

Yvette Rock
DAE-250
Museum Visit Lesson Plan
03/28/2024

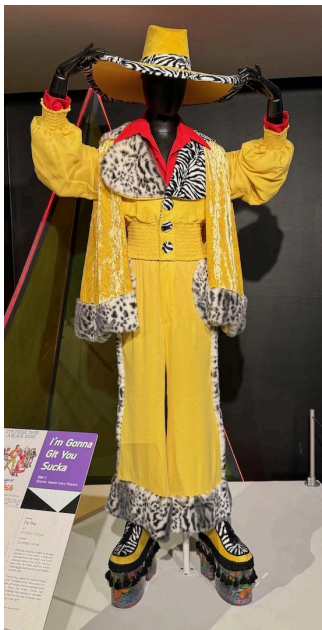
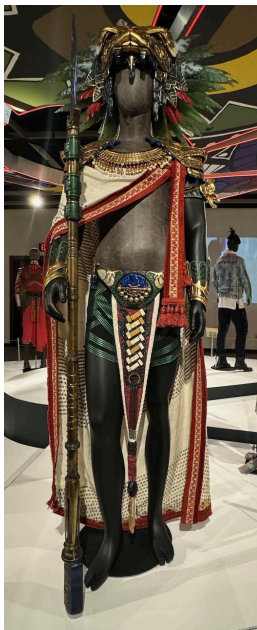
Exhibition

Ruth E. Carter: Afrofuturism in Costume Design

Location

Charles H. Wright Museum of African American History

Artwork Selections



Age Group

High School

Big Ideas

Culture and Time

Essential Questions

- How do artists create works inspired by different cultures?
- What role does history play in art-making?
- How does knowing the contexts, histories, & traditions of art forms help us create works of art & design?
- How do images influence our views of the world?

Key Concepts

- Students will learn how to sequence a project from research, brainstorming, and ideation to completion and presentation.
- Students will learn how to use multiple materials effectively to create a unique work.
- Students will learn about the importance of curation.
- Students will learn about the importance of presenting one's work to a broad audience.

The Objectives

- Students will research at least two cultures to explore and research to serve as the inspiration for their work. Cultures can be from their own family genealogy or of their own choosing.
- Students will sketch and brainstorm ideas representing their findings.
- Students will develop visual symbols that represent the cultures in the context of that culture's history - past, present, as well as envisioning their future.
- Students will use a variety of materials to create a mood board of their final costume concept representing their research and symbols of the cultures.

Idea for Final Product

- For the final product, students will have access to a wide range of materials to create a mood board representing the two cultures they researched. The mood board will feature a costume design, fabric swatches, color swatches, text, symbols, and other elements the student believes is important in representing their costume and concept.

Pre-assessment, Differentiation, and Final Assessment

1. Pre-assessment
 - a. Students' knowledge of how costumes are made/asking if anyone has made a costume
 - b. Students' knowledge of elements and principles of art/asking how these are used to make art
 - c. Students' knowledge and understanding of basic color theory/asking how we apply color theory when making art
2. Differentiation (DI)
 - a. Using rubric to help students along the way will assist in scaffolding and differentiating in the classroom. The rubric will ask students to complete the following:
 - i. Research at least two cultures
 - ii. Include at least two symbols representing those cultures
 - iii. Use multiple materials to create mood board
 - iv. Show one complete full-body illustration of costume
 - v. Include color swatches

**DI - at any point, I can work with students to change the requirements for the project, including having less elements or only certain materials, etc.*

- b. It might work for a select few to work collaboratively.

- c. For some students, the reason for creating the work might seem overwhelming or confusing. If that's the case, I can work with students to change the big idea, yet still keep many of the key concepts and select essential questions in mind. In this case, we might focus more on the skills vs the topic.

3. Final Assessment

- a. The rubric will aid in the final assessment (See DI, a.)
- b. Students will share and present their final mood boards to each other.
- c. Students will reflect in writing what they learned, what was challenging, and what they liked about the project. For those who have a hard time writing, a verbal assessment will be conducted.