

## Inside Art Fall 2015 — *A Family Affair*

### **Title**

“Family Snaps”

### **Concept/Main Idea of Lesson**

Students will investigate an image of African American family life and create their own “family snap” that represents their family and/or social group.

### **Intended Grade Levels**

Grades 9-12

### **Duration**

2-3 days

### **Infusion/Subject Areas**

Visual Arts

Social Studies

### **Curriculum Standards**

#### **Next Generation Sunshine State Standards**

Visual Arts:

- Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork. (VA.912.C.3.1)
- Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques. (VA.912.S.1.1)
- Interpret and reflect on cultural and historical events to create art. (VA.912.S.1.3)
- Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks. (VA.912.S.3.1)

Social Studies:

- Discuss the relationships between culture and perceptions of self and identity. (SS.912.P.10.3)

#### **National Standards for Arts Education**

- Visual Arts Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas
- Visual Arts Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

#### **National Council for the Social Studies**

- Standard 2: Time, Continuity, & Change: Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others
- Standard 4: Individual Development and Identity: Describe the unique features of one’s nuclear and extended families; explore factors that contribute to one’s personal identity such as interests, capabilities, and perceptions.

#### **Common Core**

- SS.912.S.4.1: Describe how individuals are affected by the different social groups to which they belong.

- SS.912.S.4.2: Identify major characteristics of social groups familiar to the students.
- VA.912.C.1.1: Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.
- VA.912.C.2.2: Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.

### **Instructional Objective**

Students will:

- analyze a piece of artwork and express their thoughts through a Stand & Share;
- create a visual “family snap” representative of their family and/or social group;
- explore student-created pieces of artwork and critically reflect on the intent/purpose through a modified gallery walk.

### **Learning Activities Sequence**

1. Activate the PowerPoint. On slide 1, go over the essential question and objectives of the lesson.
2. **Attention-Getter:** Advance to slide 2. This slide includes an image called *Family Snaps*. Have students come to the large screen to see the image up close. Ask:
  - Describe what you see.
  - How might all the photos be connected to each other?
  - Do you think they are arranged in any particular way?
  - What photos within this photograph stand out to you? Why?
3. Advance to slide 3. Slides 3-6 are close-up images of select photos found in *Family Snaps* (Renee Cox, 2001). Share the paragraph description of each image with students (found in the notes section of the ppt).
4. Advance to slide 7 and select a volunteer to read the following:
 

In *Family Snaps*, some sixty family photos dating from the nineteenth century to the present document one American family’s life, from its European and Jamaican roots to its contemporary activities in the United States at home and on holidays. The family photographs are the same as those found in most family albums: they record the birth of a child, the death of a parent, the family vacations, and intimate moments at home such as father and small son taking a bath together.

—Jo Anna Isaak, from the exhibition *Renee Cox: American Family* by Renee Cox and Jo Anna Isaak, 2001, Robert Miller Gallery
5. **Stand and Share:** Advance to slide 8. Ask all students to stand up. Explain that you will ask a question and all will be asked to share their response in one sentence and then sit down. If someone else shares what you were going to say and you have nothing else to contribute, then you sit down once that person is done sharing. Ask:
  - What do you think the artist is trying to communicate through this photograph?
6. Advance to slide 9. Slide 9 includes an image of the artist, Renee Cox. Read the biography found in the notes section of the ppt. Explain that Renee Cox is an African-American artist who is interested in self-representation and how groups of people represent themselves, especially African Americans.
7. **Family Snaps:** Have students create their own “family snap” work. This activity is truly differentiated as the process and product for creating the “family snap” is completely up to the student. For example, students can take pictures of family and/or friends and recreate Cox’s format (picture of pictures) or they can create a digital photo collage using such online sites as Glogster (<http://edu.glogster.com/?ref=com>) or Canva (<https://www.canva.com>). Students may choose to symbolically represent their perception of their family and social circle through clipart images, multimedia sources (video, music), etc. The goal is for students to self-represent their perception of their family and/or social group in a process that is comfortable for them with a product that has personal meaning.

8. **Modified Gallery Walk:** In four rounds have 25% of the class display their “family snap” in a gallery walk. In groups, have students visit each student’s work. Have artists stand by their work to talk with their peers and answer questions about their piece. Flip roles so that everyone has a chance to share his or her work. As students preview the work of their classmates, have them consider the question, “What do you think the artist is trying to communicate through his/her work?” Students can talk with their group mates and the artist about this question.
9. **Closure:** Bring the class back together to discuss what was viewed and make final conclusions about what they saw and discussed with their peers. Starter questions may include:
  - Describe how family and/or social groups were characterized in various “family snaps”?
  - What were some reasons given by the artists for representing family and/or social groups the way they did in the artwork?
  - Describe how the self was represented in various “family snaps”?
  - What were some reasons given by the artists for representing themselves the way they did in the artwork?
  - What were fellow artists trying to communicate through their artwork?

### **Evaluation**

- “Family Snap” project
- Class participation (e.g., stand and share, gallery walk)

### **Optional Extension Activities**

- Discuss the structure and function of “family”. Explore roles within a family (for example, see <https://www.healthychildren.org/English/family-life/family-dynamics/Pages/Roles-Within-the-Family.aspx>) and families from a global perspective (for example, see <http://worldfamilymap.org/2014/articles/world-family-indicators/family-structure> and <http://sustaindemographicdividend.org/articles/international-family-indicators/global-family-structure>)

### **Materials and Resources**

- PowerPoint Presentation
- Materials for each student to create his/her own “family snaps”
- LC projector
- Computer

### **Internet Links**

- Canva (<https://www.canva.com>).
- Glogster: <http://edu.glogster.com/?ref=com>
- Healthy Children.org: <https://www.healthychildren.org/English/family-life/family-dynamics/Pages/Roles-Within-the-Family.aspx>
- The Sustainable Demographic Dividend: <http://sustaindemographicdividend.org/articles/international-family-indicators/global-family-structure>
- World Family Map: <http://worldfamilymap.org/2014/articles/world-family-indicators/family-structure>

### **References**

- Cox, R. (2014). *Renee Cox*. Retrieved from <http://www.reneecox.org/#!/about/ciaa>
- Fitzpatrick, H. G. (n.d.). *Renee Cox*. Retrieved from [https://www.liv.ac.uk/black-atlantic/information/renee\\_cox/](https://www.liv.ac.uk/black-atlantic/information/renee_cox/)

