Students were off track while researching. Students were not engaged or did not fully complete their proposal. Their proposal suggests they are not invested in the work or they did not spend enough time planning.
Multi-Media Piece responding to current event	Students created a multi-media piece using three mediums including calligraphic text or calligraphic design elements. Students used expressive and strong imagery to represent their current event/social issue.	Students created a multi-media piece that attempted to use three different mediums including calligraphy text or design. Students used appropriate imagery to represent their current event/social issue.	Students did not meet the required three mediums, including calligraphic text. Students did not choose imagery that correctly represented their current event / social issue.
Effort	Students showed an investment in their work and worked diligently throughout the project. Students put a lot of effort into their work and research! They did great!	Students put effort into their work. There may have been times where they were off track or uninspired, but overall they did well!	Students did not put enough or any effort into their work or research. They were not invested in their work and were often off track. They did not succeed because of their attitude and effort.