

Created in partnership with the Kennesaw State University School of Art and Design's Art Education Program | Fall 3302 Course, Instructor: Margret Fancher

FINGERPRINT "ABOUT ME" NARRATIVE

Media: Visual Arts

Grade Level: 6-8

Instructor: Madeline Carpenter

Unit: Fingerprint Analysis

Objective:

- To turn an idea into a tangible, 2D form
- To reflect upon the role of fingerprints and their link to identity to cultivate a concept
- To continue to build knowledge of new techniques
- To enhance writing, narrative, oral speaking, and problem-solving skills
- To foster proficiency of new tools and materials
- To sharpen craftsmanship skills

Concept of Project and Procedure:

Fingerprints are not only unique to each individual, but they are also genetic transfers that continue DNA cycles. In forensic science, investigators link fingerprints left behind at crime scenes to specific individuals, using a process involving a special powder. Students will develop a 2D work that explores the idea of personal expression, individuality, and identity. The content of this portrait is to be based off of a series of trigger questions which will form a narrative specific to each student. Students will use the medium of metallic sharpie and pen, reminiscent of the forensic powder, to create narratives, following the shape, pattern, and design of a fingerprint. Students will also make aesthetic inferences regarding problem-solving and appropriate arrangement of the narrative. Content should be personal, meaningful, and visually appealing. Planning methods will be thorough, and proper display of craftsmanship will be assessed.

Skills Needed:

Vocabulary knowledge of narrative, pattern, line, unity, variety, composition, and emphasis.

Standards: Georgia Performance Standards

VA6MC.1 Engages in the creative process to generate and visualize ideas.

Element: VA6MC.1 b: Formulates and composes a series of ideas using a variety of resources (e.g., imagination, personal experience, social and/or academic interests, books, Internet, popular culture). Evidence may be documented through diagrams, journal-keeping, sketches, brain-storming lists, collections of art resources, and conversation.

Element: VA6MC.1 c: Explores essential questions, big ideas, or themes in personally relevant ways.

VA6PR.1 Understands and applies media, techniques, and processes.

Element: VA6PR.1 a: Produces original two-dimensional artworks using a variety of media (e.g., pencils, markers, pastels, water-based paint, printmaking materials, collage material, photographic materials, and electronic media).

VA7MC.1 Identifies and works to solve problems through creative thinking, planning, and/or experimenting with art methods and materials.

Element: VA7MC.1 c: Explores essential questions, formulates unique ideas and concepts using creative thinking and problem-solving skills (e.g., using visual organizers, diagrams, visual journals, brain-storming lists, art resources, and in discussions).

VA7PR.1 Understands and applies media, techniques, and processes with care and craftsmanship.

Element: VA7PR.1 a: Works directly with materials in a variety of ways (e.g., intuitive, spontaneous, and free, thoughtfully from sketchbook ideas or carefully considered plans).

VA8C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

Element: VA8C.1 a: Makes connections to other subjects that help expand art knowledge and /or skills.

VA8AR.1 Critiques personal artworks as well as artwork of others using visual and verbal approaches.

Element: VA8AR.1 e: Provides respectful and constructive criticism to peers in class critiques.

Common Core Correlation:

Students will read through and base work off of trigger questions, to form a written narrative. Students will participate in a class critique of each student's work. Students will articulate techniques and production processes, as well as content and message specific to their particular artwork.

Requirements:

1. Format: Fingerprint "About Me" Narrative will achieve unified representation through pattern and line based off of fingerprint. The final artwork will be 12" x 18".
2. Materials & Tools: 12" x 18" black paper, HB, 2B pencils, gold and silver metallic Sharpie markers, paint pens, sketchbook.
3. Artwork: Narrative and concept are created by the student. Effort should reflect originality.

Documentation:

Student must have thumbnail sketches and "rough draft" of trigger questions submitted to instructor and checked off before progressing further in the project.

Accommodations:

Follow IEP program. Instructor will help in narrative process. All students will have opportunity for aid and assistance in all things from preliminary sketching to placement and production of the final fingerprint design.

Clean Up:

Reserved for last ten minutes of each class period. All artwork placed on drying racks or in assigned spot. Trash picked up, materials returned, all tools put in place, and tables cleaned.

Essential Question:

How will you develop your own story that is unique to you, through understanding and applying the design of your selected fingerprint?

Guiding Questions:

How does your unique fingerprint correlate with your own unique identity and personality?

How will you experiment with line to form a visually interesting fingerprint composition?

Will you be able to create a cohesive and engaging personal narrative while also following the design of your fingerprint?

How will you utilize the design of your fingerprint in order to compose and develop your work?

In what ways will unity and variety be achieved through your composition?

Procedure and Project Timeline

Day 1: Instructor outlines expectations for final product, reference materials, and tools and materials needed for completion of project. Students will be made aware of parameters of project and will learn from instructor the range of different fingerprints. Instructor will model fingerprint design expectations, techniques, and skills for 2D projection. Fingerprint stamps of each student are taken for reference. Rough draft brainstorming plans based off trigger questions begin in sketchbook. Preliminary thumbnails are drawn.

*Homework: Continue with thumbnails and brainstorming trigger questions.

Day 2: After approval by instructor, students will begin preliminary outline of fingerprint design in pencil. Drawing paper is to be cut out in measurements of 12" x 18". Formulations of narratives continue, and students use their own fingerprint as a design guideline for the layout of their work. Instructor will answer questions, provide assistance, and discuss plans with each individual student.

Day 3: Drawing continues and culminates by the end of class period. Instructor approves each drawing on measured paper, circulates classroom, and checks progress of content and ideas. Student should identify the best procedures for production and establishment of unity, pattern, and narrative within composition. Students will proceed with sharpie and pens.

Day 4: Construction continues on fingerprint design narrative. Progression of layout and placement is assessed. Continued use of repetition is applied.

Day 5: Students will continue with progression of fingerprint "About Me" narrative while staying mindful of the elements of design, as well as unity and variety of image.

Day 6: Continuation and wrap-up of fingerprint “About Me” concludes in this class period.

*Homework: Finish up work for class critique!

Day 7: Students will participate in class critique and discussion of final projects evaluating and assessing content, design production and reproduction, technique, craftsmanship, aesthetics, and adherence to guidelines.

Reflection

Select fingerprint narratives for display and return to students after critique and grading. What adjustments will I make if teaching this lesson in the future classes? Identify and evaluate time management of project, successful completion, student adherence to guidelines, and quality of instruction and content.

Evaluation/Assessment:

Students’ work will be assessed in classroom-wide peer critique: a discussion of their final fingerprint narrative as it pertains to content. An instructor assessment of composition is returned to students after completion.

- Explanations of types of fingerprints and fingerprint roles and designs
- Class-wide critique
- Self Evaluation Trigger Questions
- Instructor assessment rubric

Grade Sheet

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Instructor: Madeline Carpenter

Name: _____

Project: *Fingerprint "About Me" Narrative*

Unity/Variety: of techniques, patterns, and design		5
Concept: Clear narrative is made based on reflection of self identity		6
Media: Choices are well thought out and constructed, and exhibit texture, pattern, and skill		5
Creativity: Flourishes; unity achieved through cohesive whole; Experimentation with materials and methods reflects innovation		10
Craftsmanship: Neatness in problem-solving and arrangement, mindfulness taken in final presentation		10
Aesthetics: Produced work connects with central content of fingerprint; Visual interest created through design		8
Preparation and Time Management: Prepared to work in class, makes headway in a timely manner, progresses as required; Critique and evaluation participation		6
TOTAL GRADE:	Points Received	Points Possible 20
COMMENTS:		

Name _____

Class _____

Trigger Questions

1. Who are you? What is your name?
2. Where are you from? Were you born and raised here, or somewhere else?
3. What schools have you gone to?
4. How many siblings do you have? How big or small is your family?
5. Do you have any pets?
6. Tell me your hobbies?
7. Do you play any sports?
8. What is your favorite subject in school?
9. What do you think are your best qualities?
10. Where is your favorite place to visit on vacation?
11. What are your favorite books?
12. What is your favorite movie?
13. Who is your favorite band/singer?
14. What is your favorite song?
15. Who is your hero?
16. What is/are your passions?
17. What is your favorite season?
18. Share your favorite quote?
19. Share your favorite lyrics?
20. What do you want to do in life?
21. Where would you go if you could go anywhere in the world?
22. What is your biggest goal right now?
23. What is your biggest goal for you're the future?