

<b>Name:</b>	Heather Kim (Marlena McClain & Tina Keshishian)
<b>Lesson Title:</b>	Women's "Her"story Month Picket Sign/Poster Collage
<b>Grade Level:</b>	High School

### Vocab, Art History, Interdisciplinary Connections

<b>Artist/Culture/Movement Connections</b> Women's March, Women's Rights, Women's Suffrage Movement, Women's History Month	<b>Interdisciplinary Connections</b> This project highlights the historical context of women and is also connected to real events such as International Women's Day/Women's History Month.
<b>Art Vocabulary:</b> Collage, Layers, Filters, Mixed Media, Poster Collage,	<b>Elements/Principles of Art</b> Balance, Texture, Color, Unity, Movement
<b>Media and Materials needed:</b> Notecards, Straws, Photoshop, Access to Internet, Glue/Tape, Collaged Images, Computer Paper, Markers, Access to Photoshop, USB, Scanners, Access to Library, Computers, Paint, Glitter (optional)	

### Content Standards

#### PRESENTING

**Anchor Standard 6:** Convey meaning through the presentation of artistic work. Make, explain, and justify connections between artists or **artwork** and social, cultural, and political history.

#### CONNECTING

**Anchor Standard 11:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Compare uses of **art** in a variety of societal, cultural, and historical **contexts** and make connections to uses of **art** in contemporary, local and global **contexts**.

### Learning Objectives

1. Students to be able to create art from their own research and successfully use and know the tools taught on Photoshop to respond to various issues about women's rights and freedom of speech.
2. Students to be able to become more aware and open to learning about this month and the importance of women's rights through equality and inclusivity.
3. Students to be able to connect the making of a protest poster as contributing to history/society through artmaking.

**Anticipatory Set:**

- For this activity (30 min), students are to create miniature protest signs from notecards and straws/popsicle sticks given to them after the art history presentation. The subject is open to students to create their own ideas. Simple things written like “No Homework” or “Go \_\_\_ Class!” are acceptable. Students are free to use markers and magazine clippings. Once finished, students will march around the room and be in a “protest march”. Students are free to make as many as they choose.

Materials Needed: Notecards, Popsicle sticks/straws, Markers, Magazines

**Big Idea:**

- The big idea is shedding light on Women’s History Month in March and understanding that securing peace and social progress requires the inclusion of women and their collaboration in society. Women have done many things for our voices to be heard like protests and empowering one another.

**Essential Question:**

- How does collaboration and use of mixed media expand the creative process?
- How does learning about art impact how we perceive the world?
- How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

**Objective/Purpose:**

- At the end of this lesson, students will be able to successfully use filters, layers and cut images into a poster collage highlighting the importance of women’s rights and inclusivity.
- Students will be able to reflect on the historical past through a present adaptation.
- This project will open up the conversation about thinking outside of the box and talking about a bigger issue, inclusivity for all
- The collaging of different types of women, people, and types expands the niche of the “white box” and highlights inclusivity.

**Model:**

- We will be showing students how to effectively use layers and filters in Photoshop with images from the Internet, scanned images from books, magazines and successfully create a thoughtfully composed poster collage with the use of different mediums (both physical and digital).
- Demonstrating the skill will be done through a step by step instruction sheet and going through the motions of the tutorial with the students. A checklist will be used on each student to ensure that they understand the main tools needed to use to work

<p>on this project.</p> <ul style="list-style-type: none"> <li>• Having teacher samples and going along the process with the students to troubleshoot any problems that come up in real-time.</li> </ul>
<p><b>Check for Understanding:</b></p> <ul style="list-style-type: none"> <li>• A checklist made with certain steps that need to be passed by the teacher to know that the student has grasped the concept.</li> <li>• Teacher will go around and check on each student individually and see how they are progressing.</li> <li>• Making sure of nonverbal cues from the students and keeping eye on those that are having a difficult time.</li> </ul>

**Step by Step Instruction of Lesson**

<b>Instructional Strategies</b>	<b>Activities</b>
<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• Anticipatory Activity. (30 minutes)</li> <li>• Give a presentation on empowering women artists (the art history presentation). (20 minutes)</li> <li>• Hand out worksheet that helps students transition into the activity and explain the homework. (10 minutes)</li> </ul>	<p><b>Day 1 – Reflecting, discussing, researching on this project</b></p> <ul style="list-style-type: none"> <li>• Students will participate in the anticipatory set activity and share with the class their “picket signs”.</li> <li>• Students will be watching the PowerPoint and reflecting then discussing once presentation is finished.</li> <li>• Students will complete the worksheet and hand it to the teacher after class ends.</li> <li>• Students will go home and start to look up images of women’s marches, protests, inspiring women and bring them to class the next day.</li> <li>• They will also go home and research more on this movement.</li> </ul>
<p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Step by step instruction on how to use layers and add filters in Photoshop with the images students have brought. (40 minutes)</li> </ul>	<p><b>Day 2 – Understand the Photoshop tutorial and go to library</b></p> <ul style="list-style-type: none"> <li>• Students will follow along with the teacher and start their picket collage/poster on Photoshop. (40 minutes)</li> <li>• Students will then go to the school library for the rest of class and find books that</li> </ul>

	<p>have more content on this issue. They will then scan them into the computer and add it into their picket sign/poster collage. (20 minutes)</p>
<p><b>Day 3</b></p> <ul style="list-style-type: none"> <li>• Teacher will hand out the Photoshop Quiz to students.</li> <li>• Teacher will help students with questions from the quiz and go over answers. (20 minutes)</li> <li>• Teacher will assist students in working on their picket sign collage and help troubleshoot issues students might have. Teacher will use the checklist to make sure students understand the main parts of Photoshop and the project. (40 minutes)</li> </ul>	<p><b>Day 3 - Start finishing up picket sign/poster collages</b></p> <ul style="list-style-type: none"> <li>• Students will work on the Photoshop quiz and go over questions they got wrong or do not know with the teacher. (20 minutes)</li> <li>• Students will continue working on their picket signs/poster collages for the whole class. (40 minutes)</li> <li>• Students will finish up their digital picket sign and have it ready to be printed the next day.</li> </ul>
<p><b>Day 4</b></p> <ul style="list-style-type: none"> <li>• Teacher will check up on students and their progress at the beginning of class.</li> <li>• Teacher will start printing the picket sign/poster collages that are digitally complete.</li> <li>• The remainder of the class will be a physical workday (using markers, glitter, paint, etc. to add another layer on top of the printed picket sign/poster collage).</li> <li>• Teacher will remind students to bring their finished project to next class and be ready to present. (Share with the class questions to keep in mind and how to incorporate them while presenting).</li> </ul> <p>1) Who inspired you? Which female activist or protest movement inspired you?</p> <p>2) What was your process like?</p>	<p><b>Day 4 – Work on the physical print of their collages</b></p> <ul style="list-style-type: none"> <li>• Students will bring the file of their picket sign/poster collage and finish up working on it</li> <li>• After finished and printed, students will start adding more physical layers with paint, glitter, markers, magazine cutouts, images on top of the picket sign collage.</li> <li>• Students will look over the presentation questions and go home and reflect, practice.</li> </ul>

<p>3) Did you try something new?</p> <p>4) What did you learn from Photoshop and from this project overall?</p>	
<p><b>Day 5</b></p> <ul style="list-style-type: none"> <li>Teacher will be using the grading rubric sheet and being attentive to the students' presentations.</li> </ul>	<p><b>Day 5 – Presenting their finished project</b></p> <ul style="list-style-type: none"> <li>Students will come with their finished picket sign collage and present.</li> </ul>
<p><b>Day 6</b></p> <ul style="list-style-type: none"> <li>Teacher will hear the remainder of the students' presentations.</li> </ul>	<p><b>Day 6 – Presenting their finished project</b></p> <ul style="list-style-type: none"> <li>Students who haven't presented before will present today.</li> </ul>

**Critique/Discussion:**

- For the presentations, students will be given these questions to answer in addition to talking about their picket sign collage.
- In terms of grading, there will be a scoring rubric evaluating their overall work.

**Questions:**

- 1) Who inspired you? Which female activist or protest movement inspired you?
- 2) What was your process like?
- 3) Did you try something new?
- 4) What did you learn from Photoshop and from this project overall?

### Grading Rubric Evaluation Sheet

Student Name				
<b>Category</b>	4	3	2	1
Creativity	Several of the graphics or objects used in the collage reflect an exceptional degree of student creativity in their creation and/or display	One or two of the graphics or objects used in the collage reflect student creativity in their creation and/or display.	One or two graphics or objects were made or customized by the student, but the ideas were typical rather than creative.	The student did not make or customize any of the items on the collage.
Time and Effort	Class time was used wisely. Much time and effort went into the planning and design of the collage. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely, and the student put in no additional effort.
Quality of Construction	The collage shows considerable attention to construction. The items are neatly trimmed. All items are carefully placed.	The collage shows attention to construction. The items are neatly trimmed. All items are carefully placed. A few barely noticeable cuttings of the images.	The collage shows some attention to construction. Most items are neatly trimmed. Needs attention to the placement of the images	The collage was put together sloppily. Items appear to be just "slapped on". Pieces of the work do not harmonize with each other.
Understanding of the Media	The student shows skilled learned using Photoshop and tell how it differs from two other media. they can	The student can show skills learned using Photoshop. they can also name at least 3-4 tools they have	The student does not show a lot of skills that have been learned in Photoshop. They can at least name 1-2 tools used in	The student has trouble using Photoshop. Student cannot describe

	also name at least 5 tools that they have used in making of the project.	learned.	Photoshop.	how to make a collage or photoshop tools.
Influence of the Art History Presentation	Student is able to give several detailed examples of how the person(s)/events they researched about influenced their work.	Student is able to give a couple of examples of how the person(s)/events they researched influenced their work.	Student is able to give one example of how the person(s)/events they researched influenced their work.	Student has difficulty connecting person(s)/ events to their work.

**Adaptations:**

- Give students extra time or more work time to grasp the concept of layering and adding filters.
- Have a list of women artists or empowering women to research and find images of for those who have a harder time understanding the research portion of the project.
- If some students cannot physically create their picket sign collage to verbally express and explain their thoughts of how their picket sign would look like.