

Every Voice Heard:

WPS Student Work & Process
around Social Justice Themes

Presented by:

Marge Renno

mrenno@windsorct.org



VISUAL ARTS - Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

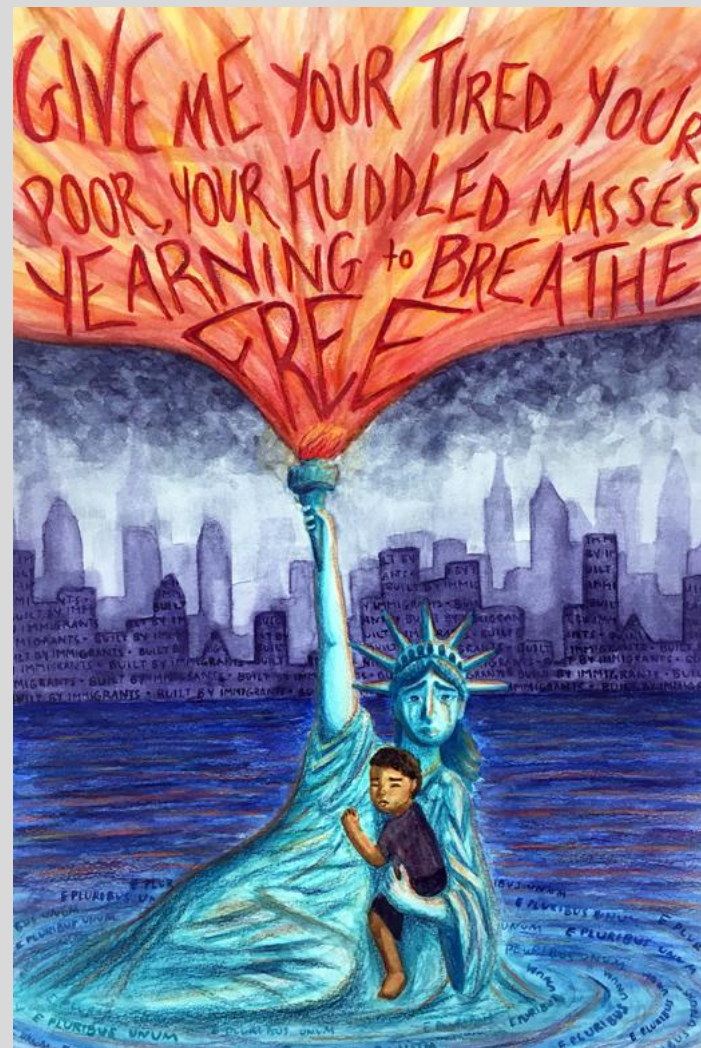
Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

HS Advanced VA:Cn10.1.IIIa

Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.



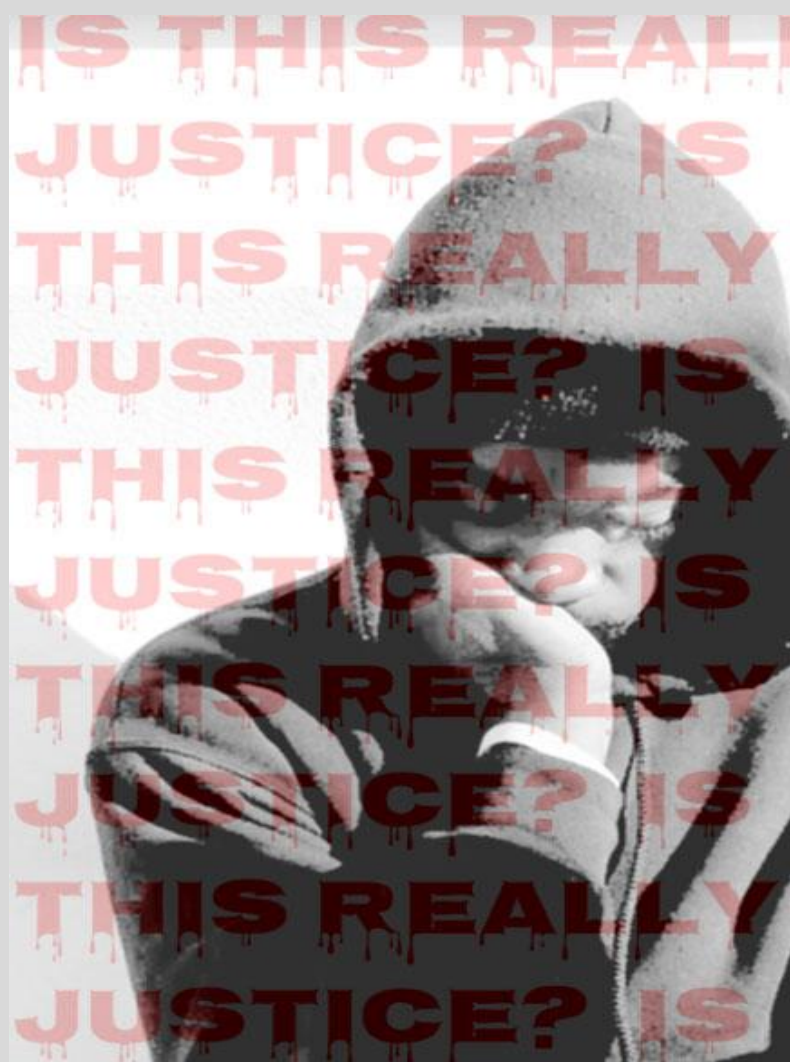






This jewelry student used toothbrushes to comment on the price of dental care in the US vs. Mexico. Each brush included a dental procedure and the competing prices. Brushes were soaked in hot water until the bristles fell out and they were pliable enough to bend into bracelets.





Research & Analyzing

(all classes 86 minutes)

Day 1: Whole Group & Small Group Analysis
and Discussion of Social Justice Artworks



David Hammons' *The Door* (1969) mixed media
sculpture 6'5" x 3'2" x 5 ½"

Turn to your table group to discuss this artwork:

1. What materials/techniques/symbols do you see?
2. What story do you think this work tells?
 - a. Remember – look for clues! Words? Date it was made? Symbols?
3. How would you respond to this piece if you saw it in a museum?

Stop and let's talk about these 3 as a whole class.

Now, back in small groups:

1. Now that we know this work is a portrayal of rejection, a statement of power that one group has over another, list the artistic techniques Hammons uses to intensify and dramatize these feelings:
2. Which side do you believe is meant to be the front? The back? How would you interpret this piece differently from one side versus the other?
3. The artist claims that this construction is about the politics of denial and rejection. What other symbols besides a closed door might communicate these ideas?

Small Group Discussions of Individual Works...

Turn to your table groups and the image printout you have been given.

Determine who will be your:

- Discussion Leader
- Scribe
- Class Presenter (when we return together)

Make some bullet point lists:

1. What do you see?

Describe Materials/Function of this work of art

2. How have the Elements & Principles been organized?

Use our vocab sheets to list, connect and analyze this work as a successful example of design. (positive & negative space)

3. How has Text been Transformed into a Design Element?

Come up with a thoughtful/specific response

4. As a group, redesign this work.

Keep it simple!

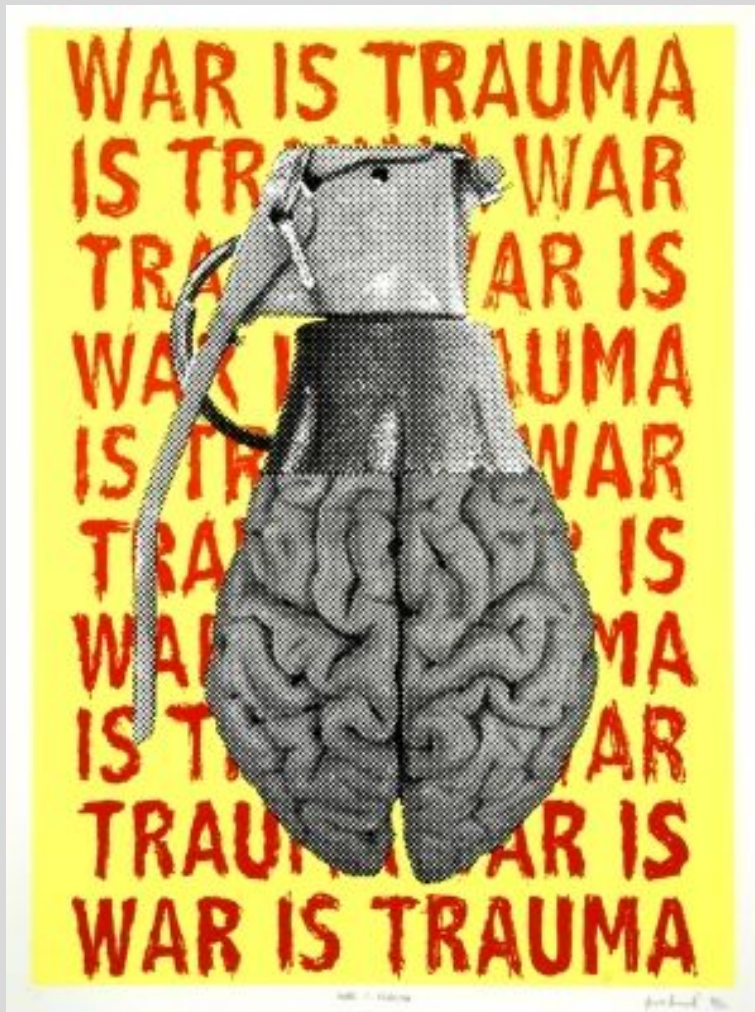
Keep text as a design ELEMENT!

Keep the message powerful!

5. Share Out with Whole Group

BlackTokyo
Hands up Don't Shoot, 2017





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Describe Materials/Function of this work of art

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3. How has Text been Transformed into a Design Element?

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Keep it simple!

Keep text as a design ELEMENT!

Keep the message powerful!

5. Share Out with Whole Group

Make some bullet point lists:

1. What do you see?

Describe Materials/Function of this work of art

2. How have the Elements & Principles been organized?

Use our vocab sheets to list, connect and analyze this work as a successful example of design. (positive & negative space)

3. How could Text be Transformed into a Design Element & Incorporated here?

Come up with a thoughtful/specific response

4. As a group, redesign this work.

Keep it simple!

Keep the message powerful!

5. Share Out with Whole Group



Hank Williams Thomas
Rise Up, 2014

Discussion of Social Justice Themes

Social Justice Issues

Social justice issues occur globally, nationally, regionally, locally, and within groups. These issues are a result of unequal wealth and resource distribution, unfair treatment of individuals with differing traits (race, culture, sexual orientation, religion, etc), and laws that support segregation.

How to Distinguish Types of Social Justice Issues

Social justice issues can be delineated into two categories, although they are often codependent: Inter-Social Treatment and Unequal Government Regulation.

Inter-Social Treatment- this involves treatment of a group(s) of people within the local and regional scale. The basis for this unequal treatment is usually due to a personal belief about that group(s):

- Racism
- Sexism
- Ageism
- Heterosexism

Unequal Government Regulation- this involves laws and regulations that purposefully or otherwise, discriminate a group(s) from the same opportunities and resources based on differences that are unique to that group(s):

- Poverty (lacking access to food, clean water, and shelter)
- Death Penalty
- Environmental Rights (racism)
- Access to Healthcare
- Heterosexism
- Labor Laws
- Civil Rights (racism and sexism)
- Access to Education

Summative (Analysis) 30%: Critical Analysis/Preliminary Research Rubric

What level of analysis and critical thought does your work demonstrate?

Student demonstrates the ability to engage in the critical analysis process through the collection of information and evaluation/analysis of that information.

This work shows you have engaged in the Critical Analysis Process on the following levels:

	5 Advanced	4 Proficient	3 Emerging	2 Weak	1 Incomplete
Accessing Information	Has collected all relevant and detailed visual information	Has correctly identified art elements and principles w/ some factual details	Has collected some specific and detailed factual information	Has collected minimal info and may include factual errors	Too limited to score
	5 Advanced	4 Proficient	3 Emerging	2 Weak	1 Incomplete
Critically Evaluating Information	Is able to <i>make inferences</i> about related artworks after comparing and contrasting visual resources.	BOTH <i>compares and contrasts</i> the info collected successfully.	Is able to <i>compare or contrast</i> the information collected successfully.	Answer implies a misunderstanding	Too limited to score.

Brainstorming & Final Designs

(all classes 86 minutes)

Day 2: Presenting the Art Challenge & Beginning Brainstorming.

Day 3: Formal Proposal of Project Ideas, mini-student feedback sessions using Jamboard.

Art Challenge:

- o Create a Fine Art Piece using media/technique of your choice that will serve as a tool to instigate conversation around a social issue that you feel strongly about. You must include text and you *must transform that Text into a Design Element* where its purpose bridges both literary and visual language.

Formative Engagement Grade (20%): Sketchbook Rubric

	Excellent 5	Proficient 4	Developing 3	Lacks Effort 2	Incomplete 1
Sketch Development	<p><i>All</i> required Sketchbook Activities are completed <i>thoughtfully</i> with a high level of detail.</p> <p>This work shows exciting development and growth.</p>	<p>Most to All required Sketchbook Activities are completed with some level of detail.</p> <p>This work shows some development and growth.</p>	<p>Most required Sketchbook Activities are completed with limited attention to detail.</p> <p>This work shows little development and growth.</p>	<p>Sketchbook Activities are incomplete with no attention to detail.</p> <p>This work shows no development and growth.</p>	<p>**Work attempted, but not enough completed to score</p>
Submission Quality	<p>Excellent quality photos are submitted to your critique board with your name labeled on it.</p> <p>The photo meets all of the following expectations: <i>level, cropped to avoid distractions, not distorted, color corrected to represent true value range.</i></p>	<p>Good quality photos are submitted to your critique board with your name labeled on it.</p> <p>The photo meets most of the following expectations: <i>level, cropped to avoid distractions, not distorted, color corrected to represent true value range.</i></p>	<p>Adequate photos are submitted to your critique board with your name labeled on it.</p> <p>The photo meets some of the following expectations: <i>level, cropped to avoid distractions, not distorted, color corrected to represent true value range.</i></p>	<p>Poor quality photos are submitted to our critique board with your name labeled on it.</p>	<p>**the photos are not labeled or quality is too low for participation.</p>
Collaborative Feedback	<p>Thoughtfully gives SPECIFIC visual (draws corrections) AND written (adds text directions) feedback to improve peer work.</p>	<p>Thoughtfully gives SPECIFIC visual (draws corrections) OR written (adds text directions) feedback to improve peer work.</p>	<p>Gives LIMITED visual (draws corrections) AND written (adds text directions) feedback to improve peer work.</p>	<p>Gives VAGUE visual (draws corrections) OR written (adds text directions) feedback to improve peer work.</p>	<p>**feedback attempted, but not enough given to score</p>

Formative Engagement Grade (20%): Design Strategies Rubric

What level of creative ideation and informed decision making does your Preliminary Work show?

	Exceptional 5	Proficient 4	Developing 3	Lacks Effort 2	Incomplete 1
Idea Development <i>Define the Problem</i> <i>Collect Information</i> <i>Brainstorm Ideas</i>	<i>All</i> required Brainstorms/Preliminary Activities are completed thoughtfully . This work shows exciting development and growth.	<i>Most</i> required Brainstorms/Preliminary Activities are completed thoughtfully . This work shows clear development and growth.	<i>Most</i> required Brainstorms/Preliminary Activities are completed with some attention to detail. This work shows some development.	Brainstorms/Preliminary Activities are incomplete with little attention to detail. This work shows little to no growth.	**Not enough work completed to score
Proposed Solution <i>Propose Solution</i> <i>Get Feedback</i>	Final Design demonstrates a thorough understanding of the project challenge. The proposed solution shows much creative risk-taking on the part of the student.	Final Design demonstrates a clear understanding of the project challenge. The proposed solution shows some creative interpretation on the part of the student.	Final Design demonstrates some understanding of the project challenge. The proposed solution shows limited interpretation on the part of the student. (<i>too safe</i>)	The proposed solution is incomplete or shows some level of confusion .	**Not enough work completed to score
Meaningful Connections	Final Design makes a specific connection to both the idea development work and the critical analysis activities.	Final Design makes a specific connection to either the idea development work or the critical analysis activities.	Final Design makes only vague connections to the idea development work and/or the critical analysis activities.	Final Design makes no connections to preliminary work.	**Not enough work completed to score

Studio Work & Student Led Critiques

(all classes 86 minutes)

Days 4 & 5: Studio Day

Day 6: Student-led Formal Critiques

Days 7 & 8: Studio Days to APPLY feedback

Student-led Peer Critiques

3- 4 students per group. Positions *(rotate until all artists have presented)*:

1. **Presenting Artist** (ONLY LISTENS for parts 1 & 2 - does not share until part 3)
2. **Scribe** (takes bullet point notes of all parts of discussion for the presenting artist)
3. **Discussion Leader** (keeps the conversation moving)

Discussion Format

1. Analysis

- a. Group Discussion (**presenting artist LISTENS**): *What do we see?* (list at least 6 words)
 - i. Give a clear factual description of what you are looking at on the page in relationship to their point of view of the still life set up.
 - ii. This is a bulleted list of everything your group sees: objects, subjects, symbols, materials, techniques - someone reading this list should be able to identify this artwork.

2. Inference

- a. Group Discussion (**presenting artist LISTENS**):
 - i. *What does the visual information suggest is being worked on?*
 1. Where do we see a connection to the Design Challenge?
 2. What are we confused by?

3. Evaluation

- a. **Artist shares: What were your intentions with this piece?**
 - i. What are you excited about? What are you frustrated by? What feedback would you like to keep going?
- b. Group Discussion (presenting artist LISTENS):
 - i. *How well does this piece communicate the artist's idea?*
 - ii. Where is it strong? Where is it weak?
 - iii. *What suggestions can the group offer for improvement - especially to push the work further?*

Individual Reflection

After all critiques are done, please individually address the following questions

1. What were you surprised by from the group observations? *(bullet points)*
2. What do you agree with from the discussion? *(bullet points)*
3. What do you disagree with? *(bullet points)*
4. What do you need to do to successfully resolve this work? *(3-4 complete sentences that outline your SPECIFIC plan - include technical steps and time management concerns)*

Wrap Up & Reflections

(all classes 86 minutes)

Days 9: Written Reflections/Artist
Statements & Final Studio Time
Summative (Analysis 30%) Grade

Day 10: Informal Large Group Critiques

Beginning: IDENTIFY your Work

Use precise words and appropriate vocabulary to Describe your final piece.

What did you make?

- Give a Factual Description of your piece. Describe what you have made.
 - What kind of artwork have you created?
 - What materials/techniques did you use?
 - How is it displayed? (if relevant)

	5 Excellent	4 Good	3 Average	2 Weak	1 Poor
Assessing Factual Information	Has collected all relevant and detailed visual information	Has collected most of the relevant visual information	Has collected limited visual information	Has collected irrelevant/ incorrect information	Answer implies misunderstanding or is incomplete.

Middle: Analyze your ORGANIZATION of the images/objects

Use precise words and appropriate vocabulary to Analyze your final piece.

How have you organized the formal art elements and principles?

- Give a Factual Description of your arrangement.
 - What elements and principles are being used?
 - How have you arranged these elements?
 - What intentional decisions are you making with composition? Be specific!

	5 Excellent	4 Good	3 Average	2 Weak	1 Poor
Analyzing Factual Information	Has analyzed all relevant and detailed visual characteristics regarding the formal organization of the art elements.	Has analyzed most of the relevant visual characteristics regarding the formal organization of the art elements.	Has analyzed limited visual characteristics regarding the organization of this artwork.	Has simply collected but not analyzed the visual characteristics.	Answer implies misunderstanding or is incomplete.

End: Connect to our project CONCEPT

Discuss your *Intentional use of Imagery, Materials, Techniques & Form* in this work.

How Can Art be used as a Vehicle for Social Change?

- Why did you make the choices you made in this work? What is your personal connection?
- How have you transformed imagery from literal to symbolic? Be Specific!!!!
- What do you want your viewer to consider as they look at it?

	5 Excellent	4 Good	3 Average	2 Weak	1 Poor
Connecting to the project Concept	<i>extensive</i> supporting evidence connects both the artist and the viewer to the concept.	<i>adequate</i> supporting evidence was supplied to <i>clarify</i> a connection to the project concept	<i>limited</i> supporting evidence was supplied to vaguely introduce the project concept.	no supporting evidence was supplied to back the project concept.	Answer implies a misunderstanding or is incomplete

Assessing Final Projects

Summative: 50% Project Grades









How do we assess such different works?

Composition: Student has communicated an understanding of the elements & principles of design through the development of a fine art piece that demonstrates successful decision making in its arrangement.

How would the visual arrangement of this piece be described?

Exceptional - 6	Dynamic - 5	Interesting - 4	Safe/Basic - 3	Not Balanced - 2	Incomplete - 1
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Concept: Student has developed an original, innovative and thought provoking visual work that engages the viewer.

How would the viewer describe the idea you have attempted to communicate?

Exceptional - 6	Engaging - 5	Clear - 4	Too Subtle - 3	Confusing - 2	Off Track - 1
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Craftsmanship: Student has created a piece where the design idea is dominant over the media due to strong technical skill and competence.

How would the control of the media in this piece be described?

Exceptional - 6	Excellent - 5	Competent - 4	Inconsistent - 3	Sloppy - 2	Hot Mess - 1
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Final Project Grade (Overall)

6	5	4	3	2	1
Exceptional	Advanced	Proficient	Emerging	Weak	Poor
100% (A+)	95% (A)	85% (B)	75% (C)	65% (D)	55% (F)

A Few More Student Samples

VOGUE

The image shows the cover of a Vogue magazine. It features a close-up portrait of Ama Karikari, a Black woman with short dark hair, wearing a green and white striped top. The background is a mix of red and black. The magazine title 'VOGUE' is at the top in large yellow letters. Various headlines are scattered across the cover in different colors and fonts.

APR.

100

Reasons
Why Magazines
Need to
Promote
Natural
Beauty

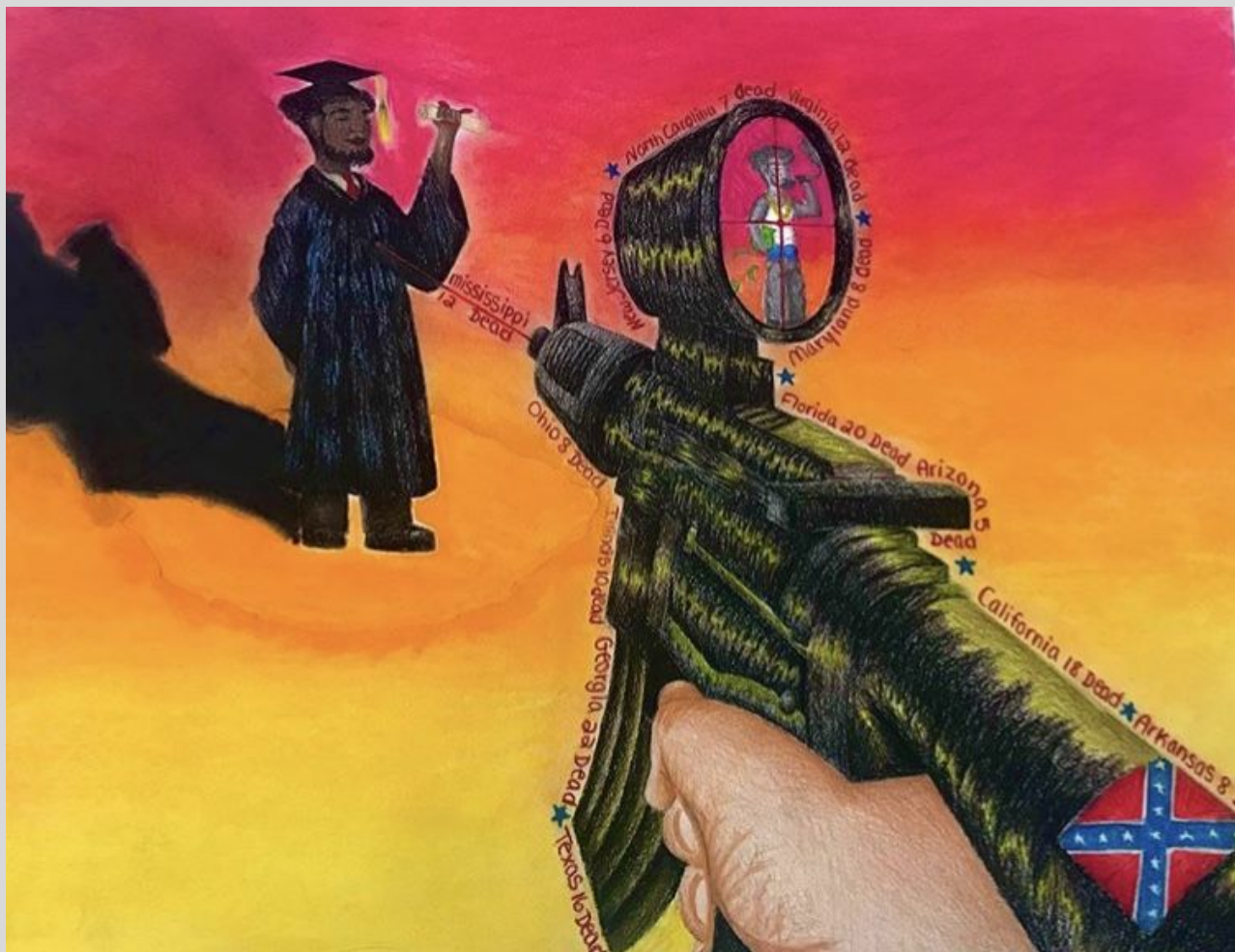
BLACK AND
NATURAL
IS THE NEW
BLACK

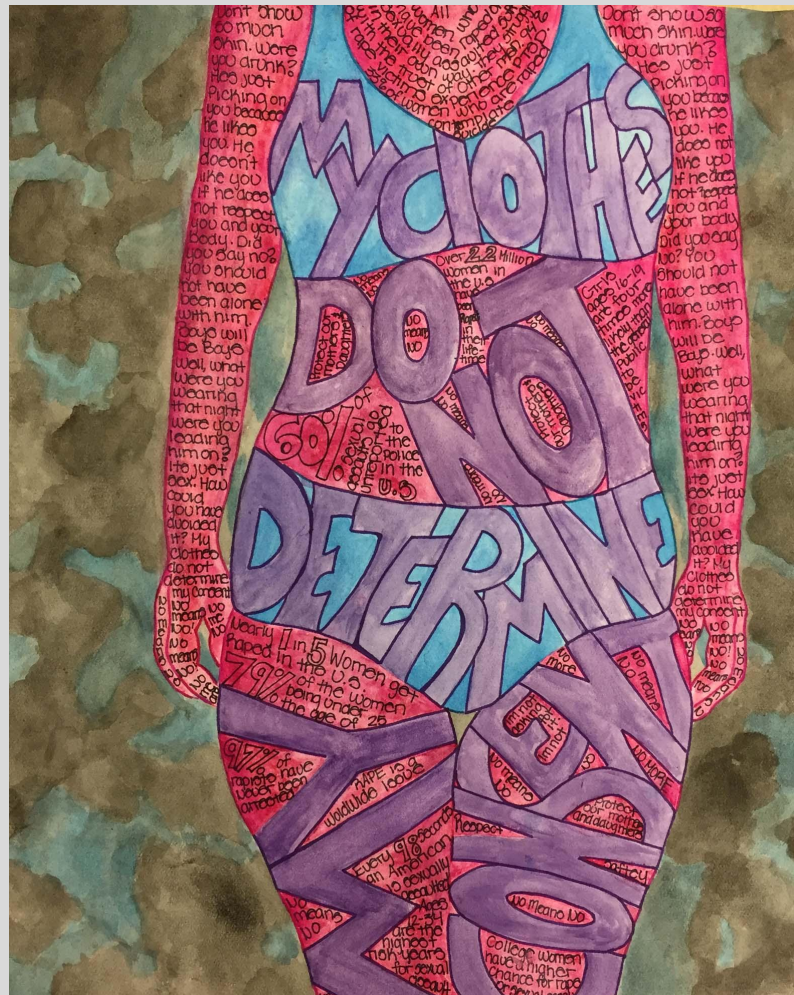
"Natural Glow"
the alternative to
concealer and
contour

NOT FAIR,
DON'T CARE

AMA KARIKARI
DEMONSTRATES THAT
BLACK SKIN IS
BEAUTIFUL

CHALLENGING
BEAUTY
STANDARDS

















TIME

OUR

IS

NOW



Black Lives Matter Mural
Trinity Street in Hartford, CT
July 2020







For more information on our programs, please visit our website at: www.bit.ly/whsart

[←](#) [→](#) [↺](#) sites.google.com/a/windsorct.org/whs-art/ ☆ [🔍](#)

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Welcome to the WHS Art Department

Developing the genius in every child through the critical and creative thinking processes found in a 21st century studio art program.

<p>12</p> <p>Average number of accredited universities that we bring in each year to review student portfolios on site, present on academics programs and teach students about professional careers in the Arts.</p>	<p>100%</p> <p>The percentage of students who pass and earn college credits from our AP Studio Art Course and/or our UCONN ECE Drawing Course. That's potentially 6 college credits students can transfer!</p>	<p>\$101,500.00</p> <p>The average amount in dollars our graduating seniors in 2020 who followed the suggested Career Pathway in Art are being awarded in merit scholarships for their portfolios of artwork.</p>
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