



Unit Big Idea: What is identity?

Big Idea Description & Rationale: Self-identity is an important component for students to feel, especially at the middle school age. It is important to know forms of identity that makes us who we are because the acceptance of others and the acceptance of ourselves is a part of the everyday classroom.

Art Activity

Title of Art Lesson: Fingerprint Biography

Overview Description of the Art Lesson: What makes me, me? In this lesson, students reflect on this question through discussion, writing and art. Students first define "identity" and consider who they are and what they value. Students will look at forms of artwork done by the artist Cindy Sherman on her identity. Cindy Sherman sought to raise challenging and important questions about the role of women in society and in the nature of the creation of art. However, for our activity, we will use her works of art to express ones identity through others eyes. Students will look to the example of Artist Chuck Close on his formal concept of scaling. When students view Chuck Close's example and how he is able to magnify an object, they will be able to magnify their fingerprint as well. Using the examples of the two artists on scaling and the perception of our identity through others eyes, students will be able to magnify their fingerprints and use the lines to write about their identity based on their view and others.

<u>Learning Objectives</u>	<u>National Visual Art Standards</u>
Conceptual: Students will understand the complexity of identity and how artists represent that through their artwork. Conceptual: Students will be able to understand themselves through the eyes of others	3.a Integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artwork.
Formal: Students will understand the concept of scaling.	2.c. Select and use the qualities of structures and functions of art to improve communication of their ideas

Skill: Students will use sharpies, colored pencils, markers and a pencil to create a large size fingerprint	1.b. intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.
---	---

Artist: Using the miniature fingerprint from the tape, students will look at scaling to enlarge the object on a large piece of paper. Artist and photographer Chuck Close is best known for his massive scale images he creates. Artist Cindy Sherman challenged the common and natural stereotypes other had for women and used other's perception or view of women to do so. Cindy Sherman was best known for her "Untitled Film Stills" which included 35+ self photographs.

Materials: Large piece of paper
Scotch Tape
Graphite/ Lead from Pencil
Colored Sharpie Markers
Colored Pencils
Marker

Instructional Procedures:

Introduction:

1. Begin the lesson by talking about previous lessons of identity. (This is assuming the teacher has used materials to build up to this lesson/activity). Next, the artist will be introduced and the class will discuss how that artist shows and shares bits and pieces of who he or she is, in their artwork. For this we will be using Cindy Sherman. Cindy Sherman used her works of art to pose questions about the role of woman in society and the common stereotype. Students will be using her pictures to talk to a partner about how they view each other based on the natural and common stereotype using the ideas from Cindy Sherman's work. (Provide examples from artist). From the previous lesson, the teacher will pose a question for discussion such as, "What are our identifiers? How do they make us different?" The finger print will be the focal point of that discussion. Lastly, the teacher will introduce and demonstrate the lesson.



Demonstration:

1. (First teacher demonstrates) Have students rub lead pencil (preferably #2) very roughly on a piece of paper. Rub any finger on the lead until it is completely covered.
2. (First teacher demonstrates) Take a piece of tape and gently press it against the finger covered with the lead, peel the tape off gently. Tape it to an 8.5 by 11 piece of paper free of smudges. Remind students to write their names on the piece of paper.
3. Students will now be able to notice the lines created in their fingerprint. Have all students place their fingerprint on the piece of paper in the middle of their desk.
4. Tell the students to stand up and push their chair in and move to the right and observe other students fingerprints.
5. Once students have observed each students fingerprint ask, "What did you observe about the fingerprints?" "Did other classmates fingerprints resemble yours?" (Students will answer freely and form open discussion). Many artists use their artwork to give parts of who they are.
6. Tell students to write down 10 things about who they are (descriptive words, sentences, stories, use guided questions, etc.).
7. Tell students to work with a partner, any of their choice, partners must ask each other how they view one another. (This will help students get an idea of how someone else perceives them.) Students should be writing about 10 descriptive words or phrases that their partner has used to describe them.
8. Tell students to work with a new partner, someone they don't know very well (teacher may have to guide this). Students must ask what they think or how they perceive the new partner. Students should be writing down about 10 descriptive words or phrases that their partner has used to describe them. Reference students back to artist Cindy Sherman and talk about how she represents the view of others in her artwork. Use the pictures again if necessary.
9. (Give students giant piece of white paper) Tell students they will begin a formal art concept of scaling. Introduce Chuck Close taking a small part of an object and increasing its size, or tell students they are "blowing up" their fingerprints. Ask students, "What has the artist done from one picture to the next?" "How is scale/size important?" This is a concept that many artists will use to increase an object in order to view detail. Chuck Close uses a grid concept to create a bigger, non-life size image.

This is an important concept that we will be using to make our fingerprints larger. Using this giant piece of paper—students will use the same grid concept to focus on one section of the fingerprint at a time. This makes drawing the fingerprint easier because students will focus on one part of the fingerprint at a time.



10. As the next part of our art project, with our fingerprints, we will take the concept of artist Chuck Close and scale our fingerprint to make it large enough for people to see.

11. (Teacher demonstrates) Take your standard piece of paper, and zoom in on parts of your fingerprint (try to just view some areas first). For example, it might be easier to start on a focal point such as the middle part of the print. In the teacher example, demonstrate how that will work. Tell students, "In my example, I started with the middle of my finger print and worked my way outward because the finger print lines started in the middle.

12. Tell students to use pencil first and really take a good look at the detail of how the lines work and where they curve. In the teacher example, show students that it might be easier to start with an outline of the finger to keep the lines in an enclosed space.

13. Some students might need extra help besides the teacher demonstration to begin the fingerprint so it will be helpful to go around and show students how to start on their own fingerprint.

14. After the students have created their lines of the finger print, use the teacher demonstration to show how the writing will be incorporated into the lines of the fingerprint (This is assuming that the lesson is taught in 'step by step' format). Begin first by showing students how the words can be written on the line, in between the lines, under the lines, sideways or any way they can think of.

15. Students will use guided questions to guide the flow of ideas. Teacher example will be shown again and students will be free to read it. Tell students that they can choose to write a story about themselves, descriptive words, or some favorite quotes; basically anything that might help a viewer get a feel for who they are.

16. If students are not confident about their writing ideas, have them first write on a separate sheet of paper. Students should use the 10 descriptive words or phrases from both partners in order to help them begin with ideas. The fingerprint can be composed of, but is not enclosed to, any three parties (self, partner one, partner two).

17. Once the students are confident enough to begin writing they may begin. Again it may be helpful to show them the teacher example and explain how each word, phrase or sentence can be written on the lines. Each form of writing on the lines will be shown on the teacher example.

18. The lines should be erased as the students writes the words on the lines. This will be helpful later on. When students get stuck on what else to write they should be referenced back to the guided questions.

19. Once the students are finished writing, they should go through and re-read their work. Students should then use their colored pencils, sharpies of any color, or markers to go over the penciled words or phrases. This will add some color or, if they choose to use black only, more defined writing. The outside line of the fingerprint should also be erased.

20. Any final details students need to add to finish can be done. Students' work will be hung and other students will have the opportunity to look at each other's work. Students' names should be written on the back of the paper.

Guided Practice: How do you think others see you?

How is your identity different from your friend's identity?

What characteristics best represent you?

What are your best traits?

What makes up whom you are?

What names, addresses, family groups, peer groups or cultural backgrounds help form your identity?

References:
(2003). *The complete
stills Cindy Sherman*.
Museum of Modern Art.
DEC 05). *Chuck close*.

http://en.wikipedia.org/wiki/Chuck_Close