

Identity Development Through Art

Class:

Date

Topic: Self Portrait

Lesson 1

Subject: Visual Art

Strand: All

Strand Unit: All. Looking and Responding

Subject: SPHE

Strand: Myself

Strand Unit: Self Identity

Learning Objectives:

Look and talk about his/her own work, the work of other children and artists.

Express personal feelings, thoughts and ideas with growing confidence.

Develop an appreciation of and talk about personal strengths, abilities and characteristics.

Structure / Activity:

Present some images by artists' self portraits to explore. Look online for appropriate paintings, sculptures, abstract art, fabric creations etc. (Google is your friend!) Make sure to use examples that are not 'aesthetically perfect'. Give examples of abstract and surreal portraits to encourage creativity. (i.e. Dali or Picasso)

Lead the students in a discussion on how the artist created their work. Consider the following: Colour, Texture, Image, Energy, Brush Stroke. Or anything the students themselves identify. Explore the following: What emotion/feeling is depicted in the art work? How do you think the artist feels about themselves? How do you think they want us to see them? Discuss how artists use pose, expression, clothing and objects to tell stories about themselves through portraits.

Using the insight they have gained from the discussion, ask the student to create a self-portrait of themselves. (This can be done in a separate session if necessary)

Assessment:

Teacher Observation

Reflective Journals or Writing

Portfolio

Notes:



Exploring Emotion Through Art

Class:

Date

Topic: Inner Outer Self Mask Activity

Lesson 2

Subject: Visual Art

Strand: (Any medium)

Strand Unit: (Any medium)

Subject: SPHE

Strand: Myself

Strand Unit: Self Identity. Growing and Changing

Learning Objectives:

Express personal feelings, thoughts and ideas with growing confidence.

Develop an appreciation of and talk about personal strengths, abilities and characteristics.

Use colour expressively to interpret themes based on personal life.

Structure / Activity:

Ask students to reflect on their previous lessons on self portraits and how we present ourselves to the world. Lead a discussion on how we have lots of selves in different circumstances (school, home, with friends, with strangers) and we present differently sometimes to who we feel we really are on the inside. (Emphasise everyone does this)

Ask the students to decorate the outside of the mask, representing how they think others or the outside world sees them (outer you) and the inside of the mask, representing how they see themselves (the inner you). You can provide them with multiple types of materials. Fabric and fibre, feathers, glitter, magazine cut outs etc. They can write words also if they wish.

Make sure to allow time (perhaps separate sessions) to paint the outside of the mask, inside of the mask and to discuss both. Describe the inside and outside parts of the mask, how they're similar and different? How do the outside and inside aspects of you relate to each other? What have you learned about yourself through this mask project?

Assessment:

Teacher Observation

Reflective Journals or Writing

Completed work in portfolio

Notes:



Identity development Through Art

Class:

Date

Topic: Found Object Sculpture

Lesson 3

Subject: Visual Art

Strand: Any

Strand Unit: Looking and Responding

Subject: SPHE

Strand: Myself

Strand Unit: Self Identity. Growing and Changing

Learning Objectives:

Express personal feelings, thoughts and ideas with growing confidence.

Look and talk about his/her own work, the work of other children and artists.

Structure / Activity:

Have students bring an in object from home that is connected to an important moment or memory in their lives. (Note they should not bring in anything of value). Ask them to look at the object closely. If you wish, you can ask them to make a pencil sketch of the object. Ask them: How is this object connected to you? What could you transform that object into? Imagine changing just one part, what would that be like, How could you make it better? What if it were alive, could move, could talk? What would it say?

Ask student to change/expand the object by creating 1) a sculpture/construction piece using the object by adding more materials to it. Or 2) a constructed world and place the object in it OR a drawing/painting of the changed object. Ask the student to think about what the object means o them as they create and see what thoughts come up.

Reflection: In a group conversation (separate lesson) encourage students to ask each other questions about their objects. Ask if changing the objects changed their experience/understanding of the memory or themselves. Ask them if they think they can change/have the power to change themselves as they have their objects?

Assessment:

Teacher Observation

Reflective Journals or Writing

Notes:



Exploring Emotion Through Art

Class:

Date

Topic: Visual Timeline

Lesson 4

Subject: Visual Art

Strand: Any

Strand Unit: Looking and Responding

Subject: SPHE

Strand: Myself

Strand Unit: Self Identity. Growing and Changing

Learning Objectives:

Name and identify a wide range of feelings and talk about feelings in a wide range of situations. Express personal feelings, thoughts and ideas with growing confidence. Make Drawings based on his/her personal and imaginative life.

Structure / Activity:

Ask students to think of important events from their life to include from different periods of their lives from birth. Next, ask them to write those events down next to the age they were when those events happened. They will then use a larger piece of paper to create their visual timeline, using correct intervals and a ruler (as much as is appropriate for their age). You can provide them with multiple types of materials. Fabric and fibre, feathers, glitter, magazine cut outs etc. The can write words also if they wish. You can suggest they make moments that were most important to them bigger than other to emphasise key experiences.

Once finished lead the students in a group discussion about their experience completing the task and their finished works. (as previously described). Ask them to consider what experiences were most important to them. What experiences 'make them who they are'. Can be ran as a separate class.

Assessment:

Teacher Observation

Reflective Journals or Writing

Notes:



Exploring Emotion Through Art

Class:

Date

Topic: Dream/Vision Board

Lesson 5

Subject: Visual Art

Strand: Any

Strand Unit: Any

Subject: SPHE

Strand: Myself

Strand Unit: Self Identity. Growing and Changing

Learning Objectives:

Name and identify a wide range of feelings and talk about feelings in a wide range of situations.

Make art based on his/her personal and imaginative life.

Identify and talk about personal preferences, dreams and hopes for the future.

Structure / Activity:

Lead students in a discussion about their hopes and dreams for the future. Ask them to consider where they would like to live, what job they'd like, to travel, friendships, hobbies etc. Ask them to write down a list of goals and consider what they want their dream board to look like. (Provide examples)

For this activity you can provide the students paper, magazine pictures, words, and decorative materials. You can invite them to collect and bring in their own materials also. Ask them to glue words, decorative materials, and pictures on the paper. If you want a large and durable board, you can consider using cardboard or manila paper instead of simple paper. Encourage them to imagine this future is really happening as they create and to add ideas and images that come to mind as they create. Ask they create, engage in conversation with them to help them expand ideas on their board. Try to get them to add detail to the components of their dreams. Afterwards, ask them if they learnt anything new about their hopes and they created. Has they activity made their dreams clearer or more detailed?

Assessment:

Teacher Observation

Reflective Journals or Writing

Finished work for portfolio.

Notes:

