Typecast

Inspired by the project **Typecast** at Photoville from September 12-22, 2019

In this lesson students will create a self portrait diptych inspired by the project *Typecast*. Students will begin by reflecting on their identity and stereotypes they inherited from the world around them. After reflecting on their personal and public identities, students will examine the work of *Typecast* drawing conclusion to the artists' overall concept. Lastly, students will use their analyses of *Typecast* as inspiration for their own diptych featuring their typecast self versus their ideal self.

Grade Level: 6th - 12th grade
This lesson was written with both digital and traditional classes in mind with multiple options to fit the needs of both.

Subjects: Humanities (History, ELA, Art)

Time Required: 4 to 8 sessions

Key Images:
Typecast Image Bank (printed or digitally displayed)

Typecast Role: *Geisha*

Ideal Role: *Supergirl*

Photo by Haruka Sakaguchi and Griselda San Martin

Students will be able to:

- Analyze and identify the importance of media literacy
- Understand and identify image portrayals, constructions, and representations within media
- Create two self-portraits based on personal narratives

Typecast

Inspired by the project **Typecast** at Photoville from September 12-22, 2019

SESSION 1: Introduction

1. Students will begin the lesson by reflecting on their identity.
2. Ask students to answer these questions independently on paper:
   - What do people see when they see you?
   - How can you tell?
   - What parts of you and your identity do you wish others would see?

   Alternate option: Answer these questions as a wheelhouse for more movement. Have your students line up in an inner circle facing an outer circle. They answer the first question with the person standing in front of them, and then rotate for the next question, so they talk to three different people.

3. Next students will share these answers with a self-selected partner in the class.
4. After students reflect and share out how they are seen, then introduce the project *Typecast.*
5. Explain that the class will go on a gallery walk of images from the project *Typecast.*
6. Ask each student to bring paper and a writing utensil, and as they walk write down their observations on the photographs, responding to the question: what do you see?
7. Writing and observations can be as detailed or simple as needed. Encourage students to make lists of objects, people, things, photography techniques they see in each photograph.

   Alternate option: If your space is too small or you have too many students for a Gallery Walk, do this activity digitally by creating a slideshow in Google Classroom.

Materials Needed:
- SmartPhones or iPad Cart
- Paper
- Post-Its
- Smartboard
- Worksheet: Who Am I? Graphic Organizer

Additional Resources:
- United Photo Industries' Educator Resources

Standards Addressed:
CCSS.ELA-Literacy.W.9-10.8
CCSS.ELA-Literacy.W.11-12.8
CCSS.ELA-Literacy.L.11-12.3

Typecast

8. After the 10-15 minute Gallery Walk students will return to their seats and answer the following questions:
    - What did you notice about the photographs from *Typecast*?
    - Do you see an overall theme within the photographs?
    - In what ways does this project connect to you?
9. Have students share out their observations, writing major themes on the board or piece of chart paper.
10. After the class wide share, explain the overall project of *Typecast*.

    Typecast is a satirical portrait series focused on stereotypical typecasting practices in the entertainment industry. We made one set of portraits of our POC actors embodying roles they are often typecast in, and we made alternative portraits of the actors embodying their ideal roles.

SESSION 2: Brainstorm

1. Introduce the project Creating a *Typecast* diptych to students.
2. Explain that each student will create a self portrait diptych of their typecast self versus their ideal self.
    - Allow students to choose an overall theme for their diptych and ask them follow up questions such as: where do you feel the most typecasted? In what spaces do you feel stereotyped? At school? In your community? In society?
3. Have students brainstorm ideas by using their notes and answers to the questions in session 1.
    - Allow students to work together in selected pairs to talk out their ideas if needed.
4. After students brainstorm, have them write their final idea on a post-it.
5. Explain that as their "Exit Ticket" students will post their final idea on the "parking lot" board.

SESSION 3: Creating *Typecast* Diptych

1. Students shoot their portraits with smartphones or classroom equipment.
    - Ask students to bring in any props needed to carry out their brainstormed vision in session 2.
    - Allow students to shoot at home if the project allows for it.
    - Use the post-its from Session 2 to help students solidify their ideas.
2. Have students use tripods or (if tripods are unavailable) have a classmate shoot the self portrait. Explain to students that while you are in front of the camera you are still acting as an art director of

your photograph. Ask that students communicate with each other on what the final result should look like, directing their classmate to take their desired photo. Finally ask that students review their self portraits before switching roles, for best results.

3. Have students email or share their portraits through another method for a final gallery walk.

SESSION 4: Final Gallery Walk

1. With permission, display student portraits in a similar format to the Gallery Walk in Session 1.
2. Have students walk around the room with post-its.
3. Next to each photograph have students write a critique that answers the question: what did the photographer do well?
4. After the gallery walk have students come back together as a group. Ask students to write and reflect on the following questions:
   - What surprised you about viewing other students photographs?
   - Did you find similarities between any of the photographs including your own? If yes, describe the similarities.
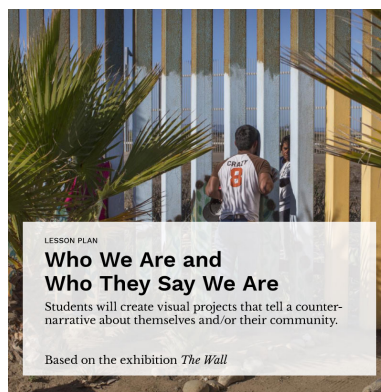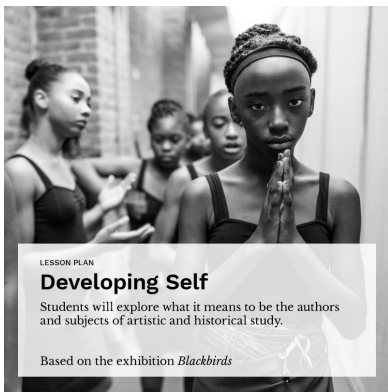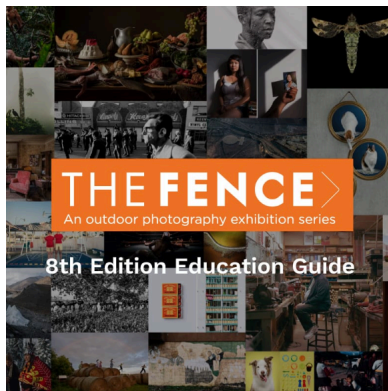
United Photo Industries Education

Browse the United Photo Industries' Teacher Resource library for over 20 free lesson plans and resource guides for incorporating photography and storytelling into the classroom.

These lesson plans were developed in collaboration with over 100 educators through our Teacher Professional Development Workshop. Educators across subject matters interested in incorporating visual storytelling into their curriculum participate in a free one-day professional development workshop that culminates in a hands-on lesson planning session in collaboration with the photographer.

We always love hearing how our exhibitions are used in the classroom; if you would like to submit feedback and stories of your experience, please email us: education@unitedphotoindustries.com.

THE FENCE
An outdoor photography exhibition series
8th Edition Education Guide

LESSON PLAN
Hiding in Plain Sight
Encouraging students to see new perspectives on objects, people, and places they encounter every day.

Based on the exhibition *As Usual*

LESSON PLAN
Spaces and Places
Students will interact within virtual and physical spaces/places using projected images of those spaces/places.

Based on the exhibition *Host*

LESSON PLAN
Developing Self
Students will explore what it means to be the authors and subjects of artistic and historical study.

Based on the exhibition *Blackbirds*

LESSON PLAN
Who We Are and Who They Say We Are
Students will create visual projects that tell a counter-narrative about themselves and/or their community.

Based on the exhibition *The Wall*

LESSON PLAN
Selfie#Selfie#Collage#Me
Students will reflect on their public/private identities, and create a collage-based self-portrait.

Based on the exhibition *The Soul(s) Of*

The Photoville 2019 Education program is proudly supported by PhotoWings and The Mayor's Office of Media and Entertainment!

PhotoWings

NYC
Media & Entertainment