

I. UNIT Title:

Exploring Personal Identity Through Culture

UNIT Rationale:

Identity is crucial to who you are and what you believe as a person. It is shaped through your interactions with the world on a personal, social, cultural, and worldly level. This unit seeks to explore the relationship between one's own personal identity and the cultures they are apart of.

II. LESSON Title:

Monograms, Seals, and Stamps and Signatures; an 7-8th grade lesson.

Lesson #: 1 of 5

Lesson Purpose:

This lesson will look at the way we sign our names. Names are usually held as a key part of our identity. We will look at how the meaning and significance changes though different cultures and media, such as; Signatures of famous people, Artist signatures, Family Crests, Graffiti tags, etc. This lesson will also introduce the Monogram Stamp Project and we will work on thumbnails of ideas for our own stamps.

Many children have a misconception that cultures are mutually exclusive from one another. This lesson will explore the commonalities of the uses of monograms, seals, and stamps as a marker for one's identity as an individual, as part of a family, or group within different cultures around the world. The lesson will explore Chinese seals, Family Crests, and Graffiti Tags. Students will create their own personalized stamp that they can use as a signature in the class.

III. UNIT Key Concepts:

- I would not be the same person that I am if it were not for the cultures that I am a part of and those that surround me.
- I am an individual with experiences unique to my self.
- Cultures are not mutually exclusive to one another, but can share traditions and beliefs.
- Cultures you are not a part of, but are exposed to can shape your personal identity.

LESSON Key Concepts:

- Signatures have meaning.
- Thought should be put into creating such an icon as representative and summative of your identity that you are displaying to the world.
- All cultures and types of people have unique ways of creating and using these "identity icons"
- The background you come from and your personality both influence what your signature or monogram might look like.
- I am an individual with experiences unique to my self.
- Cultures are not mutually exclusive to one another, but can share traditions and beliefs.

IV. Essential Question:

How is my identity informed by the cultures around me?
What am I implying in my “signature / monogram”

V. Lesson Objectives:

The students will be able to identify changes in meaning and implications between different types of “signatures”. The students will be able to insightfully create a design for their own monogram. The students will understand the relief printing process enough to create a design that works well with the medium.

The student will be able to safely and carefully cut and print a relief stamp.

The student will be able to give explanation as to why they chose to make the monogram they did and how it symbolizes or reflects their personal identity.

VI. Specific Art Content:

- Students will be introduced to various forms of stamp and seal making.
- Students will create thumbnail sketches for a personalized stamp.
- Students will be introduced to the printmaking technique of relief cuts.

VII. Instruction and Its Sequencing:

1. Introduction/Motivation:

We will start with an activity where everyone receives a paper with a different “Signature” on it. There will be famous signatures, not so famous ones, graffiti tags, and family crests. As table groups the students will discuss who they think these people are and what clues they get from the signatures. Very shortly, as a class we will talk about things that stood out in the activity and what strategies they used to figure out “who they are”.

1. Instruction:

Day 1

http://prezi.com/g_axmpjfaejt/present/?auth_key=eanlrub&follow=fhfqyfrogel&kw=present-g_axmpjfaejt&rc=ref-12644215

After the opening activity we will start with a presentation and begin discussing signatures. We will look at famous artists signatures and talk about what it says about them. What do signatures tell us? Why do we use them? Then we will look at family crests and talk about how these are different and similar. Why did they use the imagery that they used? What did it signify? What were they used for? How does the function alter its meaning? Then look at Graffiti tags. How are these different or similar? How does the location and use alter its meaning? How does the size alter its meaning? Finally, we will look at monograms and some history behind it. Generally just going more in-depth as a class on what the activity showed them.

I will then introduce the monogram project; we will be making EasyCut monogram stamps to use as signatures for future projects. The stamp you create can be whatever you

want; whatever design you come up with that you think encompasses you, as much as a one square inch stamp could at least. Everyone will get a worksheet to think about various elements they could use in their stamp and a page to work on thumbnails. 9 thumbnails need to be designed, however loosely, before the next lesson.

While the students are thinking about this we will discuss briefly the general process of stamp making so that they can be thinking about the technical aspects of creating their monogram and take that into account in their design process. I will remind the students that everything they design will be stamped backwards, and so they need to be careful when using language.

Day 2

I will begin by asking the students what we did in our last class as a quick reminder. We will then watch a tutorial video on how to do the project and handle the EasyCut and tools and other procedural issues. The class will then come up to the front to watch a quick demonstration on safety when using sharp tools; don't cut toward yourself, tape down the EasyCut, etc. An example of the finished product will be shown. I will then inform them of the final part of the project; after they are done with their stamps they need to come up to the front of the class and on a piece of paper write their name (Legibly!) and stamp their stamp. This will be used in lieu of role call and be what they turn in to show as their final product.

The students can then start tracing and carving their monograms. Hopefully they have their designs already finalized before they come into class and can get to work straight away, but it will be a work day for most of the class period. Once they are finished they can go stamp their monogram on the "role sheet" at the front of the room.

Once most everyone is finished, and for the last bit of class, they will get to show off their monogram to their table and have a short discussion on the meaning behind their pieces. If I see that everyone already knows what the monograms at their table look like, I will have people move tables and create new groups. Small group discussions will work better than an entire class show and tell as the stamps are very small.

1. **Resources & Materials for Teacher:** Signature Cards, Demo video, presentation, paper, EasyCut, carving tools, ink, pencil, pen, role sheet, tape, scissors.
2. **Resources & Materials for Students:** Pencil, example imagery, paper, activity sheet, thumbnail sheet, EasyCut, carving tools, tape, pen, ink, scissors.
3. **Guided Practice.** Through my own demonstrations and walking around during work time I will be able to help and make sure everyone is on task, knows what to do, and are safely using materials.
4. **Independent Practice:** Through their work and discussions they will use their knowledge.
5. **Closure:** The concluding event is to remind them to think about all the things they learned in class while they are perfecting their thumbnails at home. On the second day our group discussions will reflect on the big idea.
6. **Formative Evaluation:** Through their discussions and participation in groups and what they write on their activity papers I will be able to see who needs a push in the right direction and who is on the ball.

Through the final product of the stamp, their group discussions, and their worksheets I will be able to evaluate their knowledge. Speaking in their groups will help everyone be on task and reinforce the lesson.

1. **Classroom Management Procedures:** Making sure everyone is on task and focused. Keeping them generally confined to their desks and not walking around with carving tools by having all their supplies ready to go in a bucket on their table will take away some hazards. A safety demonstration at the beginning of class will teach them how to properly use the sharp tools. Knowledge of where the first aid kits are so that if and when they hurt themselves they know where to go, as well as making the need for safety more real by implying that they might need to know this.
2. **Adaptations for Students with Special Needs:** There are special cutting nips in every bucket that involve pulling towards your body instead of pushing away which will be helpful for students with motor skill limitations. It is also safer to use in general and the kids are less likely to stab themselves with it. Encouraging the students to help each other if they need it. Other accommodations can be made on a case by case basis.

VIII. Summative Assessment and Evaluation:

- Grading the worksheets: Thoughtful answers and all 9 thumbnails receive a Check +. Unthoughtful off topic answers and only 6 thumbnails receive a Check. No answers and 3 or less thumbnails receive a Check -.
- Grading the Stamps: I will be able to judge the concept and meaning from the worksheets and compare it to their finalized stamps from my teacher "role sheet" copy. Ability to communicate meaning and concept through the stamps without explanation is Check ++. Good attempt at communicating meaning and concept through the stamps with or without explanation is Check +. No real meaning or concept present in the stamp but they did a good job actually making the stamp and technical printing skills is a Check. No stamp, no meaning/concept, not executed well at all is a Check -.

X. Interdisciplinary Connections:

History: Family crests, various historical figures signatures, art from different time periods and places. Art styles and techniques from various places and periods.

XI. References & Resources:

Google Images

<http://www.chinaonlinemuseum.com/carving-seals.php>

http://csymbol.com/stamp/chinese_chop_art.html

<http://www.nationalarchives.gov.uk/records/research-guides/seals.htm>

<http://www.masterworksfineart.com/art/printmaking.php>

<http://lecomtedominique.com/techan.html>

Name:

Monogram Ideation Worksheet

Write 8 adjectives that describe you

1

2

3

4

5

6

7

8

Write 5 verbs that describe you

1

2

3

4

5

What animals do you share similar traits with or that could represent you? Why?

What colors do you think best describes you? Why?

1 Miro.

2 



4 

5 

6 Picasso



15 

16 

17 

18 





XII. Art TEKS

(8.1) **Perception.** The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and

(B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.

(8.2) **Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) create artworks integrating themes found through direct observation, personal experiences, and imagination;

(B) apply design skills to communicate effectively ideas and thoughts in everyday life; and
(C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiberart, photography/film making, and electronic media-generated art, traditionally and experimentally.

(8.3) **Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) analyze ways in which electronic media/technologies have influenced art;

(B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes; and

(C) survey career and avocational opportunities in art.

(8.4) **Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) analyze with the teacher or peers personal artworks in progress, using critical attributes, and participate in individual and group critiques; and

(B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.

1. **National Art Standards**

1. Content Standard: Understanding and applying media, techniques, and processes

Achievement Standard:

Students

- a. select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- b. intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

2. Content Standard: Using knowledge of structures and functions

Achievement Standard:

Students

- a. generalize about the effects of visual structures and functions and reflect upon these effects in their own work
- b. employ organizational structures and analyze what makes them effective or not effective in the communication of ideas
- c. select and use the qualities of structures and functions of art to improve communication of their ideas

3. Content Standard: Choosing and evaluating a range of subject matter, symbols, and ideas

Achievement Standard:

Students

- a. integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks
- b. use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

4. Content Standard: Understanding the visual arts in relation to history and cultures

Achievement Standard:

Students

- a. know and compare the characteristics of artworks in various eras and cultures
- b. describe and place a variety of art objects in historical and cultural contexts
- c. analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art

5. Content Standard: Reflecting upon and *assessing the characteristics and merits of their work and the work of others

Achievement Standard:

Students

- a. compare multiple purposes for creating works of art
- b. analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry
- c. describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

6. Content Standard: Making connections between visual arts and other disciplines

Achievement Standard:

Students

- a. compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
- b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts