

**Connecticut
Art
Administrator
Association**



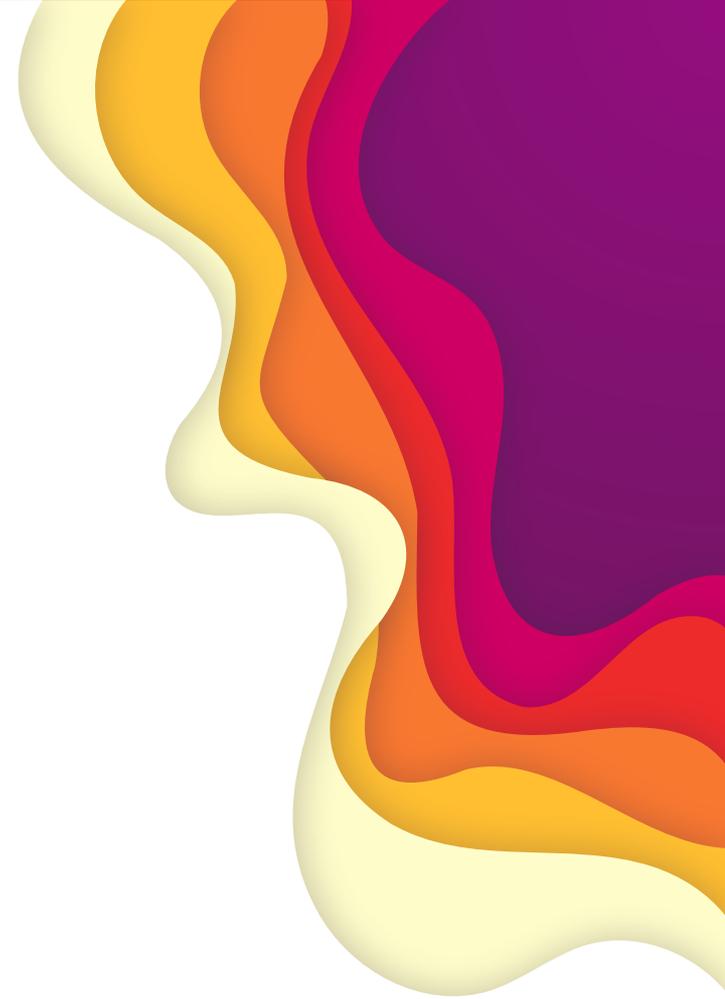
Social Justice Curriculum

9:30-10:00 Shannon, Simsbury K-6 elementary

10:00-10:30 Holly Constantine, Glastonbury Middle School

10:30-11:00 Lisa Smith, Windsor High School

11:00-11:15 Marge Renno Windsor High School



K-6 Simsbury Elementary Art Teachers

Kelly Dell'Aera: Tootin Hills

Tara Harrison: Central

Carolyn Olivieri: Latimer Lane

Natalie Petrushonis: Squadron Line

Tisa Platt: Squadron Line/
Tootin Hills

Dan Rosenthal: Tariffville/
Squadron Line

Grade 3: Portraits in a Community

- Students learned of Marley Dias, her #1000BlackGirls book drive and the idea of “Mirror Books” (and pictures) and “Window Books” (and Pictures).
- Students analyzed work by Romare Bearden and considered his goals as an artist in terms of “Mirror Pictures” and “Window Pictures” and his desire to contribute awareness and understanding of his life and the lives of his community through art-making.

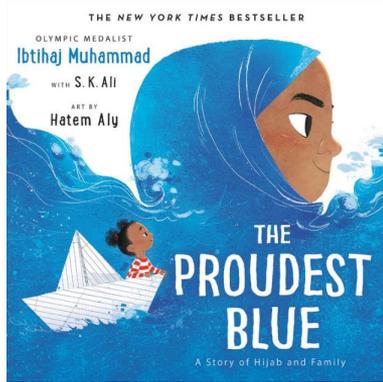




Grade 3 Student Artwork



Grade 4: “I Am” Identity Portraits



Students:

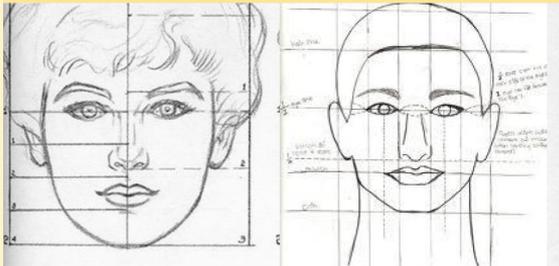
- ❖ Explored and applied strategies for creating realistic, pencil portraits
 - ❖ Shared and discussed the story “The Proudest Blue” by Ibtihaj Muhammad
- Wrote their own “I Am” poem
- Integrated text from their poem into their drawing

I am
I believe
I want
I am

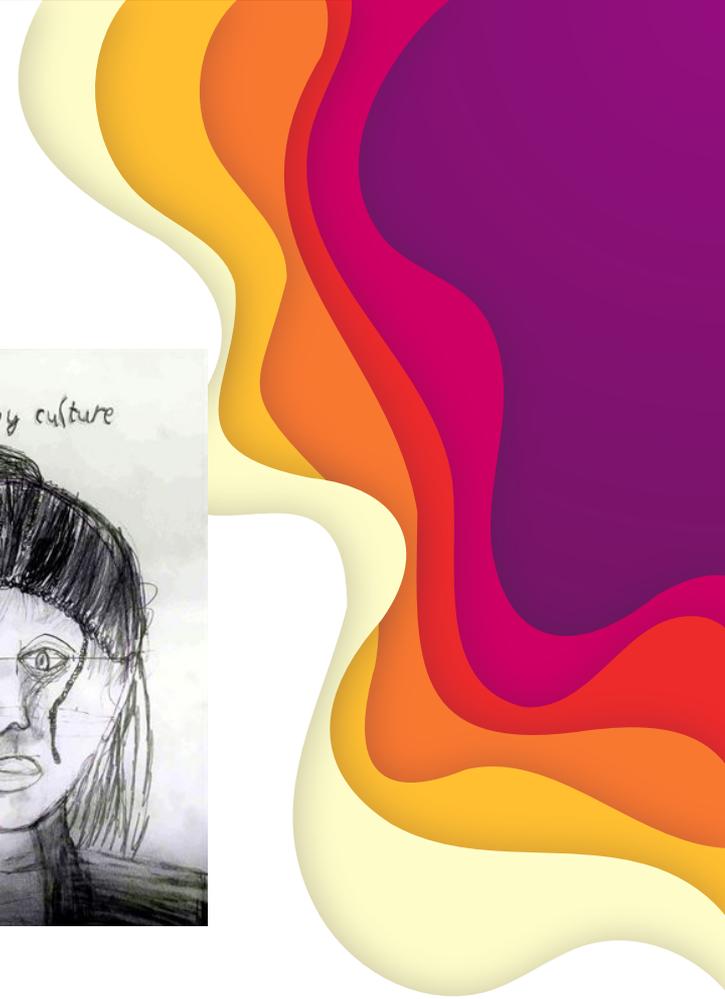
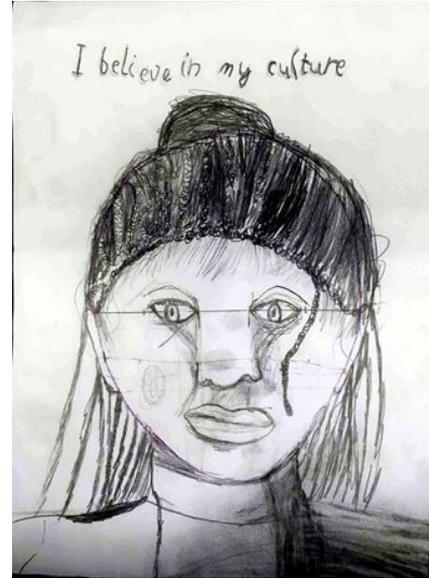
I feel
I wonder
I worry
I am

I understand
I try
I hope
I am

I can use realistic proportions to draw a face.



Grade 4: Student Work

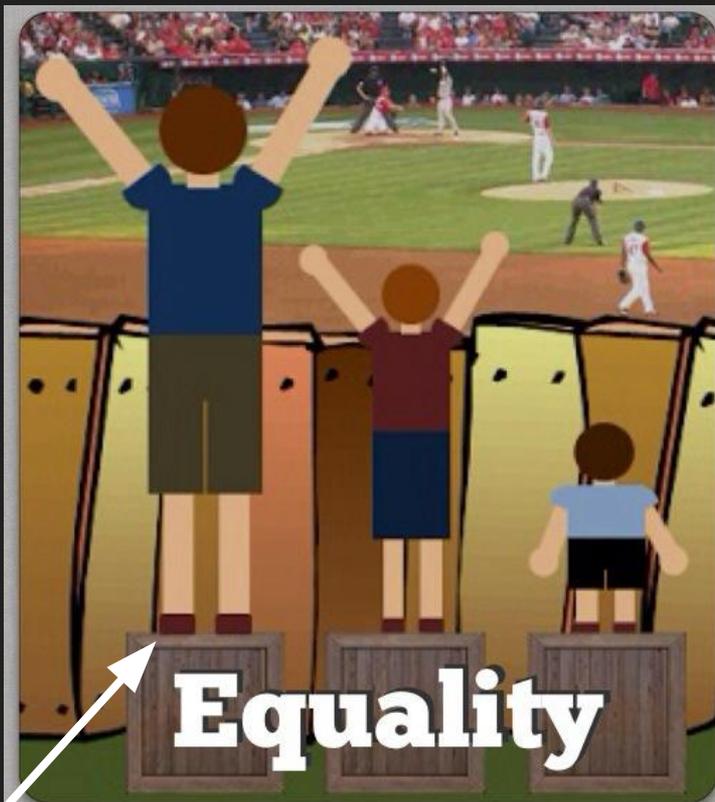


Grade 5

What is Social Justice?

Social justice reminds us that everyone deserves equal rights and opportunities.

Social justice reminds us that everyone deserves equal rights and opportunities.



Equality



Social Justice

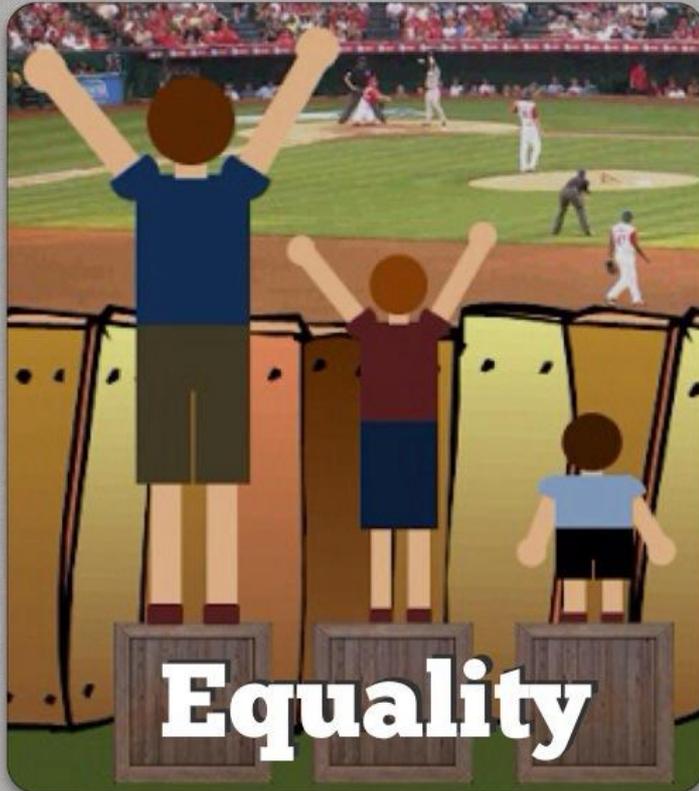
Is this fair?

OR

Is this fair?

Let there be no mistake; we expect Equality as a basic human right.
We should aspire for an even higher state than equality, however.
Our dream is Social Justice.

David Sanabria



Social Justice Activism in Art

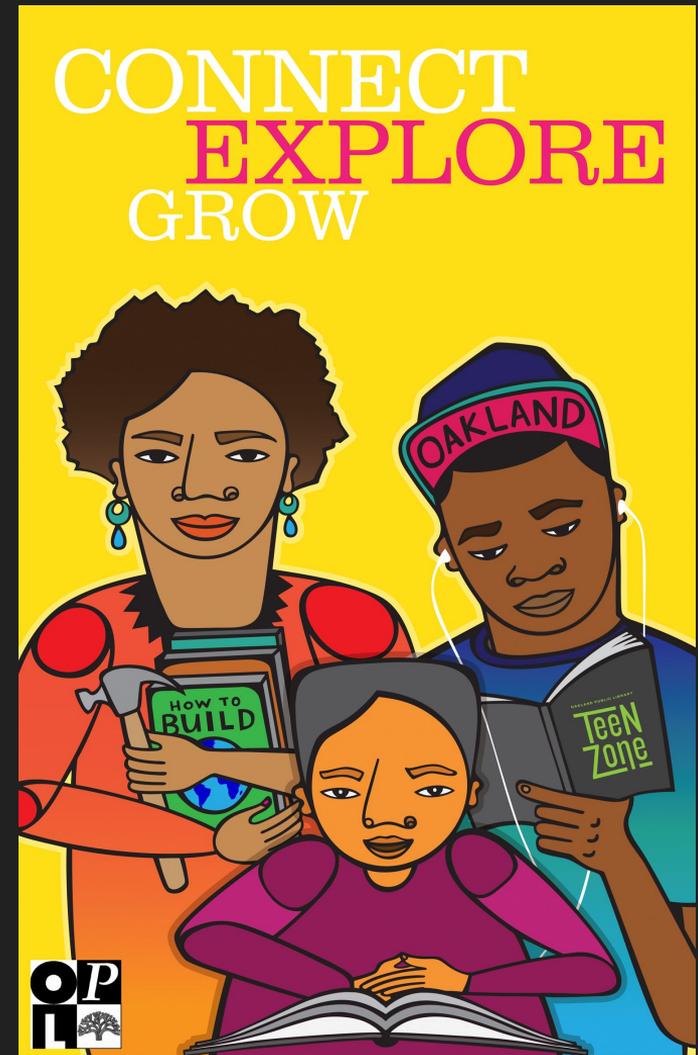
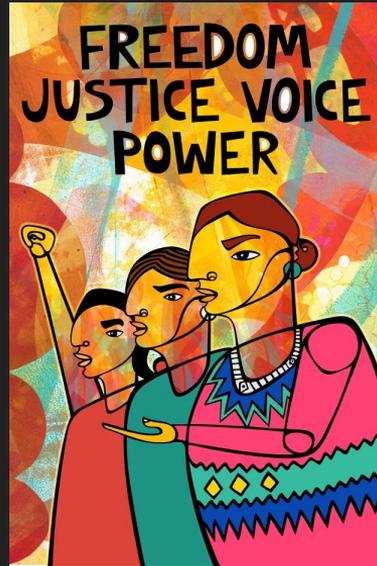
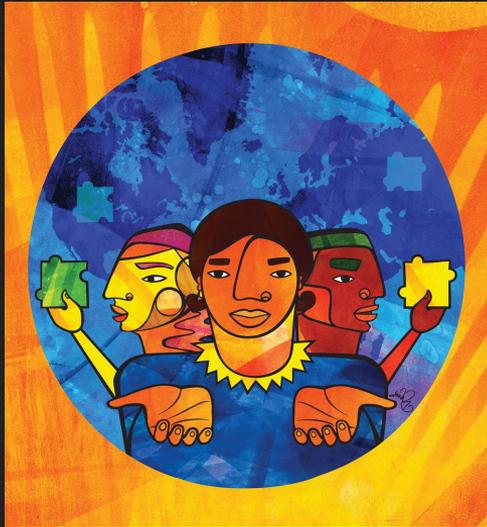
Eduardo Kobra

Kobra focuses on the social justice issues of pollution, global warming, destruction of forests, and war.



Favianna Rodriguez

Rodriguez focuses on the social justice issue of racial equality.



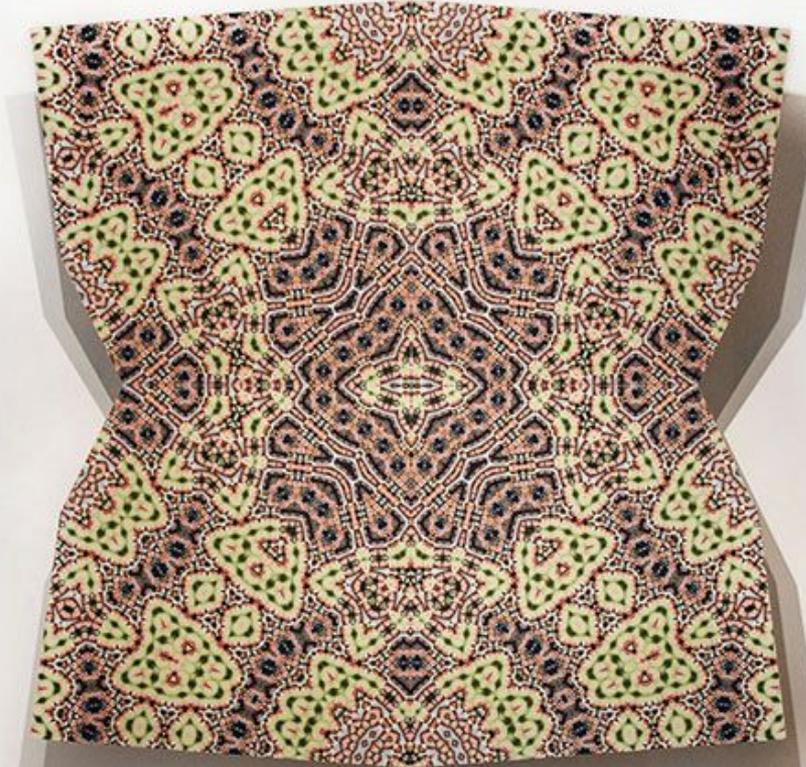
Ernesto Yerena

Ernesto Yerena Montejano focuses on the social justice issue of Mexican identity in American culture.



Sanaz Mazinani

Mazinani focuses on the social justice issue of cultural identity.



Your Voice Matters

It's never too early to start changing the world.
What will you say?

Greta Thunberg

-She is 16 years old and uses her voice to try to save the environment.

-She organized a protest where millions of students all over the world used their voices to ask the government to take action on climate change and protect the planet.



Asean Johnson

- He is a 9 year old boy from Chicago.
- He found out that the city of Chicago was closing a lot of schools. He used his voice to speak out and fight to make sure his school was not shut down.



Malala Yousafzai

-She lived in Pakistan where girls weren't allowed to go to school. So when she was 10 years old she started using her voice to make a difference and spoke out about how girls should be able to go to school too.

-She now travels to many countries all over the world to help give a voice to the more than 130 million girls who still cannot go to school.



Xiuhtezcatl Roske-Martinez

-Xiuhtezcatl has been using his voice to try and save the world since he was 6 years old.

-By age 12, Roske-Martinez had organized more than 35 rallies and protests, and co-organized the biggest iMatter youth march, with more than 2,000 participants.



Mari Copeny

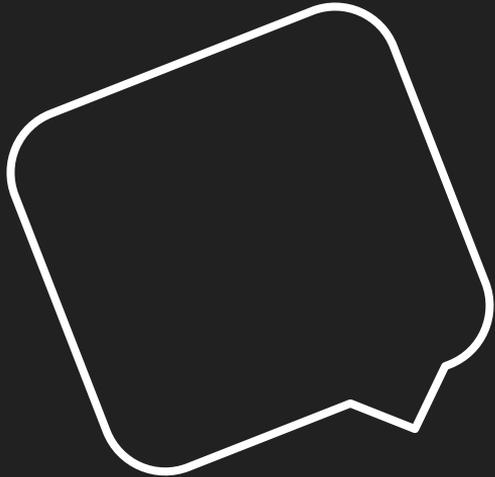
-She is 12 years old and lives in Flint, Michigan.

-The drinking water in Flint got dirty and it was not healthy and the government wouldn't fix it. She uses her voice to bring awareness to the problem until the government fixes it.



How can you use your voice to
stand up for what you believe in?

What will you say?



HAring Inspired Social Justice Drawings

Brainstorm, Draw, Trace, & Color

Schedule 11/25-12/2:

Wednesday 11/25:

Brainstorm & Drawing

Monday 11/30:

Drawing

Tuesday 12/1:

Drawing (if not finished), Tracing, & Coloring

Wednesday 12/2:

Coloring & Uploading Photo to Google Classroom

For this project you will need...

- A sheet of blank paper (preferably white)
- A pencil
- An eraser
- A black or dark coloring material
- Coloring materials



Brainstorm!

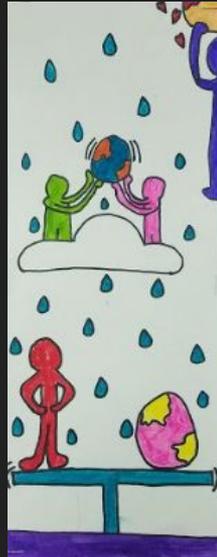
Write or create a sketch of your design and/or drawing ideas!

Your artwork must include:

- Your social justice topic
- Figures and objects in the style of Keith Haring

Draw! Trace! Color!

Create your drawing in pencil first. Once you finish drawing trace over your pencil lines with a black or dark coloring material. Erase any left over pencil lines and then add color.



Grade 6: Changing Times: Biographical Portrait Posters

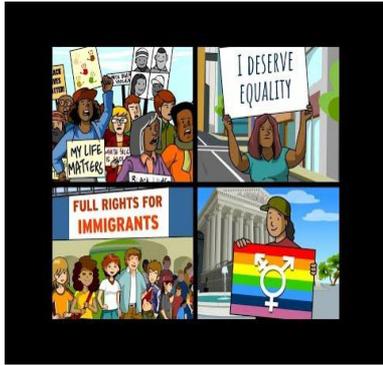


- Students learned about street art, concepts of privilege, and the work of Tatyana Fazlalizadeh and Shepard Fairey, as they considered and discussed how these artists specifically, and art in general reflect changing times, traditions, resources and cultural uses.

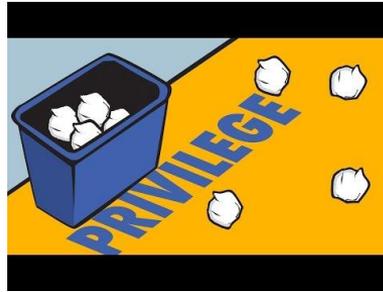


Grade 6 Resources Cont.

Civil Rights
Movement



White Privilege



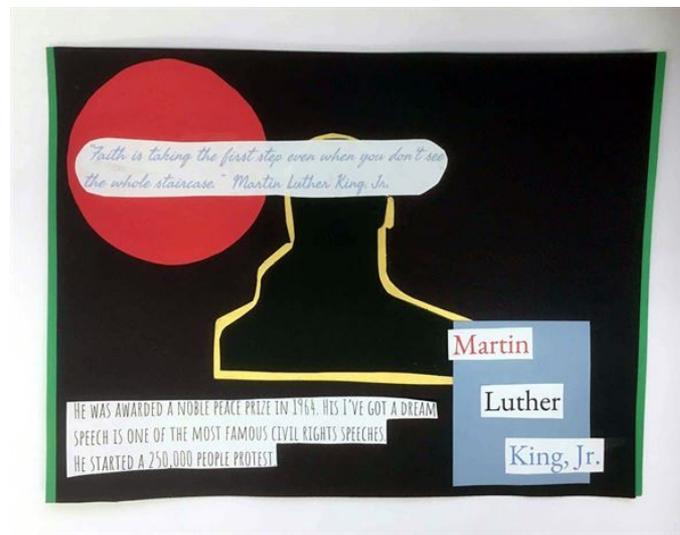
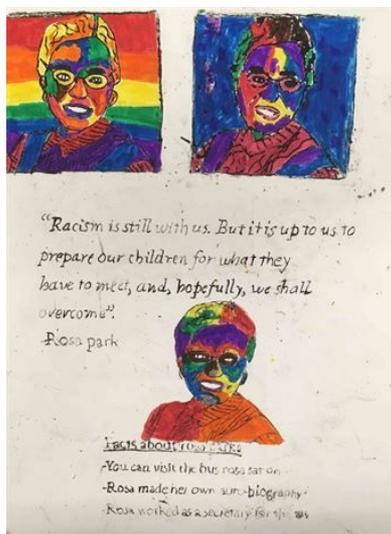
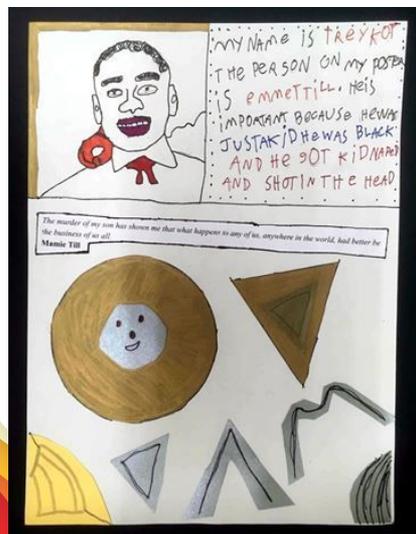
Diversity



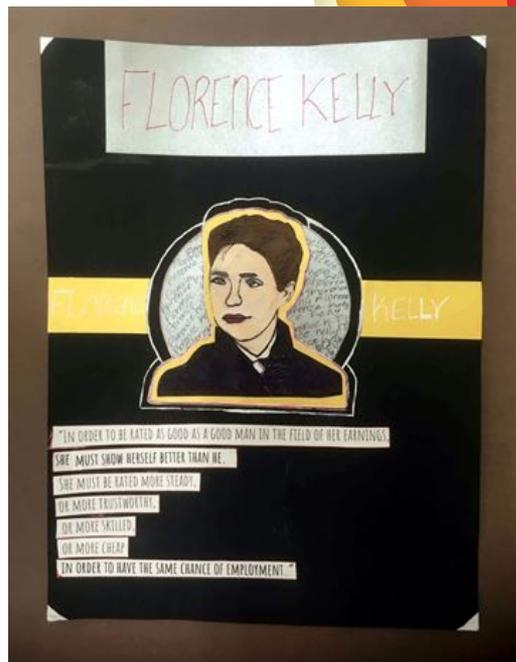
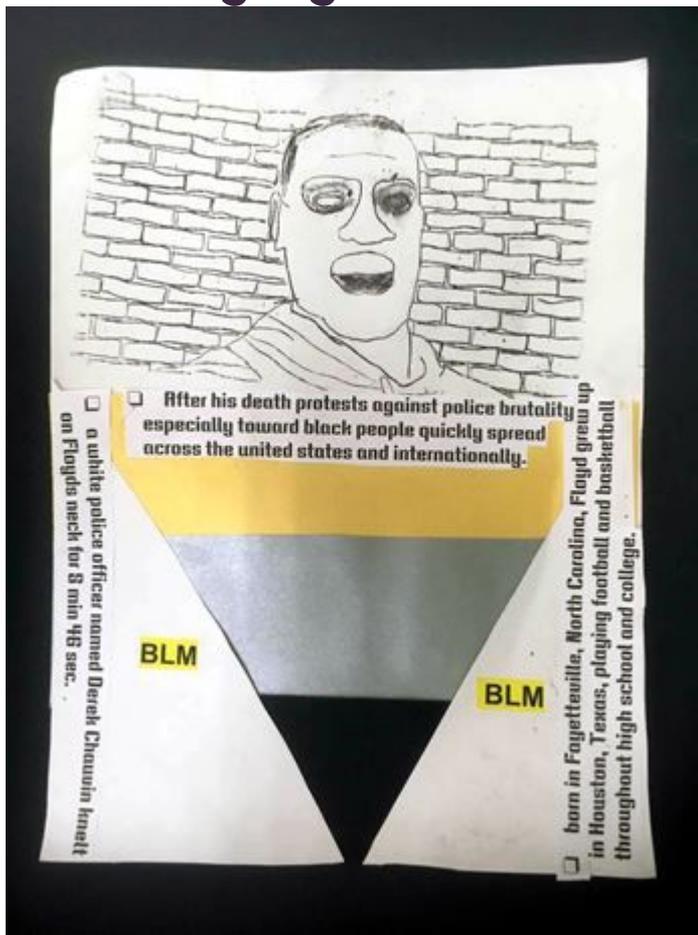
Changing Times: Grade 6 Biographical Portrait Posters



Students selected from among 22 individuals who have been significant in movements for social justice and created a biographical portrait mini-poster.



Changing Times: Grade 6 Biographical Portrait Posters



Each poster included a quote by or about the subject, information about the life and work of the subject, and an image of the subject.