

# Artrageous With Nate + GangGang: Deonna Craig

Visual Artist

Grades 5-12

2-3 45-minute class periods

Written by Amanda Cory and Carrie Gaffney, Shortridge High School. IN



## Objectives

After engaging in this episode and subsequent lessons, students will:

- Understand all people are deserving of creative lives
- Cultivate their own creative agency in the arts or technology
- Explore academic pathways or careers related to their creative lives

## Essential Questions

In what ways are people always striving to express their creativity?

How do we cultivate our own agency either through the arts or technology?

How can what I learn in school support my creative life?

## Materials

Artrageous with Nate: Deonna Craig

## Vocabulary

### Episode-specific Vocabulary

Eclectic

Metaphysical

Curate

## Procedure

Day 1

1. Distribute Creative Inventory handout (slide 1 in resources PDF.) Students share responses to create a whole-class “Ways We’re Creative” list.
2. Quick Write: After seeing this whole-class list, what do you notice? What do you wonder? Share responses.
3. Preview episode vocabulary.
4. View episode, pausing to discuss vocabulary in the episode’s context.
5. Exit Ticket. Quick Write: What did you find inspiring and/or surprising about Deonna Craig’s artistic journey?

---

# Artrageous With Nate + GangGang: Deonna Craig

Visual Artist

Grades 5-12

2-3 45-minute class periods



---

## Procedure Continued

### Day 2

In the episode, Deonna Craig discusses her journey from production assistant for Jerry Springer to full-time working artist.

1. Return exit tickets from the previous class.
2. Pose the question: Where can we find creativity in our future professional aspirations?
3. Tell students they will create an independent project to connect their future professional goals to creative arts. Distribute the Professional Pathways Toward Creativity handout (slide 2 in resources PDF.)
4. Exit Ticket. Quick write: Of the two professions you researched today, which one are you most interested in pursuing? List three reasons why.

### Days 3-4

1. Return exit ticket and Professional Pathways Toward Creativity handout from the previous day's lesson.
2. Tell students their task for the next two class periods is to explore how they might use this professional interest to pursue a creative life. For instance, if they are interested in being in the medical field, instead of becoming a doctor they could consider a career as an art therapist. They should create a poster using words and images that depict the more "traditional" aspects of their career interests alongside ways in which they might be able to leverage those same interests and skills into a more creative life.

---

PRESENTED BY

ARTRAGEOUS  
GANG  
GANG

SUPPORTED BY

