

Identity Boxes

Overview

Grade: 9th/10th

Lessons & Time Frame:

- Lesson 1: Art & Identity
- Lesson 2: Visual Literacy
- Lesson 3/4: Skill Building
- Lesson 5-7: Art Making
- Lesson 8: Art Criticism



Focus Artist: Mano Kellner



Essential Questions:

1. How do artists use their past, present, and sense of future to talk about identity and to communicate a story?
2. How do shadow boxes and creative storytelling apply to different art and design industries?
3. What elements and facets of your life influence how you experience the world?
4. How do you represent these aspects of your life through personal symbolism?
5. How do these experiences continue to inform your identity?

Unit Rationale:

Students will explore their identity through a three-dimensional shadow box design. They will learn how to use the principles of design to create a cohesive composition and how this relates to and can be inspired by store displays and set design. Utilizing foreground, middle ground, and background, students will assemble a box that represents who they are through a timeline of past, present and future. They will establish a common theme that connects each layer of their identity box, and learn how to tell a story through their design. Students will learn about and utilize the elements of art and principles of design within each stage of their design.

Standards:

1. Creating—Prof.VA:Cr1.2 Shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.
2. Presenting—Prof.VA:Pr4 Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
3. Responding—Prof.VA:Re7.1 Hypothesize ways in which art influences perception and understanding of human experiences.
4. Connecting— Prof.VA:Cn10 Document the process of developing early stage ideas to fully elaborated ideas.

Vocabulary:

- Lesson 1: Active Listening, Adopted & Chosen Identities, Identity, Values, Self-Development, Self-Awareness
- Lesson 2: Background, Middle Ground, Foreground, Two-Dimensional, Three-Dimensional, Depth, Balance, Rhythm, Emphasis, Scale, Line, Shape, Color, Contrast
- Lesson 3/4: Composition, Background, Middle Ground, Foreground, Relief Sculpture, Shape, Color, Texture, Dimension, Space, Collage, Mixed Media, Juxtaposition, Transfer, Balance, Contrast, Unity, Variety, Harmony
- Lesson 5/6: Sculpt, Additive, Reductive, Figurative Art, Three-Dimensional, Spacial, Physical, Felt, Clay
- Lesson 7/8: Construct, Build, Attach, Form, Space, Foreground, Middle Ground, Background, Depth, Expression, Identity, Gallery, Presentation, Diversity

Objectives:

Students will be able to:

- Connect shadow boxes and storytelling to real life applications: store displays and set design.
- Create and design elements for their box that represent who they are.
- Craft a cohesive shadow box utilizing the principles of design.
- Design and create a three-dimensional composition.
- Express personal identity through their process and final product.
- Explain the principles of design used within their composition.
- Present and discuss the different layers of their box, and how it creates a cohesive story.

Materials:

- Found Box/ Purchased, made out of: cardboard/ wood
- Elmer's Glue, Hot Glue, Mod Podge
- Air dry clay
- Found objects (students bring & go outside one day in class to collect)
- Collage materials (Paper, decorative papers, scraps, newspaper, magazines)
- Yarn, fiber, wire (attachment materials)
- Beads, feathers, shells, stones, materials from SCRAP and home, bring to class.
- Plastic for last layer and to enclose box
- Tools for assembly: drill, clamps, scissors, hammers, jewelry tools(wire cutter, pliers, etc.)

Timeline: 8-weeks

Prep: Collect boxes and materials (students & teacher)

1. Art & Identity:

- Maggie Rogers, Kendrick Lamar, Liz Gilbert, etc.
- Mind-maps: "I Am" & Vision Boards

2. Visual Literacy:

- Three-dimensional composition and introduction to real world applications

3. Skill Building: Sculpture/overlapping shapes (Frank Stella)

4. Skill Building: Collage (Song Inspiration)

5. Art Making: Background: collage

6. Art Making: Middle ground: found/sculpted objects

7. Art Making: Foreground: front attachment

8. Present/ Critique

Identity Boxes

Art & Identity

Grade: 9th/10th

Time Frame: 3 70-minute class periods

Description: Students will be introduced to identity and learn about how artists utilize reflection to discover who they are and how they relate to the world. They will utilize mind-maps and journaling to discover different aspects of their identity and how they relate to other people. This will guide them into the next steps of decision making for their identity box.

Objectives/ Learning Outcomes:

Students will be able to:

- Explain key aspects of identity and how it can influence our lives and decision making.
- Identify and describe different aspects of their own identity.
- Create an identity mind map and discuss it with their classmates.
- Create an identity vision board.

Focus Artists: Kendrick Lamar & Maggie Rogers



Instructional Resources:

- [Link: Identity Basics- Psychology](#)
- Videos: Maggie Rogers, [Back in my Body Documentary](#) and [Interview](#)
- Kendrick Lamar & Shantell Martin [collaboration](#)
- Excerpts from Big Magic by Liz Gilbert
- Booksmart clips
- [Hashimoto Gallery exhibit](#): Representational painting group exhibit illustrating artists own version of reality
- Mind map and vision board example

Materials:

- Large paper
- Pens
- Pencils
- Markers

Procedures:

Day 1:

Opening:

- Pre-listening questions about identity.
- Maggie Rogers Back in my Body Documentary, and Kendrick Lamar video.
- Post-listening reflection questions, think-pair-share.

Lecture Presentation

- The importance of discovering your identity (adolescence) & Active Listening
- Class discussion of different ideas about what makes up our identity, and the importance behind discovering that.

Guided Practice

- Listening exercises with partner (3 A's of active listening)
- Partner reflects back what they heard to make sure they understood correctly.

Day 2:

Opening:

- Quote from Anais Nin, & reading from Liz Gilbert (Big Magic)

Lecture Presentation

- Identity review
- Mind map process

Independent Practice

- I am, mind map: How you relate to the world? Who are you? What do you value?
1. Write down 4-6 different identities: (teacher, artist, daughter, sister, friend).
 2. Attach words that represent each identity (verbs, nouns, expectations).
 3. Continue to stem off from each word adding anything that comes to mind.
 4. At the end, highlight the words that stand out to you (notice if you see any repeated words or themes).

Identity Vision Board

1. Utilizing what you learned in your mind map: collect images that represent who you are or who you want to be.
2. Collage on a computer program or in print, this inspiration will lead you into the next aspect of the identity box project. (Identity is never final and continues to develop during our lifetime)

Day 3:

Independent Practice:

- Complete mind maps and vision board
- Begin reflection writing about identity, what you learned from the process (2 paragraphs)
- Continue to work on in class

Closure:

- Present Hashimoto Gallery exhibit: artists illustrating their own versions of reality

Vocabulary:

- Active Listening
- Adopted & Chosen Identities
- Identity
- Values
- Self-Development
- Self-Awareness

Criteria for Assessment:

Did Students?

- Explain key aspects of identity and how it can influence our lives and decision making?
- Identify and describe different aspects of their own identity?
- Create an identity mind map and discuss with their classmates?
- Create an identity vision board?

Method of Assessment:

Formative: check for understanding through identity discussion and mind-maps.

Summative: short reflection describing personal identity utilizing terms and information from the lesson & identity vision board.

Creative Living, Defined

So this, I believe, is the central question upon which all creative living hinges: *Do you have the courage to bring forth the treasures that are hidden within you?*

Look, I don't know what's hidden within you. I have no way of knowing such a thing. You yourself may barely know, although I suspect you've caught glimpses. I don't know your capacities, your aspirations, your longings, your secret talents. But surely something wonderful is sheltered inside you. I say this with all confidence, because I happen to believe we are all walking repositories of buried treasure. I believe this is one of the oldest and most generous tricks the universe plays on us human beings, both for its own amusement and for ours: The universe buries strange jewels deep within us all, and then stands back to see if we can find them.

The hunt to uncover those jewels—that's creative living.

The courage to go on that hunt in the first place—that's what separates a mundane existence from a more enchanted one.

The often surprising results of that hunt—that's what I call Big Magic.

Identity Boxes

Visual Literacy

Grade: 9th/10th

Time Frame: 4 70-minute class periods

Description: Students will be introduced to the focus artist Mano Kellner, and the process behind her shadow boxes. They will learn about three-dimensional design, and how space is utilized in visual merchandising and set design. They will be introduced to a range of store windows and the process behind creating a store display. In learning about the storytelling and design of store displays, students will begin to envision and develop the design for their own shadow box.

Objectives/ Learning Outcomes:

Students will be able to:

- Connect shadow boxes and storytelling to real life applications: store displays and set design.
- Respond to window displays and determine which elements of art and principles of design were used.
- Utilize knowledge of real life applications and principles of design to envision their own shadow box design.

Focus Artist: Mano Kellner



Instructional Resources:

- Visual Merchandising examples (pdf)
- Mar Cerda: [Wes Anderson Film Sets](#)
- Link to: [Making of Anthropologie Display](#)
- Link to: [Making of Bergdorf Goodman Holiday Windows](#)

Materials:

- Grid paper
- Pencils
- Rulers

Procedures:

Day 1:

- Introduction Mano Kellner and shadow boxes
- Visual Merchandising examples and principles of design
- Beginning design steps

Day 2:

- Visual Merchandising videos
- Wes Anderson Film Sets
- Identity box design continued- teacher assessment

Day 3:

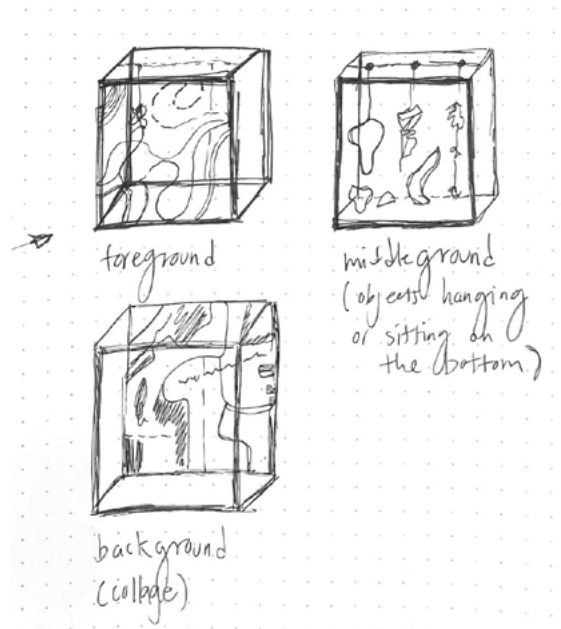
- Refine shadow box design and concept
- Peer review and discussion, principles of design

Day 4:

- Finish identity box design
- Self assessment/reflection

Layers & Depth

- **Background(Past):** Collage representing core values and personal history. How does the past influence our identity? Both wonderful and traumatic experiences. **What is one experience in the past that changed you?** (family, community, places you've lived, school, hobbies, experiences, etc.)
- **Middle ground(Present):** What is currently influencing your identity?
- **Foreground(Future):** Who do you want to be in the future? What goals do you have? What plans in the future are you excited about? How will the future impact who you are or identify as?



Vocabulary:

- Background
- Middle ground
- Foreground
- Two-dimensional
- Three-dimensional
- Composition
- Negative & Positive Space
- Depth
- Balance
- Rhythm
- Emphasis
- Scale
- Line
- Shape
- Color
- Contrast

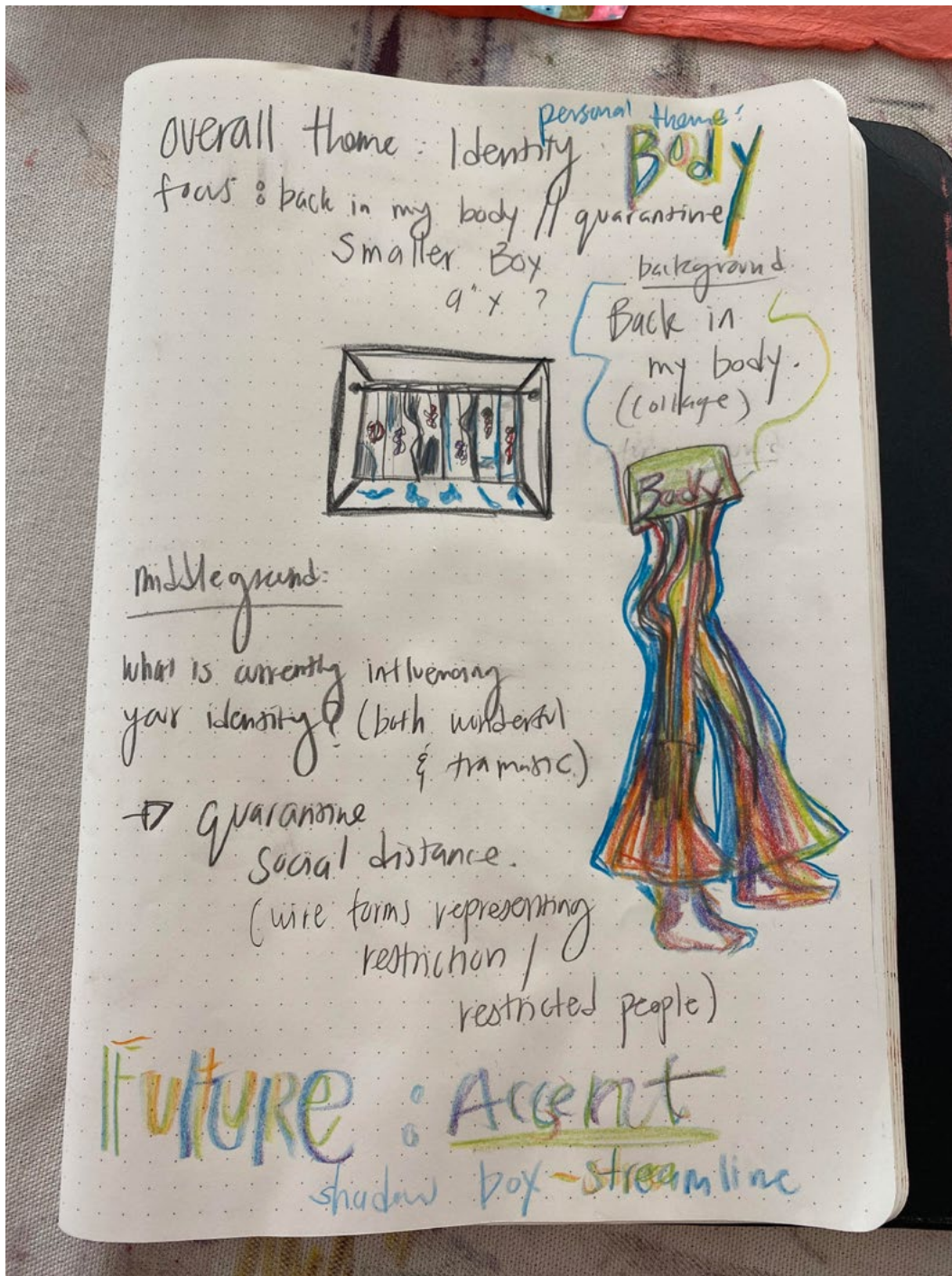
Criteria for Assessment:

Did Students?

- Connect shadow boxes and storytelling to real life applications: store displays and set design?
- Respond to window displays and determine which elements of art and principles of design were used?
- Utilize knowledge of real life applications and principles of design to envision their own shadow box design?

Method of Assessment:

- Formative: design progress, checklist assessment
- Summative: final design



Identity Boxes

Teacher Example

Before (materials)



After





Identity Boxes

Skill Building 1: Composition

Grade: 9th/10th

Time Frame: 3 70-minute class periods

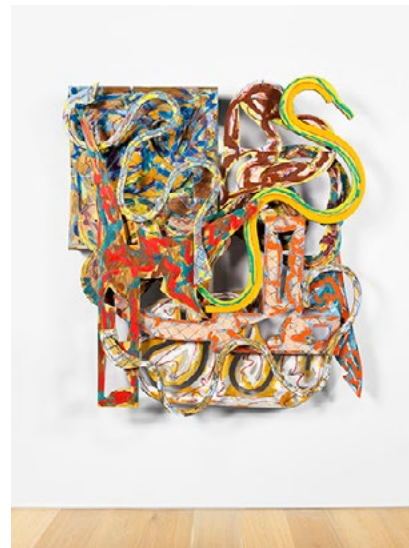
Description: Students will learn how to make a Frank Stella relief sculpture utilizing a range of different elements of art and principles of design. They will refine their use of the Xacto knife to cut out both large and intricate shapes. Students will layer shapes to develop their own composition.

Objectives/ Learning Outcomes:

Students will be able to:

- Discuss the elements of art and principles of design used in Frank Stella's relief sculptures.
- Create their own small sculpture utilizing: shape, color, texture, dimension and composition.
- Create their own small sculpture utilizing an: Xacto, scissors, glue, and additional attachment methods.
- Utilize knowledge of relief sculpture within the craft and design of their shadow box.

Focus Artist: Frank Stella



Instructional Resources:

- Frank Stella sculpture references

Materials

- Cardboard
- Markers
- Pens
- Paint
- Xacto

Procedures:

Day 1:

Lecture Presentation

- Frank Stella Sculptures
- Possible field trip to LinkedIn building to see his sculptures (if not discuss where his art is located locally)
- Break down sculptures into: shape, color, texture, dimension and composition.

Day 2

Demonstration

- Step-by-step how to:
- Add expressive color and texture to cardboard
- Pick 8 different shapes (geometric and organic)
- Cut out shapes with scissors and Xacto
- Cut 4 more thin detailed shapes
- Plan composition
- Discover different ways to attach each shape: layering and composition

Guided Practice

- Students begin their sculpture

Day 3:

Independent Practice

- Students continue to work on sculpture
- Peer discussion to review understanding

Vocabulary:

- Composition
- Background
- Middle ground
- Foreground
- Relief sculpture
- Shape
- Color
- Texture
- Dimension
- Space

Criteria for Assessment:

Did Students?

- Discuss the elements of art and principles of design used in Frank Stella's relief sculptures?
- Create their own small sculpture utilizing: shape, color, texture, dimension and composition?
- Create their own small sculpture utilizing an: Xacto, scissors, glue, and additional attachment methods?
- Utilize knowledge of relief sculpture within the craft and design of their shadow box?

Method of Assessment:

- Formative: observe during guided practice.
- Summative: understanding of space, depth and composition in final sculpture.

Identity Boxes

Skill Building 2: Collage

Grade: 9th/10th

Time Frame: 2 70-minute class periods

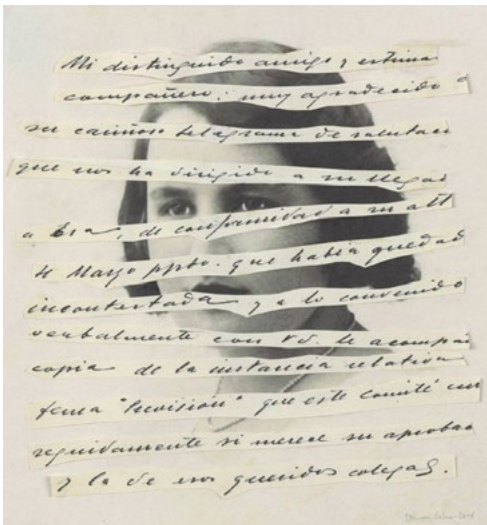
Description: Students will create a collage that is inspired by an important moment in their past, utilizing a song that reminds them of that time period. They will reference words and imagery from that song in their collage. Students will learn the fundamentals of collage, and be introduced to a range of different collage artists and styles. They will finalize their collage in the art making lesson.

Objectives/ Learning Outcomes:

Students will be able to:

- Utilize elements of art and principles of design to discuss collage.
- Develop a collage concept that is inspired by memories from their past and connected to lyrics from a song.
- Collect and make decisions about appropriate materials for their collage concept.

Focus Artists:



Instructional Resources:

- Fashion Design sketchbook (collage process)
- [Collage Examples Folder](#)

Materials

- Paper
- Fabric
- Mod Podge
- Elmer's glue
- Scrap paper and materials
- Printed images
- Magazine clippings

Procedures:

Day 1:

Lecture Presentation

- Introduce different collage works and artists
- Identify different methods and materials that were used
- What is the messaging behind each collage?
- Think-pair-share, students pick one of the collages to discuss
- Class discussion

Day 2

Demonstration

- Different methods of collage: cutting, gluing, layering, placement, juxtaposition
- Demonstrate process including song choice
- Use inspiration notebooks as reference

Guided Practice

- Step 1: Pick out a song that reminds you of your past & sparks nostalgic emotions (old memories, feelings, family, school, travel, important events).
- Step 2: Listen to this song (or maybe the entire album if you need more inspiration)
- Step 3: Print out lyrics, highlight words & verse(s) that relate to that nostalgic feeling/memory.
- (Resource: Behind the Lyrics app on Spotify)
- Students start to collect and decide on materials for their collage; will use in the art making lesson.

Vocabulary:

- Collage
- Composition
- Unity
- Mixed Media
- Layer
- Variety
- Juxtaposition
- Balance
- Harmony
- Transfer
- Contrast
- Symbolism

Criteria for Assessment:

Did Students?

- Utilize elements of art and principles of design to discuss collage?
- Develop a collage concept that is inspired by memories from their past and connected to lyrics from a song?
- Collect and make decisions about appropriate materials for their collage concept?

Method of Assessment:

Formative: think-pair-share response and discussion about collage process/deeper meaning.

Summative: beginning ideas and design of collage, assess their design and material choices.

Identity Boxes

Art Making: Collage

Grade: 9th/10th

Time Frame: 3 70-minute

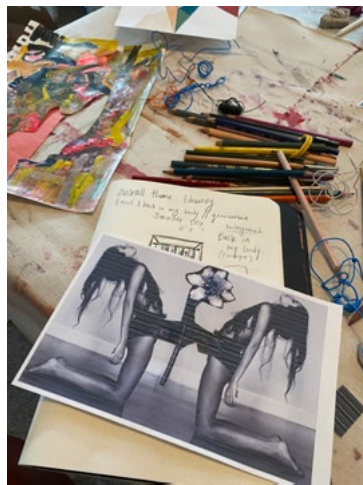
Description: Students will utilize knowledge from the skill building lesson to create their collage. They will work in pairs and groups to analyze and reflect on the process of creating a collage. They will describe how this collage relates to their song, and get feedback in order to continue to develop their ideas and work towards finishing the first step of their identity box.

Objectives/ Learning Outcomes:

Students will be able to:

- Create a meaningful collage that represents their identity and a past experience that is important to them.
- Discuss their process and reflect with their classmates.
- Utilize feedback to continue to develop their concept and art making.

Current Process: *(Eventually: Final Teacher Example)*



Instructional Resources:

- Collage artist process video

Materials

- Paper
- Fabric
- Mod Podge
- Elmer's glue
- Scrap paper and materials
- Printed images
- Magazine clippings

Procedures:

Day 1:

- Collage artist process video
- Students continue to work on collage and start to assemble, layer, glue and attach different elements.
- Discussion and check-in questions with classmates. (guided practice)

Day 2:

- Teacher check in with each table, and their progress.
- Class critique/ discussion on collage progress, what have they learned so far, new helpful discoveries to share with the class, etc.
- Independent practice

Day 3:

- Continue to work on collage
- Introduce next aspect of identity box art making.
- Start to develop a story/ theme for the whole box
- Questions: What is beginning to show up in your work? What themes are you drawn to? How will you continue to build on these ideas?

Closure

- What did you learn in the collage making process? What do you want to learn more about? What was challenging? How will you apply what you learned into the next aspect of your project?

Vocabulary:

- | | | |
|-----------------|---------------|-------------|
| • Collage | • Composition | • Unity |
| • Mixed Media | • Layer | • Variety |
| • Juxtaposition | • Balance | • Harmony |
| • Transfer | • Contrast | • Symbolism |

Criteria for Assessment:

Did Students?

- Create a meaningful collage that represents their identity and a past experience that is important to them?
- Discuss their process and reflect with their classmates?
- Utilize feedback to continue to develop their concept and art making?

Method of Assessment:

Formative: class critique/discussion

Summative: completed collage feedback

Identity Boxes

Art Making: Sculpture

Grade: 9th/10th

Time Frame: 4 70-minute

Description: Students will learn three different sculptural techniques and will practice with felt, cardboard, and clay before deciding upon which material they would like to use for their identity box. Each student will be required to have three sculptural elements in their box, with at least one being crafted by hand. The other two can be some form or combination of found objects, reclaimed objects, and sculpted objects. This aspect of the box will symbolize what they are experiencing in the present moment, and how that is influencing their lives.

Objectives/ Learning Outcomes:

Students will be able to:

- Create at least one sculptural element for their box that symbolizes a current experience.
- Understand and apply knowledge of small three-dimensional objects to their identity box.
- Utilize different materials to create a sculpture.

Focus Artists:



Instructional Resources:

- Small sculpture/ jewelry reference video

Materials

- | | | |
|-----------------------------|----------------------|---------------------|
| • Paper | • Printed images | • Metal attachments |
| • Fabric | • Magazine clippings | • Wire |
| • Mod Podge | • Clay | • Hot glue |
| • Elmer's glue | • Felt | |
| • Scrap paper and materials | • Thread | |

Procedures:

Day 1:

- Introduction to small sculpture and different materials.
- Examples of small sculptures, jewelry, etc.

Demonstration:

- How to use different material options: cardboard, clay, felt, and mixed media
- How to utilize found objects within the box
- Re-reference Anthropologie windows, and materials used/ re-purposed

Day 2:

- Through the creation of small sculptural experiments, students begin to understand how to utilize each material for their own project.
- Students sketch out ideas, and utilize overall drawing of box to decide on their objects.
- Continue to show examples to get ideas moving.
- Students work together to decide on creation of objects and placement.

Day 3 & 4

- Independent and guided study continued.
- Wrap up three-dimensional objects, work towards assembly of box.

Closure

- Students analyze their progress so far and complete checklist to make sure they are on track.

Vocabulary:

- Sculpt
- Additive
- Reductive
- Figurative Art
- Structure
- 3-dimensional
- Spacial
- Physical
- Felt
- Clay
- Mixed Media

Criteria for Assessment:

Did Students?

- Create at least one sculptural element for their box that symbolizes a current experience?
- Understand and apply knowledge of small three-dimensional objects to their identity box?
- Utilize different materials to create a sculpture?

Method of Assessment:

Formative: day 2 check in, choice of material and decision on object, & checklist

Summative: final assessment of sculptural objects

Identity Boxes

Art Making: Assembly

Grade: 9th/10th

Time Frame: 3 70-minute

Description: Students will work to finalize their Identity Box. They will decide on a final accent element for the front of the box that includes painting on clear plastic or a sheer material, and/or adding another creative element to the front of their box. This will be the final problem solving step to complete their vision and design. This last layer will relate to an aspect of their future that they are looking forward to. They will also complete their identity box assembly during this lesson.

Objectives/ Learning Outcomes:

Students will be able to:

- Draw or paint one final element to add cohesion to their identity box.
- Assemble multiple elements into one final shadow box.
- Utilize knowledge of space and depth to assemble their box.

Focus Artists:



Ashleigh Ninos



Instructional Resources:

- Visual Merchandising slides to reference foreground, middle ground and background
- Shadow box assembly references

Materials

- Construction tools:
- Drill
- Screwdriver
- Hammer
- Screws
- Hooks
- Thread
- Wire
- Hot glue
- Wood glue

Procedures:

Day 1:

Demonstration

- Adding final design element to box
- Construction process

Independent Practice:

- Students decide on final design element, sketch out design.

Day 2 & Day 3:

Guided Practice

- Students finalize their box and add final accent element.
- Set up assembly stations for different construction aspects of the box.
- Check in with each student to manage progress.
- Finalize last minute edits to box.
- Students continue to complete box.
- Students check in with teacher for any last minute feedback.

Vocabulary:

- Construct
- Build
- Attach
- Form
- Space
- Foreground
- Middle ground
- Background
- Depth

Criteria for Assessment:

Did Students?

- Draw or paint one final element to add cohesion to their identity box?
- Assemble multiple elements into one final shadow box?
- Utilize knowledge of space and depth to assemble their box?

Method of Assessment:

Formative: check in with each students progress at the beginning, middle and end of lesson.

(Different stations for assembly, float to manage construction and building.)

Summative: written reflection on the entire identity box process and completed result.

Identity Boxes

Art Criticism/ Art Display

Grade: 9th/10th

Time Frame: 1 70-minute

Description: Students will pair up to ask questions about each others artwork. This critique will be question oriented in order to allow each student to go deeper into the meaning, expression, and execution of their identity box. The boxes will be displayed together so that everyone can witness the diversity of each box. The way this is structured will allow for each students unique expression to be celebrated, while students receive final feedback on the craft of their box from the teacher.

Objectives/ Learning Outcomes:

Students will be able to:

- Discuss elements of their own identity box.
- Ask thought provoking questions regarding the meaning, expression, and symbolism within their classmates box.
- Deepen their understanding of identity, diversity and individual expression.

Focus Artists: Mano Kellner



Instructional Resources:

- Critique sample questions

Materials

- Labels for artwork
- Display materials

Procedures:

- Have each student set up their box on display.
- Students prepare questions for their partner.
- Gallery walk and discussion among students.
- Teacher monitors gallery walk and discussion, steer back on course if needed.
- Final discussion among class.

Vocabulary:

- Expression
- Identity
- Gallery
- Presentation
- Diversity

Criteria for Assessment:

Did Students?

- Discuss elements of their own identity box?
- Ask thought provoking questions regarding the meaning, expression, and symbolism within their classmates box?
- Deepen their understanding of identity, diversity and individual expression?

Method of Assessment:

Formative: float during gallery walk and peer discussion to check in on questions being asked.

Summative: final feedback on identity box, written + rubric.