

Katie Romanic

Lesson Title: Your Alter Ego Saves the Day

Age of Students: 11-17 year olds

Length of lesson: 2 1.5-hour sessions

Lesson Focus: Students ages 11 to 17 are making a transition from creating works based on imagination to more mature and expressive works. Socially speaking, students at this age are very concerned about the opinions of their peers, and they can sometimes struggle to find the balance between their social self and their actual self. Artistically speaking, it is essential for students at this age to be experimental in both techniques and materials to further their own personal development as artists. They also see things through a more expressive eye, and they become interested in altering reality or portraying things from different vantage points (Kerlavage, 1997). Because students are struggling at this time to find an adequate balance in who they really are and who the world sees them as, the theme of an alter ego or inner self is perfectly applicable. It continues to perpetuate the principle they are told millions of times of being anything they want to be, and it also shows them it is okay to be themselves because there will always be more to every person or situation they encounter throughout their future. Michael Velliquette's work will greatly appeal to students in this stage because of its purely experimental, adventurous, and daring nature. *Tower I* (2009) is not a piece of art students would see everyday and it is slightly abstracted and rather expressive in design, thus perfectly appealing to what students in this age and stage are seeking (McFadden, 2009).

Integrative aspects: Either prior to or after completing this lesson, students could quite easily have a writing assignment of sorts to verbally express who their alter ego is and why they made their work the way they did. The alter ego subject could also relate to a history lesson. Students could talk or write about the struggles their alter ego might have faced if they lived in a different time. Alternatively, if students portrayed their alter ego as being a superhero of sorts, they could place their alter ego in another time period and talk about what they could have done to prevent or save people from an actual disaster.

Academic Language:

Alter ego – a second self – things people may not know or see about you

Two dimensional – flat in space; only length and width

Three dimensional – object has volume; has depth as well as length and width

Composition – the arrangement of elements in a piece of art; how a piece fills the frame

Rhythm – a visual beat or energy similar to that found in music, which is conveyed through pattern, color, line, or form

Layering – to build things up to create a sense of depth

Lesson Objectives:

1. Critical Inquiry – Students will critically examine the artworks *Tower I* (2009) by Michael Velliquette, *Woman of War* (1986) by Liliane Lijn, and *Untitled #466* (2008) by Cindy Sherman to uncover the theme of the presence of an alter ego. HS Beginning 1PE
2. Art History Inquiry – Students will comprehend how Michael Velliquette's *Tower I* (2009), Liliane Lijn's *Woman of War* (1986), and Cindy Sherman's *Untitled #466* (2008) utilize different mediums to portray their alter egos. HS Beginning 4PE

3. Aesthetic Inquiry – Students will uncover the concept of the importance of an alter ego through the work of Michael Velliquette, *Tower I* (2009), to appreciate how Velliquette sheds light on the concept of the alter ego through a socially transformative aesthetic stance. HS Beginning 4PE
4. Studio Inquiry – Students will create a self-portrait that reflects their alter ego using construction paper, newspaper, magazines, and cardboard. HS Beginning 1PR
5. Studio Inquiry – Students will create their portrait of their alter ego using rhythm and layering as the elements of design, which will guide their construction. HS Beginning 2PR

Studio Standards:

- Alter ego portrait must fill the entire space (12"x18")
- Portrait must include both two-dimensional and three-dimensional elements
- Portrait must use at least two different kinds of paper
- Portrait must display a sense of rhythm throughout the composition
- Portrait must use layering through the building up of their portrait

Evaluation Criteria and Procedures for Objectives 1, 2, and 3:

I plan to evaluate objectives 1, 2, and 3 by playing a review game at the conclusion of the lesson on both days. I will know whether or not my students have learned this information based on their ability to successfully take part in the review games. At the very end of the second day, I plan to have some type of playground ball to use for a game where the students and I will stand in a circle and pass the ball to other students. Each time a student receives the ball, they must say one thing they learned over the course of this art lesson. This game will continue until the students cannot think of anything else. As it gets closer to the end, I will allow students to help each other out when they are stuck and unable to think of anything.

Advanced Preparations:

- Make all visuals, worksheets, and enlargements
- Print 3 copies of lesson plan
- Read over the script a time or two
- Double and triple check that I have all of my supplies

Equipment and materials:

DAY ONE:

- 10 pieces of 12"x18" cardboard or matboard
- 10 pairs of scissors
- 10 pencils
- 2 full size sheets of each color of construction paper
- An assortment of different colored construction paper scraps
- 10 bottles of glue
- Magazine pages
- Newspapers
- 10 Idea Generator sheets
- Artwork Visuals
- Model

DAY TWO:

- 10 pieces of 12"x18" cardboard or matboard
- 10 pairs of scissors
- 10 pencils
- 2 full size sheets of each color of construction paper
- An assortment of different colored construction paper scraps
- 10 bottles of glue
- Magazine pages
- Newspapers
- Artwork Visuals
- Model
- Review Game
- Critique Game

PROCEDURES:

DAY ONE

- Students will begin the day by playing a game to introduce students to the concept of the alter ego. Examples include Clark Kent to Superman, Miley Cyrus to Hannah Montana, etc.
- This activity will lead to a discussion of the artworks involved in the lesson.
- Next, students will be prompted with an idea generator worksheet to contemplate what characteristics their alter ego will possess.
- After being shown a demonstration, students will begin to work on the base of their cut paper alter ego portrait. The work on this studio project will continue until the end of class, leaving time to clean up and review what was learned.

DAY TWO

- Students will begin the day by learning more about the artworks and playing a review game based on what happened in the previous day's lesson.
- There will be a demonstration given on how to complete the three-dimensional, finer details portions of the cut paper alter ego portrait.
- After cleaning up, students will participate in the token critique game, giving them each a chance to view and appreciate each others' work.
- Lastly, the closure activity will involve each student being given a post-it note, asking them to write three things that "stuck" with them from the two days of the lesson.

REFERENCES

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- Kerlavage, M.S. (1997). Understanding the Learner. *Creating meaning through art; teacher as choice maker* (pp. 23-72). Upper Saddle River, New Jersey: Merrill.
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