



# MAM: LAB

*Teacher PD - JANUARY 2021*

# Agenda



1. Introductions
2. MAM Signature Practices
3. MAM:LAB Identity Photo Project
4. Reflection and Next Steps



# Introductions

# Your Teaching Artists



## CHRISTINA KORN

- Teaching Artist for 10+ years
- Arts Integration Specialist
- Studio painting practice



## ILENE SQUIRES

- Professional Photographer
- Former teacher
- TA at the LAPF Charters







# MAM Signature Practices



- ★ VTS
- ★ Arts Integration
- ★ Teaching through Technology
- ★ Critique and Assessment



Otherwise known as Visual Thinking Strategies, is an inquiry based approach to help students deconstruct visual art.

It is composed of 3 essential questions:

1. What's going in this image?
2. What makes you say that?
3. What more can we find?

VTS - Let's try it!



JAMBOARD

# Arts Integration



Arts Integration is an **approach** to **teaching**  
in which students construct and demonstrate **understanding**  
through an **art form**.

Students engage in a **creative process**  
which **connects** an art form and another subject area  
and meets **evolving objectives** in both.



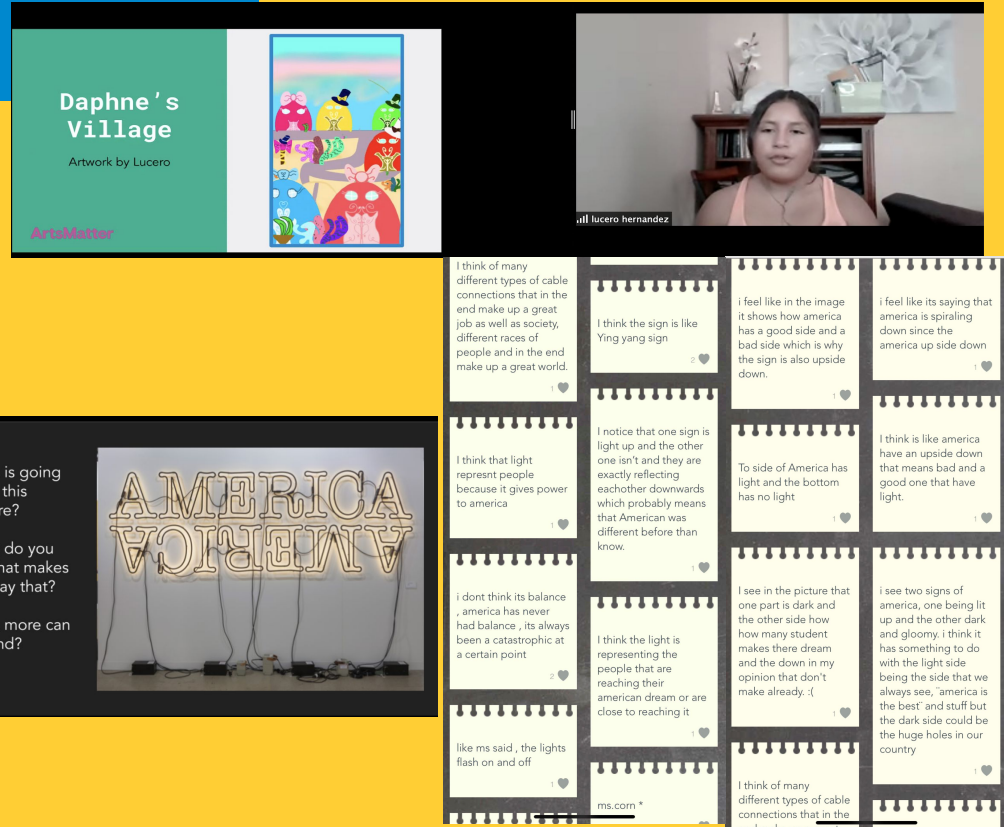
This photo uses a camera, flowers and a gold plate and a diamond hair brush to portray medusa because she loved getting ready and looking at herself.



This is a close up of my face if i see into Medusa's eyes.

# Teaching Through Technology

- Google Slides: [Class Decks](#) with linked directory
- [Adobe Spark](#)
- Zoom Showcases with guests from the media industry
- [Sutori](#)
- Nearpod/ Padlet / Kahoot
- [ArtsMatter Blog & Resources](#)



# Critique & Assessment



- ★ [Assessment Checklist](#)
- ★ Mid - Project Review
  - Self Assessment
  - Peer Review
- ★ Formal Presentation
- ★ Reflection

## Peer Review



- I see that you like dark/calm/quiet environments and rainy days. E.O.
- This reminds me of the type of weather i also like when its raining a bit and also when its cloudy. O.P.





# Time for ARTMAKING !

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# PHOTOGRAPHY

# Defining Photography



Photography is the art, application and practice of creating durable images by recording light, either electronically by means of an image sensor, or chemically by means of a light-sensitive material such as photographic film.

ALSO: *painting with light.*

# IDENTITY ONE PAGER



## Media Arts Vocabulary

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### IDENTITY

*Identity is the qualities, beliefs, personality, looks and/or expressions that make a person or group.*

Identity is used as an underlying theme by photographers to explore what a person or thing is and what they like. When photographers think about how to communicate a subject's identity in an image, they think about their physical appearance, the details on or around the subject, and the overall mood of the moment in time. They might ask themselves if the background or foreground is important to telling the subject's story. Some photographers might only focus on the subject while others focus on the subject and the environment they are in. One's identity can be captured without showing their face, like the photo of the hands on the right.



Wayne Lawrence



Delphine Diallo

#### PHYSICAL ATTRIBUTES

The adult has brown hair and medium toned skin. They have tattoos and an earring. The girl has lighter skin and seems like a pre-teen with light eyes.

#### STYLING

There is a person wearing patriotic shorts carrying a girl. We see all of the tattoos on their back and can not see their face. The girl is hugging the person.



#### ENVIRONMENT

They are at the beach but the details aren't the emphasis because they are not in focus. It is a cloudy day and likely warm because they are wearing swimsuits.

#### TONE

The girl seems serious and pensive. Her eyes are open and she is looking directly at the camera.

What are some objects you can photograph to show one's identity?

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# PHOTOGRAPHIC STYLE



Every photographer has their own style, a thumbprint so to speak. This means they approach each subject, job and photograph with specific goals in mind.

You may see an image and think to yourself ‘...this looks like a\_\_\_\_\_.” This \_\_\_\_\_ can be defined as their ‘style.’

# EXEMPLAR PROFESSIONAL PROJECTS



(P) Awol Erizkul: Nipsey Hussle + Lauren London

(P) Wayne Lawrence: Flint MI + Orchard Beach

(P, A) Ricky Flores: NYT

(P, A) Delphine Diallo: Mali + Artifacts

(P) Johanne Rahaman, Ft. Lauderdale

# EXEMPLAR STUDENT PROJECTS



Las Fotos Project

Ms. Perna

# VTs



- ★ What's going on in this image?
- ★ What makes you say that?
- ★ What more can we find?





# IDENTITY PHOTO PROJECT



## What is your Photo Story?

How can you use lighting and objects to compose a visual story about who you are?

# ARTS INTEGRATION



## "I AM" POEM Example

I am Los Angeles.  
(PLACE OF BIRTH)

And Filipino, Russian, Jewish...American.  
(FAMILY ANCESTRY, NATIONALITY OR IDENTITY)

From The Valley.  
(DESCRIPTION OF YOUR NEIGHBORHOOD OR COMMUNITY)

I am the mountains and foothills, hoping not to burn.  
(A SPECIFIC PLACE OR ITEM FROM YOUR NEIGHBORHOOD OR COMMUNITY)

I am the smell of sticky white rice in the rice cooker and noodles in the wok.  
(A VIVID DETAIL ABOUT YOUR HOME—A SMELL, TASTE, FEELING, SOUND, SIGHT)

I am the Lisa Frank, scratch and sniff unicorn sticker.  
(AN ITEM YOU REMEMBER FROM YOUR CHILDHOOD)

From camping trips in the southwest, counting the stars at night.  
(MORE ITEMS FROM YOUR CHILDHOOD)

I am Priscilla Lazatin  
(ANCESTOR OR FAMILY MEMBER #1)  
and Jay Squires  
(ANCESTOR OR FAMILY MEMBER #2)

I am Aunt Judy  
(A FAMILY MEMBER)

Who made sure I knew how important it was to have a pet and to travel the world.  
(SPECIAL DETAIL OR STORY ABOUT THAT PERSON)

From Christmas Karaoke on Nochebuena to Passover Seder.  
(A FAMILY TRADITION OR TRAIT)

I am "bless" everyone at all the get togethers  
(THINGS YOU WERE TOLD AS A CHILD)

From "It's a Small World"  
(A SONG OR SAYING YOU LEARNED AS A CHILD)

I am bagels and cream cheese  
(FAMILY FOOD)

And tamarind soup  
(FAMILY FOOD)

# “I AM” Poem



I AM (PLACE OF BIRTH)

I AM (FAMILY ANCESTRY, NATIONALITY OR IDENTITY)

I AM (DESCRIPTION OF YOUR NEIGHBORHOOD OR COMMUNITY)

I AM (A SPECIFIC PLACE OR ITEM FROM YOUR NEIGHBORHOOD OR COMMUNITY)

I AM (AN ITEM YOU REMEMBER FROM YOUR CHILDHOOD)

I AM (DESCRIPTION OF FAMILY MEMENTOS, PICTURES OR TREASURES.)

I AM (END BY FINISHING THIS THOUGHT REFLECTING BACK ON WHAT YOU'VE WRITTEN ALREADY, OR BY REPEATING YOUR FAVORITE LINE FROM EARLIER IN THIS Story)

# IDENTITY BRAINSTORM



## BRAINSTORMING TEMPLATE FOR PHOTOGRAPHY PROJECT

### Subject:

List 10 things that come to mind when you think about your subject.

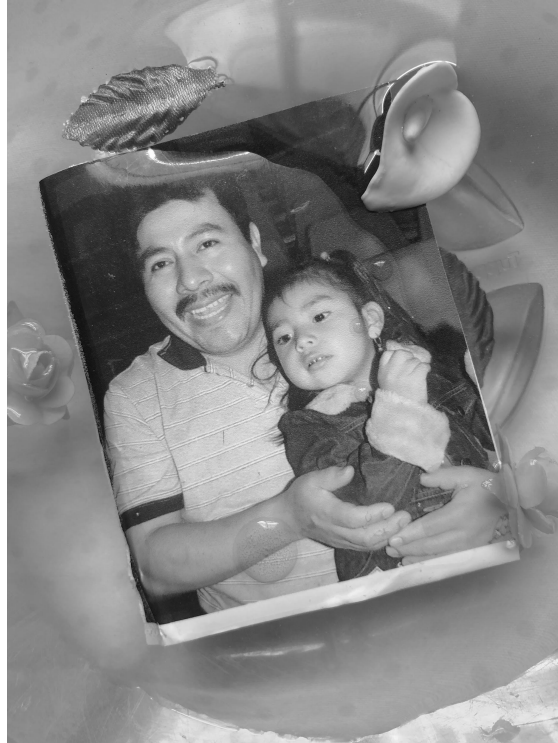
### Communication Strategy

Choose 3 of the items from above and list 5 ways you could communicate each of them. You may choose to communicate through camera angles, expression, styling, etc.

Item 1	Item 2	Item 3

### Final Concept

Write out how you will communicate your idea to your audience.  
Consider the effectiveness of your communication strategy and revise if necessary.



<https://spark.adobe.com/video/t0ModTdk27ybg>

Angie A.

# Photo Skill Building

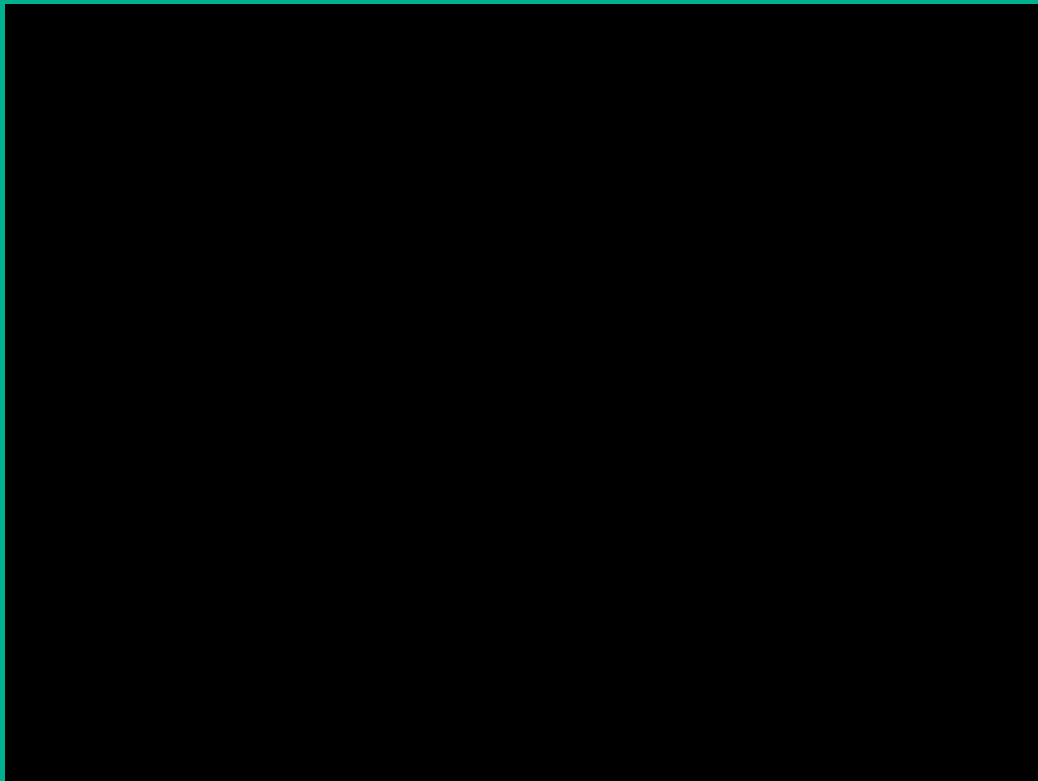


## At Home Photo Tips

Skill Building Activity:

Shoot the same object with natural and artificial light.

# Painting with Light Tutorial



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# LIGHTING CREATES EMPHASIS

**Emphasis:** special stress given to an element to make it stand out

Emphasis One Pager

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Latoya Ruby Frazier  
*Aunt Midgie and Grandma Ruby*, 2007



# Project Brief



Using your *I Am Poem* and Brainstorming worksheet as inspiration, use your chromebook to shoot 3-5 images that tell us about your identity. Upload to your slide below.

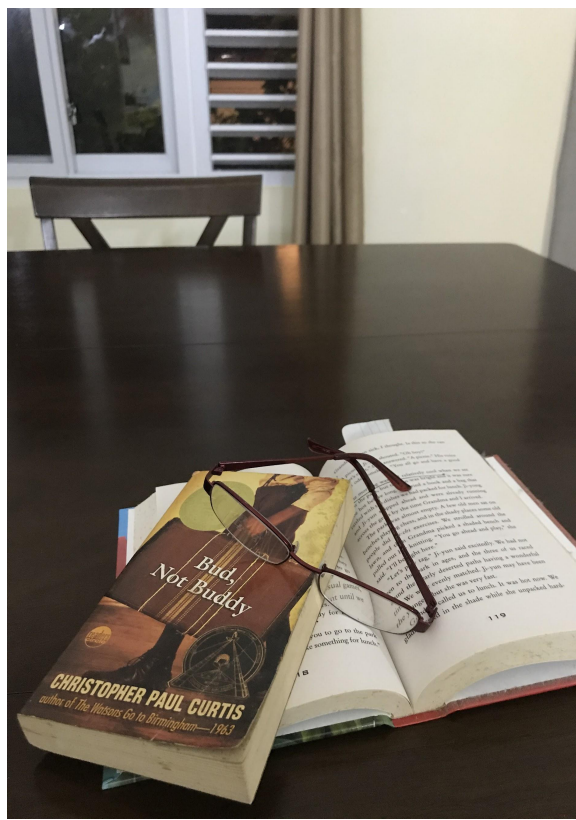
# TEACHING THROUGH TECHNOLOGY



Class Slide Deck:

Find your name and go to your slide!

<a href="#"><u>Kassandra</u></a>	<a href="#"><u>Christina</u></a>	<a href="#"><u>Ilene</u></a>



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I used light to emphasis \_\_\_\_\_ in my photo.

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# Critique and Assessment



## Critique Guide

- ★ Tell us how you used light to create emphasis
- ★ What inspired you to create this artwork?
- ★ How did your idea change as you worked on it?

## Assessment Checklist:

	Yes	No
<b>LIGHTING</b> <i>Photos demonstrate use of natural and artificial light sources</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>EMPHASIS ON IDENTITY</b> <i>Objects selected emphasize the photographer's identity</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TECHNOLOGY</b> <i>Photo essay is uploaded to Google Classroom</i>	<input type="checkbox"/>	<input type="checkbox"/>

# Reflection



1. What did you bring to this project that is you?
2. What are you the proudest of in this assignment? Why are you proud of it?
3. Are you happy with your finished project? What is one thing you could improve in this project?

# MAM:LAB Next Steps



PD #2: VTS Intensive

PD #3: Assessing Artwork

PD #4: Arts Integration 101

PD #5: Wrap up & Reflect

Classroom Practice:

1. VTS Practice with students
2. Implement MAM:LAB Unit:  
Identity Photo Project
3. Reflection