



# EMBRACING OUR DIFFERENCES

## EOD Artwork Creation

### Introduction and Brainstorming (120 min.)

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#### Florida Standard(s):

**VA:68.C.1.1** - Apply a range of interests and contextual connections to influence the art making and self-reflection process.

**VA:68.C.2.2** - Evaluate artwork objectively during group assessment to determine areas for refinement.

#### Essential Question:

How can you create a work of art that embraces our differences and clearly shows the perspective on a current topic of interest while being thoughtful of the viewing audience?

#### Learning Intention(s):

Critically think about the design and theme of Embracing Our Differences. Reflect on how it will be perceived in the community when on display for the community.

#### Resources / Materials Needed:

- EOD Introduction and Brainstorming PowerPoint
- Large Bulletin Board Paper or Poster Board (1 per group) – a.k.a. Brainstorming Boards
- Colored Markers
- Embracing Our Differences Exhibit Catalog Books (if available)
- Sticky Notes
- Printer Paper

#### Online Video / Resource Links Used:

- Embracing Our Differences Online Gallery: [www.EmbracingOurDifferences.org/Galleries/](http://www.EmbracingOurDifferences.org/Galleries/)

#### Before Instruction:

- Gather materials
- Distribute large bulletin board paper or poster board (1 per group)
- Give one colored marker to each student
- Pull up the slides to begin lesson

#### Direct Instruction:

##### Slide 1 (5-10 min.):

- Explain that today students will be learning about an amazing contest opportunity called, Embracing Our Differences.
- Instruct students to write the words Embrace and the word Difference large on their group's large bulletin board paper or poster board, a.k.a. brainstorming board.



### **Slide 2 (15-30 min.):**

- Round 1 of Brainstorming: Using their color marker, have students write notes on each other's group brainstorming boards. This can be words, pictures, sentences or both. Students will be walking around to groups to add new thoughts that may be inspired by what other groups have listed.
- Repeat this process until everyone from every group has added their color to each group's brainstorming board.
- \*Teacher tip: if students are having difficulty coming up with different ideas, presenting topics as questions can help. For example: What are differences with food? Can you think of differences in fashion? Are there differences with emotions?

### **Slide 3 (15-30 min.):**

- Round 2 of the brainstorm processes is having students look through the EOD exhibit catalog books or online gallery at [www.EmbracingOurDifferences.org/Galleries/](http://www.EmbracingOurDifferences.org/Galleries/).
- Each student should use sticky notes to symbolize their favorite artworks from past EOD exhibits. Students should select art that is visually pleasing, that speaks to them, and that has a clear vision.
- Students draw a simple rendition or write a short description on the sticky note and then add these to the brainstorming board.
- Students will then find a connection with another groups poster and add their sticky notes.
- At the end of both brainstorming sessions, all of the group boards should be filled with different colored marker comments, drawings, and sticky notes that represent each individual student.

### **Slide 4 (5-10 min.):**

- Back in groups, give time to discuss what they see and share their favorite artworks. The best part about these brainstorming rounds are that there are no wrong answers.
- Teacher tip: remind students to be open, understanding, empathetic, and non-judgmental of others opinions during this discussion time.
- Students often find idea inspiration for their own project development. For example, students chose all black and white photography, or are drawn to compositions that include animals etc.

### **Slide 5 (5-10 min.):**

- Fold printer paper into 4 sections. Make sure the orientation is horizontal.
- Students create 4 sketches with different compositions on one sheet of paper.
- Remind students of the importance of interesting composition (how do you want the viewers eyes to move around the art?).
- Preemptively discuss if and when words are essential to the design (see slide 6 and 7).
- Preemptively Discuss effective and impactful titling of an artwork lends to a successful understanding of a piece (see slides 6 and 7).

### **Slide 6 (5-10 min.):**

- Words or no words discussion and thoughtful title discussion
- The words in Mazie Zoller's "Tuned Out" help the viewer better recognize the artist's idea when making the artwork.
- The title, "Tuned Out" is effective because it enhances the understanding and consolidates the ideas behind the theme.



### **Slide 7 (5-10 min.)**

- Words or no words discussion
- Adding words to “Life Doesn’t Frighten Me” is not helpful to the understanding of the theme of the art. The words distract from the visuals instead of adding to the visual story of the artwork.

### **Slide 8 (10-20 min)**

- Show, share, and discuss in 3’s: Students partner up to talk through their four sketches with 3 different peers. Taking turns giving 3: give 1 detailed complement about their sketch, give 1 thoughtful question, and give 1 recommendation that could make the design better.
- Create final sketches incorporating changes of your 3 reviews before beginning your final project.
- Artists show all four sketches, share the title ideas, then the group discusses in 3’s:
- Taking turns giving 3: give 1 detailed complement about their sketch, give 1 thoughtful question, and give 1 recommendation that could make the design better.
- \*It is recommended that students create a final sketch incorporating changes of your 3 reviews before beginning the final project.

### **Slide 9 (multi-day)**

- Students create one individual work of art (or work in groups to create a work of art together) that embraces our differences and clearly shows the perspective on a current topic of interest while being thoughtful of the viewing audience.
- This artwork must be horizontal.
- Students can use large brainstorming posters, slide experiences, and discussions to assist in creating the art and artist statement.
- Students create an artist statement to accompany their artwork (150 maximum):
  1. State the title of your art and explain what you made
  2. Explain your creative process (what you used or will use to create your artwork)
  3. Tell how you included the theme embracing our differences
  4. Tell what the theme means to you.