**Course: Art Foundations 10-12 (75 min) Lesson# 7**

**Objective**

* Introduce various artists working with social justice issues
	+ How they address various social issues
	+ Inspire them to think of art as a way to address life issues
	+ Art can be extremely moving and effective
	+ Art and Activism
* Collect their Links to Concept worksheet
* Work on preliminary sketches

**Materials & Resources**

* PowerPoint, Projector
* [http://www.realcostofprisons.org/](http://www.realcostofprisons.org/%20)
* <http://www.rebeccabelmore.com/video/Vigil.html>
* [*http://www.sabrinaland.com/index.html*](http://www.sabrinaland.com/index.html)
* Comic books, graphic novels
* Scott McCloud "Understanding Comics: The Invisible Art"

**Prior Knowledge**

* History and elements of comics
* Comics, graphic novels they have read
* Concept/ themes
* Social issues that are relevant to their lives or others they know

**Vocabulary**

* social justice
	+ poverty, racism, LGBTQ, sexism, environmental, bullying, substance abuse
* concept/theme
* Prison Industrial Complex
* Sabrina Jones
* Rebecca Belmore
* Aboriginal

**Instruction**

* Hook- Project large image of Rebecca Belmore's "Fringe" 2008 - Why is this so shocking? What do you think it represents?
* PowerPoint- Social Justice Art & Activism
	+ Ask various questions regarding the artist's depiction of the social issue - is it effective?
	+ Show video of Rebecca Belmore's "Vigil" 2002
		- Discussion on her performance and the significance and representation of her act
* Collect the Links to Concept worksheet - late ones will be accepted until a week from now
* Closing- Next class will be a working period. The sketches will be due two classes from now. We will also be doing a peer assessment of our sketches and an artist statement later.

**Assessment Plan**

* Formative Assessment (regular feedback)
	+ Peer assessment
	+ Self assessment
	+ checking for understanding (asking questions)
		- Links to Concept worksheet
		- Sketchbook check
* Summative Assessment (final project mark)
	+ Rubric (Please refer to rubric)
	+ Artist Statement
* Work Ethic & Participation Rubric

**Adaptations**

* For ELL, do their comic in their native language (translation service will be provided)
	+ Asking a friend for assistance may be necessary
* Links to Concept- may draw their concepts if they can't verbalize their concepts
* Book format may be used if their comic has over 20 frames

**Extensions**

* Develop into a full story line (book)
* Develop a comic based on an issue that they are passionate about (can be fiction)
* Take their Positive Changes comic and recruit others into building awareness around the school and in their community regarding their issue

**Prescribed Learning Outcomes**

**Grade 10**

* Demonstrate respect for ethical and legal considerations associated with reproduction as an image-development strategy
* Develop and make images: for specific purpose
* Develop and make images: demonstrating a growth in understanding of a subject or theme demonstrate an awareness of the skills, training, and education needed to pursue a variety of art careers
* Create images based on an understanding of historical and contemporary images and issues
* Create images that reflect an understanding of responsibility to the context of a specific audience
* Critique their own work and that of others with respect to how the properties and uses of materials, technologies, and processes contribute to conveying meaning and achieving purpose
* Use a combination of elements and principles to create a particular mood in personally meaningful images

**Grade 11 & 12**

* Analyze how particular elements and principles are used to create meaning and effect in images within a specific visual expression area
* Analyze how context influences the content and form of images
* Create images within a specific visual expression area: that reflect historical and contemporary themes
* Critique how particular elements and principles are used to create meaning and effect in images
* Demonstrate competent use of techniques specific to selected materials, technologies, and processes within a specific visual expression area
* Demonstrate self-direction in selecting image sources to create images to achieve a specific purpose
* Demonstrate the appropriate preparation, clean-up, care, and storage of materials and artworks in all stages of development
* Use appropriate visual arts terminology in art criticism