Lesson #3

Title: Best Foot Forward Against Humanization

Theme/Big Idea: Students will create a mixed media project, constructing a clay foot representing the solution to the problem, and create a design for a shoebox representing the problem at hand.

Grade Level: 12

Time Budget: Students will given a time period of 5-6 weeks for this project.

Intro: The students have been learning the horrors of dehumanization. Now the time has come to address them and to act. This next project will be their solution, or thought provoking way to counter-attack the problem. Dehumanization can be traced back to the time of the Holocaust, for example, where the Nazis exterminated six million Jews, and other minorities in the most brutal tortures of death and humiliation. Experiments were done on children, who often died from being overdosed. Anyone who went up against or didn't agree with Nazi propaganda was immediately jailed or shot to death.

Today, around the world, there are still acts of dehumanization taking place. For instance in China, there are police vans, driving supposed criminals and children as dissidents to public execution spots. The Public are invited to see it. There are shot in the back of the head. However, it doesn't stop there. According to Infowars.com, a site dedicated to reports of disasters and inhumane acts, stated from Chinese cosmetic manufacturers that using organs harvested from dead criminals to use in beauty products is normal.

This project will allow the student(s) to research a problem of dehumanization, and with the shoebox and foot, represent an idea to right the wrong doing.

Visual Art Standards:
1.6- Describe the use of elements of art to express mood in one or more of their works of art.
2.1- Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
2.4- Demonstrate in their own works of art a personal style and advanced proficiency in communicating an idea, theme, or emotion.
2.6- Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.

Objectives: Students will be able to
- Create and assemble a shoebox design and clay foot
- Experiment in problem solving a social issue
- Understand how important a visual aid is to represent a social issue that must be addressed

Materials: Ceramic clay, shoebox, paint, magazine pictures, paint brushes, matte medium, etc.

Sequence of Instruction: Students will have 5-6 weeks. The 1st week will be to create a life-size ceramic foot. It will be fired the next week. Recall anatomical drawings of feet.

Student will then research a social issue (terrorism, global warming, poverty, hunger, human degradation) and create a design for the shoebox representing the problem. It should be shown on the exterior of the shoebox, but all depends on the design. The student will discuss the subject matter with the teacher for further instruction and to approve the design.

With the foot fired, the student is ready to assemble, or paint the foot with images representing the solution or ways to address it. If the foot is cracked or part of it is broken, Epoxy or regular Elmer's glue should do the trick to bring it back together.

The student will then write up a summary of the social issue, and explain how he/she designed it.

Clean Up: Students will have 10min. to clean up before the end of class.

Assessment:
-Project Criteria
-The student will have created a foot out of ceramic clay, paying close attention to anatomical proportions
-The student will have designed, or assembled a shoebox with all sorts of media representing a social issue
-The student will have come up with a problem solving answer
-Detail, time, effort and importance as to why the student chose the subject matter

Rubric:

1-incomplete	2-needs work	3-developing	4-good	5-outstanding
Student didn't complete the project on time	Student didn't finish on time, and there is much to be added	Student has some ideas, but could use more	Student finished the project on time with good criteria	Student finished the project on time; excellent criteria
Student wasted time trying to find an issue to represent	Student found an issue, but didn't design a good representation	Student's issue is represented, but not understandable	Student's issue has good design elements and a good representation	Student addressed the issue, and representation is flawless
Clay foot- none, or broke apart, didn't bother to put it back together	Clay foot, no imagery, or paint colors	Clay foot, work could use more imagery	Clay foot, good imagery and representation	Clay foot, great imagery, addressed issue and is understandable
Results not met	Results not met	Results met, but not so creative effort	Results met	Results met