



Inocente: Resilience Through Artistic Expression

Options: Three Day & Five Day Unit (Grades 9 - 12, Visual Arts/ELA)

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Overview & Purpose

Students will be introduced to the story of a girl whose life was altered by her ability to express herself through art. Students will engage in both self reflection and collective conversation around the themes shared in this story and their impact on both the main character as well as the viewer.

Lastly, students will artistically express their own reaction to this story and the themes discussed through the medium of their choice.

Education Standards

(ELA-2023)

9-10.RC.2 Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details.

9-10.CC.1 Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)

9-10.CC.3 Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

11-12.CC.1 Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.

11-12.CC.2 Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)

(Visual Arts-2023)

HS Proficient VA:Cr2.1.I (a) Engage in making a work of art or design without having a preconceived plan.

HS Proficient VA:Re7.1.I (a) Hypothesize ways in which art influences perception and understanding of human experiences.

HS Proficient VA:Re7.2.I (a) Analyze how one's understanding of the world is affected by experiencing visual imagery.

(Digital Media-2020)

MN.2.3 Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.

MSL.2.2 Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.

MS.3.2 Analyze a media product in which the audience must distinguish between what is directly stated and what is intended in order to understand the perspectives.

Objectives

- Students will view the story of "Inocente" through film and analyze themes incorporated in this film.
- Students will engage in discussion with peers surrounding the observed themes of the film using evidence to support understandings and claims.
- Students will apply understanding of both observed and discussed themes through self expression using a visual art medium of choice.
- Students will communicate the design of their creative expression and support their choices with details.

Materials Needed

- Audio Visual Technology: projector, speakers
- "Inocente" Film
- Writing Supplies: computer, paper, pencil, sticky notes, etc.
- Visual Arts Mediums of Choice: clay, paint, chalk, pastels, etc.

Activity (Three 45-Minute Sessions)

Day 1: Intro/Anticipatory Set and Viewing (45 minutes)

- Write three words on the board:
Resilience Self-expression Art
- Give students 60 seconds and ask them to brainstorm on paper all the ideas that come to mind when reading these three words. Following their brain dump, allow students to reflect on their ideas and take note of common themes or connections.
- Think-Pair-Share: in groups of two to three, allow students to share their ideas and listen to those of their peers. Allow time at the end of this discussion for groups to volunteer commonalities and collective agreements or differences.
- Give a brief background of the film: "Inocente" is the documentary of a young, homeless, immigrant girl who is also an artist.
- View the film "Inocente." Ask students to refer to their brainstormed ideas as they are watching and circle any ideas that are confirmed.

Day 2 (45 minutes)

- Review notes from the previous class session together verbally, noting the circled brainstorm ideas that were confirmed while watching. (Optional alternative: sticky note cloud- students recall one to two words from the previous lesson, jot them on sticky notes, and post on the board. Teacher then reviews out loud, stacking common words).
- Explain that students will have the opportunity to engage in their own form of self-expression based on their reflection of the film's themes. They can choose to represent one theme primarily or a blend of several.
- Clearly explain the choices in artistic medium and the nature of authentic creation in reaction to their take on the film. (Students will often ask for more time to plan, design, analyze, etc., but this activity is raw and reactive- asking them to dive in rather than over thinking). Remind them that art is personal, and there is no "right" or "wrong" way to express yourself artistically.

Day 3 (45 minutes)

- Allow time for students to reflect on their artistic creations, recalling their choices of medium, color, formatting, etc.
- Ask students to create a one-two page written personal narrative/reflection. This reflection should explain the choices they made and how their artistic expression represents their feelings and reaction to this film. Provide students with a rubric to guide their written reflection. (Options to write in various formats, i.e. pencil/paper, typed electronically, classroom blog, etc.).
- Allow students the option to include this reflection (either electronically or hand written) with their creation as a part of the upcoming gallery walk.

Assessment (Steps to check for student understanding)

Formative

- Students will demonstrate understanding through engagement and participation in brainstorm, think-pair-share, and discussions throughout classroom sessions.
- Teacher observation will determine student understanding through participation in artistic expression/explanation.

Summative

- Students demonstrate understanding of the themes presented in this lesson through a reflective essay (1-2 pages) sharing their perspective on the "Inocente" story and how it impacted their choice of artistic expression with optional self reflection rubric.

Day 4 - 5 Extensions into Week Unit

Day 4/5 (2 x 45 minutes)

- Gallery Walk: Assign students a place in the room to display their art and written reflection. (Option: if the nature of this practice is causing students to hold back or the environment of the classroom is not yet at a felt safety level, consider presenting art/reflection as anonymous in order to encourage greater participation and engagement).
- Create an environment of respect by preparing the students with guidelines for this activity, including: low-key physical energy, silence as they browse the gallery, thoughtful facial expressions and respectful observation of others' work, kindness in the appreciation of each individual's choice of expression, and appropriate choices if finished early. (Classroom management tip: Soft music can support this reflective practice, as well as an expectation of appropriate options if students finish early, i.e. read silently, complete unfinished work, etc.)
- (End of day 4, beginning of day 5) Students may rotate through the gallery as time allows, taking note mentally of various commonalities amongst the artwork, as well as differences. (Option to allow students sticky notes to comment positive feedback only. Caution: this practice could lead to some students receiving little to no feedback, which can have a negative impact. However, the teacher can offset this chance by providing feedback via sticky notes as well.)
- Collective Classroom Reflection: If time allows, open up the floor for comments and reflections based on the experience of the last few days. Ask students to share their thoughts on this unit, what they might take away from this time, and how any other observations they made regarding how individuals interpret and express various artistic presentations.

(*Refer to previous assessment options)

Further Extension Options

- Compare and contrast the life of the film's protagonist with the students themselves.
- Research local or well known artists and determine the themes within their work.
- Students create a piece of visual art that tells their own personal story, selecting themes to accompany their work, and allow for time to share in a small group of peers.