

Subject Area/ Topic: Art 1 /A Day in the Life...

SLO/Expectations: To create a piece that shows empathy by reading and interpreting the thoughts of a peer into a piece of art.	Standards: 9.3.12 B. Determine and apply criteria to a person's work and works of others in the arts (e.g., use visual scanning techniques to critique the student's own use of sculptural space in comparison to Julio Gonzales' use of space in Woman Combing Her Hair). 9.3.12 E. Examine and evaluate various types of critical analysis of works in the arts and humanities. <ul style="list-style-type: none">• Contextual criticism• Formal criticism• Intuitive criticism
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Learning Activities or Tasks:

Students will watch TED talk by Daniel Goldman outlining how to be more compassionate and look beyond self to others. From there, students will be introduced to the project, shown student examples as well as famous examples that can be interpreted as showing empathy. It is emphasized how difficult it is to put oneself out there for others to read and interpret and encouraged that everything is looked at through that lens, how would they feel?

Students will record thoughts, type them up, changing any and all names that may be thought of. Then students will anonymously exchange thoughts, read through and look for themes. From there, students will create a mind map of major themes, and see how they view the person. Students will then come up with three unique sketches that show their interpretation of the student whose thoughts they read.

Once sketches are reviewed and evaluated, students will begin creating the piece they designed, this can be 2D or 3D and involve any media they see fit as several mediums have been covered by this point.

Upon completion a critique will be held, focusing on the strengths of each student and a self-assessed rubric will be completed.

Assessment: Students will be assessed based on the following:

- Questioning before beginning & during project
- Observations of students working
- Conferencing with students during project
- Student participation and discussion interjected during the project
- Self-Assessed rubric with written reflection