

Common Core Lesson: Exploring Art and Identity

Grade Level: 9th - 12th grade

Subject: Art History/Social Studies

Objective: Students will be able to analyze the relationship between art and identity throughout history, explore the ways in which art reflects and challenges identity, and discuss the impact of art on social change and individual expression.

Common Core Standards:

CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Materials:

Visual examples of artworks that explore identity (photographs, paintings, sculptures, installations, etc.)

Chart paper or whiteboard

Art history textbooks or online resources

Writing materials

Procedure:

Introduction (10 minutes)

Begin by discussing the concepts of art and identity and how they are interconnected. Ask students to reflect on their own understanding of identity and how art can play a role in expressing or challenging it.

Art and Identity Overview (15 minutes)

Provide an overview of the historical relationship between art and identity, starting from ancient cave paintings to contemporary art movements.

Discuss how different art forms have been used to explore and reflect various aspects of identity, such as race, ethnicity, gender, sexuality, religion, and socioeconomic status.

Analysis of Artworks (25 minutes)

Display visual examples of artworks that explore identity from different historical periods and cultural contexts.

Facilitate a class discussion on each artwork, encouraging students to analyze the artistic techniques, symbols, and themes that convey aspects of identity.

Ask guiding questions to prompt critical thinking and discussion, such as: How does this artwork reflect or challenge societal norms and expectations related to identity? How does the artist's perspective and lived experiences influence the representation of identity in this artwork?

Case Studies (30 minutes)

Divide students into small groups and assign each group a case study that focuses on a specific art movement or artistic community related to identity (e.g., Harlem Renaissance, LGBTQ+ art, indigenous art).

Instruct students to research their assigned case study, examining key artworks and artists, historical context, and the social and cultural impact of the movement or community.

Each group should create a presentation highlighting their findings and insights.

Group Presentations (20 minutes)

Have each group present their case study to the class, providing visual examples and engaging in a discussion about the connection between art and identity.

Encourage students to ask questions and share their thoughts on the significance of the artworks and the impact of art on identity and social change.

Reflection and Discussion (10 minutes)

Facilitate a whole-class discussion on the role of art in shaping, reflecting, and challenging identity.

Ask students to reflect on how their understanding of identity has been expanded or challenged through the exploration of art.

Encourage students to share their personal connections to the topic and discuss the potential of art as a catalyst for individual expression and social change.

Assessment:

Assess students' understanding of art and identity through their active participation in class discussions and group presentations.

Evaluate students' ability to analyze artworks and articulate their observations and interpretations in written reflections or essays.

Resources:

Book: "Art, Identity, and Cultural Diplomacy" by Mila Ganeva - This book explores the role of art in diplomacy and its impact on identity and cultural exchange. It delves into how art has been used as a tool for diplomacy and identity representation on the global stage, with a focus on its influence on international relations and cultural understanding.

Book: "Art, Culture, and Gender: A Reader" edited by Helen E. Longino and Andrea R. Hirschmann - This anthology offers a collection of essays and artwork that examine the

intersection of art, culture, and gender. It provides in-depth analyses of how art reflects and challenges gender and identity constructs, making it suitable for high school students interested in exploring these themes.

Book: "Art and Social Change: A Critical Reader" edited by Will Bradley and Charles Esche- This book presents a series of essays that investigate the role of art in promoting social change and addressing societal issues. It covers a wide range of topics, including identity, activism, and cultural expression, making it a valuable resource for high school students interested in the impact of art on social change and individual expression.

These books are designed to engage high school students in critical discussions about the complex relationship between art and identity, the ways in which art challenges and reflects identity, and the role of art in driving social change and individual expression.

Extensions:

Organize a visit to a local art museum or gallery featuring works that explore identity and encourage students to reflect on the experience. If you're in Grand Rapids, we recommend Grand Rapids Art Museum, Cultivate, or Frederick Meijer Gardens and Sculpture Park .

Invite local artists or guest speakers from diverse backgrounds to share their perspectives on art and identity. Please email hello@cultivategrandrapids.org for a list of recommended artists, or to seek guidance in this area.

Encourage students to create their own artwork that explores their personal identity or addresses social issues, using various art forms and techniques.