

IDEALISM VS REALITY
CLEMENTE HIGH SCHOOL
ENGLISH AND SOCIAL STUDIES CONTENT AREAS
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This arts- integrated unit is a combined lesson for secondary English and Social Studies students. It was developed to address the conflict of idealism versus reality. In using this lesson, students will be taking the concept of idealism versus reality and applying it to literature and creative writing. The social studies students will be analyzing the concepts through the study of the Constitution, Bill of Rights, Declaration of Independence and historical perspectives. The studio art component will address the work, life and times of artist Henry Darger. Students will be identifying a conflict of historical or contemporary importance and synthesizing this information into a visual and verbal narration or concertina book through the transferring techniques employed by Henry Darger in his epic illustrative works. (This lesson can be used with art, English, or other subjects as the educator sees fit).

Visiting Artist Sessions

1. A 5-10 minute introduction on basic aesthetics through visuals and simple discussion leading up to what Dada would mean. Beginning a one sheet folded book resulting in 8 pages. Illustrations to include text and image from American history. The Dada book, made from an 8 1/2x 11 sheet of illustrated/Xeroxed paper on both sides, will be folded into a small eight page book. A section of the Constitution will be blown up and cut into sections, each section being made up of one word or punctuation. The sections will then be placed in a bag, shook up, pulled out and glued to the pages according to the aesthetics of the student. These Dada books will then be read by each student to the rest of the class.
 - 45 minutes
 - Prexeroxed 8 ½ x 11 inch sheets of paper
 - Prexeroxed and cut text placed in a baggie
 - Scissors, glue sticks and bone folders
 - Slide projector, screen
2. Complete the reading/presentations of the Dada books to the class and present Henry Darger. PowerPoint, lecture and discussion of Darger's visual techniques. Demonstrate, if time allows, ways to achieve Darger's illustrative, narrative work. Discuss character development with a characteristics list to be used with historical or narrative characters. Analyze the characteristics of Henry Darger's work using the Characteristics Form.
 - 45 minutes
 - Overhead projector, silhouettes of basic shapes to illustrate compositional issues
 - Cutout images to demonstrate collage techniques
 - Eight panel storyboards to develop the conflict storyboard

- Character Development Sheets
3. Finish any uncompleted work from the second meeting. Have students complete a blank concertina book. Discuss storyboard and character development. Have magazines ready for students to begin culling usable images.
 - 45 minutes
 - Arches cover for inside of book, bone folders, bookbinder's glue, glue brushes, book board for covers, sand paper, cover cloth, scrap paper, damp paper towels, waxed paper, and stacks of books to weigh down the concertina blank books.
 - Scenic Development Sheets
 - HW...for session number 4, have images from magazines for at least one character plus a setting. Be sure they all fit in size and meaning.
 4. Scenic development for a narrative will be explored along with other characters. All images will be executed two dimensionally in the manner of a coloring book. The students will design their first character and trace it two dimensionally onto a small sheet of Arches Cover with a background to contextualize the figure. The figure will then be explored in various spaces to achieve foregrounds, middle-grounds and backgrounds and watercolored for experimentation.

IDEALISM (I)				REALITY (R)			
I	I	R	I	R	R	R	I
I	R	I	R	I	R	I	R
I	I	I	I	R	R	I	R
I	R	I	R	I	R	I	R
R	R	R	I	I	I	R	R
R	I	R	I	R	R	R	I

- 45 minutes
 - Tracing paper, pencils, arches cover, watercolors, mixing trays, watercolor brushes, water containers, paper towels, erasers, fine point black markers
 - HW...for session number 5, the entire narrative needs to be blocked out on the storyboards and character sheets along with scenic sheets need to be completed.
 - HW...for session number 5, begin to think about the cover design, embroidered, stitched, inset, etc. What is the title of the work?
 - HW...complete the figure explorations with the watercolor and outline with the marker
5. Working from the storyboard, students will trace the narrative on the unfolded paper, arches cover, being used for the concertina book. After the narrative is illustrated and text placed in desired locations, watercoloring needs to take place. The images will finally be outlined with fine point black marker. Cover designs will be looked at. Craftsmanship will be stressed in the watercolor process and the outlining of images.
 - 45 minutes
 - All previous materials
 - HW...the entire narrative needs to be watercolored and outlined.

6. This session will be used to catch up and complete the outlining, begin folding the paper into the concertina book, pressing the book, and working on the cover.
 - 45 minutes
 - All previous materials
 - HW...cover and interior of the book need to be finished. Interior to be pressed.
7. The final session will be to critique the content of the books and final assembly of the narrative to the cover.
 - 45 minutes
 - All previous materials
 - Exit critique

ASSESSMENT FOR THE VISUAL ARTS

1. Craftsmanship of the folding, gluing, tracing, watercoloring, and constructing of the book. 26.B.4d
2. Clarity of the characters to the narrative. 26.B.4d
3. Clarity of the narrative and clarity of the narrative to the 8 pages. 27.A.4b
4. Depiction of the conflicts arising from the ideal to the real is clear and understandable. 27.A.4b
5. Analysis of the characteristics of Henry Darger's work. 25.A.4 & 25. A.5
6. Exit critique 25A.4, 26B.4d, & 27A.4b

STATE STUDENT STANDARDS

1. 25A.4-Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and the visual arts.
2. 25.A.5-Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.
3. 26B.4d-Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.
4. 27A.4b- Analyze how the arts are used to inform and persuade through traditional and contemporary art forms.

Assessment Rubric needs to be constructed.