FUTURISTIC SELF-PORTRAITS

Grade: 5th

OVERVIEW DESCRIPTION OF UNIT:

Students will explore and develop skills in drawing by creating imaginative self-portraits depicting themselves in their ideal future profession. In ELA, students will practice determining a theme and writing using explicit details. They will learn how to draw inferences and improve their understanding of key ideas and details. They will develop their ability to identify an author's (or artist's) point of view and use specific details to provide evidence supporting their reasoning.

HABITS OF MIND:

Students will:

- practice Engaging and Persisting
- work on Stretching and Exploring
- engage in Close Observation
- practice Reflecting
- practice Envisioning

ART LEARNING

STRANDS:

1-Art-making

2-Developing Art Literacy: Looking/ Discussing; Arts Vocabulary; Interpreting/ Analyzing (Reading & Writing)

3-Connections: Other Disciplines; Observing/Interpreting the World 4—Community & Cultural Resources: Public Art: Online Resources/Libraries: Community-based Organizations; Artists' Studios

5-Careers & Life-long Learning

GOALS:

 Students will draw from observation and learn how to create a proportional futuristic self-portrait Students will learn how adding symbols and details to their drawings

can give clues about their future professions

 Students learn how artists revise and edit their art as they work

BIG IDEAS/ENDURING UNDERSTANDINGS IN ART:

 Students will learn how to draw a proportional and expressive self-portrait from observation

· Students will be able to identify and use visual symbols in their work to add meaning

 Persist and envision multiple solutions compositions through thumbnail sketches

Reflect and make revisions to their

artwork based on critiques and suggestions from peers and teachers

ART ANCHOR STANDARDS (from National Visual Art Standards):

Creating

1. Generate and conceptualize artistic ideas and work

2. Organize and develop artistic ideas and work

3. Refine and complete artistic work Performing/Presenting/Producing 4. Select, analyze and interpret and

artistic work for presentation 5. Develop and refine artistic

techniques and work for presentation

6. Convey meaning through the

presentation of artistic work

Responding

7. Perceive and analyze artistic work 8. Interpret intent and meaning in artistic work

9. Apply criteria to evaluate artistic work Connecting

10. Synthesize and relate knowledge and personal experiences to make art 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

BENCHMARK SKILLS IN ART:

Students will create a drawing that demonstrates:

 An imaginative interpretation of an observed subject

- The ability to observe and then combine shapes to represent a subject
- Identification and rendering of detail

 Inventive use of pencil, colored pencils, and pastels through blending, mixing, and layering Basic organization of space such as

foreground and background

VOCABULARY:

value, shading, highlights, pastel, observation, imagination, proportion, volume, facial expression, medium, line quality, iris, pupil, eyebrow, eyelashes, layering, sketch, portrait, self-portrait, transition, symmetry, detail, component, structure, description, neutral, illusion, catalog, synthesize/synthesis, finish (both as a noun and verb)

ESSENTIAL QUESTIONS:

What is a self-portrait? How do artists create a portrait that looks "real" and demonstrates proportion? How can I use details and compositional elements to suggest clues as to my future profession?

UNIT MATERIALS, TOOLS, TECH:

 soft drawing pencils or vine charcoal and/or charcoal pencils •white pencils

- •Prismacolor Nupastels •9" x 12" white drawing paper
- •12 x 18" gray-toned paper
- •15 x 22" dark charcoal paper
- stand-up mirrors
- •iPads loaded with Explain Everything •interactive digital whiteboard

ELA LEARNING

ELA GOALS:

• Students will understand the difference between explicit and implicit information in a text

• Students will understand that including key ideas and details in their writing is essential for understanding and clarity

• Students will see that authors develop their craft and know where to include point of view, character descriptions, settings and themes

• Students will learn that thoughtful authors integrate knowledge and ideas from multiple sources to influence and inform their work

ESSENTIAL QUESTIONS-ELA:

How can I use descriptive language to demonstrate what I have observed in a work of art? What details might a writer use to show settings, events, and point of view? What are ways a writer can write explicitly? Implicitly?

ESSENTIAL QUESTIONS-TECHNOLOGY:

How can I use an iPad to take a selfie as the basis for my portrait? How can an iPad be used to document and reflect on my work and/or the work of others?

TECHNOLOGY GOALS:

• Students will practice basic functions on the iPad, such as *Explain Everything*

• Students will use *Explain Everything* to explore, discuss and document their work

ELA COMMON CORE STANDARDS/ ANCHOR STANDARDS:

RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (Also Anchor Standard CCSS.ELA-LITERACY.CCRA.1). RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, summarize the text (Also Anchor Standard CCSS.ELA-

LITERACY.CCRA.2).

RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the textDetermine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (Also Anchor Standard CCSS.ELA-LITERACY.CCRA.3). RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (Also Anchor Standard CCSS.ELA-LITERACY.CCRA.4).

VOCABULARY-ELA:

portrait, self-portrait, reason, evidence, explicit, surreal, graphic organizer, compare, contrast, draft, revise/ revision, descriptive adjectives, transition, symmetry, detail, component, structure, description, neutral, illusion, catalog, synthesize/synthesis, finish (both as a noun and verb)

UNIT ELA MATERIALS:

- pencils
- writing notebooks
- index cards
- worksheets

UNIT MOTIVATION/VISUALS/ REFERENCES:

Suggested materials are listed in each lesson

ELA PRACTICES AND SKILLS TO BE EMPHASIZED THROUGHOUT:

Students will be able to:

- Identify the author's/artist's point of view
- Write with explicit detail
- Determine a theme in a text or an artwork
- Draw inferences
- Use specific details and provide evidence supporting reasons

ELA Lesson #1A Describing a Painting

Note: "A" lesson goes first; "B" lesson goes second, if possible.

Essential Questions:

How does descriptive language help explain a setting character, event or artwork? What is so important about being explicit when one is writing?

Goals:

• Students will learn to write with explicit details and descriptive language.

• Students will develop their skills of making inference by noticing the details in an artwork or text.

Possible ELA Component:

Students will be shown four examples of Frida Kahlo self-portraits (or another artist). Using the worksheet (which have text prompts), students will write descriptions as to the locations, symbols used and other elements noticed in a portrait.

Inquiry Questions:

- What is the setting?
- Who are the characters? What do you think are their motivations?
- · What other details has the writer described?
- What details are implied?

Possible ELA Component:

Students will be shown four examples of Frida Kahlo self-portraits (or another artist). Using the worksheet (which have text prompts), students will write descriptions as to the locations, symbols used and other elements noticed in a portrait.

Differentiation:

For learning and/or physically-disabled students, pair them with an aide or other helper, if possible. For advanced students, give them independent work on a more complicated text.

Reflection:

Students may share ideas as to which image they like the most and why in a turn and talk.

Vocabulary:

portrait, self-portrait, theme, subject matter, topic, narrative

Habits of Mind:

Engaging and Persisting, Stretching and Exploring, Observing, Reflecting, Envisioning

Materials/Tools/Technology:

- chart paper
- markers
- class text or student writings

Motivation/Visuals/References:

To be determined by teacher. There may be visual images that will be appropriate to observe on the iPads or interactive whiteboard for discussion and/or reference.

Art Lesson #1B Close Observation of Our Faces

Art Essential Questions:

What is a portrait? What is a self-portrait? How might I practice drawing a self-portrait by tracing my features on an iPad?

Goals:

- Students will take a selfie on their iPad and import it into Explain Everything
- · Students will observe their faces closely and trace their features with their fingers or a stylus

• Students will notice the proportional relationships between facial features, i.e., where are my eyes in relation to my face shape (way up at the top? just above the middle? towards the bottom?).

Engagement:

Artist/Teacher may want to take a selfie and then share with the class how to import the photo into *Explain Everything*. He/she may then use a finger or stylus to trace the facial features as a way of showing students the relationship between the parts of the face. Students might ask themselves: What is my face shape? Where are my eyes located? Do I have eyelids that show? How much space is there between my chin line and my mouth? etc.

If time, students could then begin a simple sketch on paper based on their selfie. Using a light, sketching line, they should look carefully and try to mimic the facial relationships as closely as possible.

Differentiation:

Learning-disabled and/or physically-disabled students may need an aide or other support person to help them participate fully. Advanced students may want to move straight into working with pencils on paper from the iPad selfie.

Reflection:

One or two students might be asked what they learned, notice, found surprising, etc. in doing this activity.

Student Checklist:

- I took a selfie.
- I imported it into Explain Everything.
- ____ I traced my facial features, thinking about the placement of my eyes, nose, mouth, etc. on my face.
- ____ Optional: I drew a self-portrait sketch on paper based on my selfie.

National Visual Arts Standards:

VA: Cr2.1.5—Experiment and develop skills in multiple artmaking techniques and approaches through practice.

Materials/Tools/Technology:

iPads, stylus (optional), Camera function, *Explain Everything Optional:* drawing paper, pencils, erasers

Motivation/Visuals/References:

Artist/teacher may take a selfie to demonstrate to the class how to trace features as motivation.

Vocabulary:

observation, imagination, proportion, facial expression, portrait, self-portrait, detail, component, structure, description

Habits of Mind:

Stretching and Exploring, Envisioning, Reflecting

ELA Lesson #2A Character Cards—Facts and Implication

Essential Question:

How do artists and writers communicate in explicit and implicit ways?

<u>Goal:</u>

• Students will understand that some characteristics are explicitly described and others are implied and must be visualized by the reader.

Possible ELA Component:

Using texts that the students have recently read or are currently reading, students will make character cards. Using index cards, they will write out various *facts* about a character. (Explicit): On another card they will write out a few *things the character did or said or descriptions of the character*. The idea is then to scramble up about six students' cards and see if the class can match them.

Example: (Cinderella)

Facts (Explicit): She has two stepsisters. She has a step mother. She lives in the attic. She is forced to do many chores around the house.

Implied Understandings (Implicit): She is an animal lover. (Why? Because birds and other creatures come into the attic to keep her company and help make her ball gown.) She is disappointed and sad when she is not allowed to go to the Prince's Ball (Why? Because she goes up to her room and cries.) She is kind. (Why? Because she forgives her step sisters at the end of the story, when she is with the Prince.)

Inquiry Questions:

• What is the writer telling us about the characters?

• What can we assume that is not explicitly told to us?

Materials/Tools/Technology:

- index cards
- pencils

Motivation/Visuals/References:

• Class text(s) or other readings

Vocabulary:

characters, communicate, fact, implicit, explicit, implied, assume

Habits of Mind:

Engaging and Persisting, Stretching and Exploring, Reflecting, Envisioning

Differentiation:

For learning and/or physicallydisabled students, pair them with an aide or other helper, if possible. For advanced students who finish early, assign independent work perhaps with a more complicated text.

Art Lesson #2B Drawing a Self-Portrait from Observation

Art Essential Questions:

What is a composition? What is proportion? How do I explore composition in a self-portrait?

Goals:

• Students will make sketches of themselves from observation

• Students will understand that artists often create many sketches before settling on the final idea for their artwork

Engagement:

Artist/teacher might briefly review what was learned about facial features in the previous lesson. Using a table mirror or an image photographed on an iPad, the artist should emphasize observation and careful looking. Next, he/she might demonstrate how to make a *sketch* by using a pencil lightly, so changes can be made. By looking at the proportional relationships and shapes, students should begin to see how an artist estimates angles, distances and contour to make a portrait more realistic.

They should begin with observation and assessing their face shape. Emphasize that the students should not work too small—a common mistake. Making lightly-drawn and curved guide lines might be helpful. Students need to understand that faces are not flat, that eyes are not located at the top of the head, that noses are not hooks and that mouths are not large "U" shapes..

Working slowly and methodically, students will draw the basic features of their portrait.

Differentiation:

Learning-disabled and/or physically-disabled students may need an aide or other support person to help them participate fully. Advanced students might have time to add more details.

Reflection:

A few of the self-portrait sketches could be put up and the class might be asked to guess who each one is and why they think that.

Student Checklist:

____After carefully observing myself in a mirror or on an iPad, I sketched in my self-portrait. ____I included all the visible features: eyes, eyebrows, eyelashes, mouth, teeth, nose, nostrils, ears, hair, neck, shoulders.

National Visual Arts Standards:

VA: Cr1.1.5—Combine ideas to generate an innovative idea for art-making. VA: Cr2.1.5—Experiment and develop skills in multiple art-making techniques and approaches through practice.

Materials/Tools/Technology:

- 2B pencils or soft charcoal
- erasers
- pencil sharpeners
- 9" x 12" drawing paper
- table mirrors

• Optional: iPads loaded with selfies

Motivation/Visuals/References:

• images of self-portraits from art history; Frieda Kahlo is one possible choice

Vocabulary:

sketch, contour, composition, proportion, eyelid, eyebrow, eyelashes, iris, pupil

Habits of Mind:

ELA Lesson #3A Thinking About a Future Career

Essential Questions:

What career(s) or profession(s) might I want to consider to pursue as an adult? Which one might be the best one?

<u>Goals:</u>

- Students will think about some of the careers they might be interested in pursuing
- Students will begin to research those career choices
- Students will make lists of the pros and cons of each profession before choosing one

Possible ELA Component:

The teacher might begin the class by leading a class discussion about careers. The class could make a group list of various careers. Then, using a computer or iPad connected to the internet, students should research a couple of their career ideas. At this point they might make a list of the pros and cons of each profession.

Differentiation:

Learning-disabled and/or physically-disabled students may need an aide or other support person to help them participate fully.

Reflection:

Students could be asked to share their professions with the class.

Materials/Tools/Technology:

- computers or iPads to research chosen professions
- notebooks or paper and pencils to make lists

Vocabulary:

profession, career, pros, cons

Habits of Mind:

Art Lesson #3B Making Bodies that Move and Have Good Proportion

Art Essential Questions:

How can I make a ballon drawing of myself that shows movement and has realistic proportion? How do artists determine which sketch should be developed into a final work of art?

<u>Goal:</u>

- Students will learn about joints such as in the elbow, knee or hand
- Students will practice drawing simple figures to create proper proportion

Engagement:

Artist/teacher should begin the lesson by showing images of a skeleton and leading a discussion of joints, which help our arms, legs and fingers move. Next he/she might show some figures moving (or use a manikin) and demonstrate how to break down the body parts into simple balloons or sausage shapes. Understanding the idea of proportion might take time, but asking what is longer: a thigh or an upper arm and other questions, might get them on the right path.

Students are then tasked with making as many sketches as they have time for that show movement, using observational skills to also have good proportion.

Differentiation:

Learning-disabled and/or physically-disabled students may need an aide or other support person to help them participate fully.

Reflection:

A few students' works will be shared and discussed, or, if possible, students could do a self or peer assessment using *Explain Everything* on their iPads..

Student Checklist:

- ___ I understand what a joint is on a human figure.
- I made several sketches of balloon/sausage figures showing movement.
- ___ I noticed proportional relationships and tried to draw figures that have proper proportion..

National Visual Arts Standards:

VA: Cr1.1.5—Combine ideas to generate an innovative idea for art-making. VA: Cr2.1.5—Experiment and

develop skills in multiple artmaking techniques and approaches through practice.

Materials/Tools/Technology:

- soft charcoal or soft pencils
- erasers
- drawing paper
- pencil sharpeners
- iPads loaded with images of figures that show movement or manikins for each table
- · interactive white board

Motivation/Visuals/References:

• Examples of portraits from art history or sports, dancers, etc., that show movement or articulated manikins

• images or a model of a human skeleton

Vocabulary:

composition, proportion, joint, articulation

Habits of Mind:

ELA Lesson #4A Researching and Figuring Out the Steps to a Career

Essential Questions:

What career seems best for me to pursue? What are some of the necessary steps I might need to take to be successful in that profession?

<u>Goals:</u>

• Students will decide on a career to use in their self-portrait

• Students will write about what steps they might have to take to pursue their chosen profession (college, graduate school, internship, etc.)

Possible ELA Component:

Time should be given for students to research the profession they have chosen and note what the steps are to being able to practice that profession.

Then, in a brief essay, they should write a description of their future selves, describe what challenges they might foresee.

Emphasis might be made on how to organize their thoughts., possibly creating a tree map. It might include a list of things other path to their career or things they will do in the career and a corresponding list of visuals that could represent these challenges.

Differentiation:

Learning-disabled and/or physically-disabled students may need an aide or other support person to help them participate fully.

Materials/Tools/Technology:

- computers or iPads connected to the internet for research
- notebooks or paper
- pencils
- markers

Vocabulary:

research

Habits of Mind:

Art Lesson #4B Sketching Compositions and Drawing Symbols

Art Essential Questions:

What is a symbol? What are some symbols that might represent my future career? What is a background in a work of art? How do artists determine which sketch should be developed into a final work of art?

Goals:

- Students will make thumbnails sketches to work out different compositions
- · Students will practice adding symbols that relate to their chosen profession

• Students will understand that artists experiment with multiple solutions to a question, before moving forward.

Engagement:

Building on the tree maps from the previous ELA lesson, students will be introduced to symbols. The artist/teacher might show the class a few images of portraits that have clues to what the profession of the subject was and discussing how the artists communicated this information. Next, students should be asked to try making a few small sketches of themselves in their profession. They might want to make one where their heads are the main feature. Another might show them in front of a window that would give clues to their profession. Or they could be in a particular room or place.

The last step is to choose one sketch and begin to draw it on large paper for the final work. This may be a perfect opportunity to have the students participate in a peer formative assessment, as changes to the small sketches will be easily done, should the student want to take the suggestions offered.

Differentiation:

Learning-disabled and/or physically-disabled students may need an aide or other support person to help them participate fully.

Reflection:

A few students' works will be shared and discussed or peer assessment, as above.

National Visual Arts Standards:

VA: Cr1.1.5—Combine ideas to generate an innovative idea for art-making.

VA: Cr2.1.5—Experiment and develop skills in multiple artmaking techniques and approaches through practice.

Materials/Tools/Technology:

- practice paper
- soft charcoal or soft pencils
- erasers
- pencil sharpeners
- iPads loaded with *Explain Everything*
- table mirrors or selfies for reference

Motivation/Visuals/References:

Examples of self-portraits and portraits from art history, that show the subject with symbols of his or her trade (props, details, clothing, accessories, tools, etc.) that give clues as to the profession of the person depicted

Vocabulary:

composition, props, symbols, background

Habits of Mind:

<u>Technology Applications:</u> Students will document and file their progress in the iPad, at the end of the class.

Student Checklist:

- I chose my profession.
 I drew in some symbols that help indicate what my profession is.
 I began a larger composition on paper.

ELA Lesson #5A Writing a Draft from the Perspective of My Future Self

Essential Questions:

How do writers write about the future? What part do details have in making a written piece about the future seem convincing?

<u>Goals:</u>

- Students will imagine and practice writing about themselves in the future.
- Students will add to details to their writing that will give style to their work.

Inquiry Questions:

How might I imagine myself in my future profession? How can I embellish my essay by adding details?

Possible ELA Component:

The teacher might have some examples of writing that imagines something in the future that could be shared with the class. Or else he/she might want to generate a class discussion about items they might include in an essay about their future selves. Students should be encouraged to refer to their notes and lists and take the point of view of their future selves. It could be written in the first person. Prompts could be given to start things off: "As I looked out over my eager students..." "I felt such a thrill as I put on my black robe, walked into the courtroom and heard the the bailiff say 'All rise!" My heart was pounding because we had 12 seconds left and the ball was passed to me." etc.

Students will write drafts, which will be perfected in the next lesson.

Differentiation:

Learning-disabled and/or physically-disabled students may need an aide or other support person to help them participate fully.

Materials/Tools/Technology:

notebooks or paper pencils

Motivation/Visuals/References:

The students' works-in-progress and/or notes

Vocabulary: detail, style, embellish, draft

Habits of Mind:

Art Lesson #5B Drawing with Pastels

Art Essential Questions:

How might I begin a pastel self-portrait by sketching lightly? How might I organize my space and make a strong composition?

Goals:

• Students will understand that artists often use preliminary drawings as reference.

• Students will observe their physical features in a mirror or a selfie to make a more realistic self-portrait.

• Students will consider their compositions and the placement of their portrait and symbols.

Engagement:

Artist/teacher might begin the lesson by reviewing some of the images from art history that will show a variety of ways to depict someone. Students at this point should know what profession they are going to show and have some rough thumbnail sketches to refer to.

The next step is to have the students sketch lightly on the large tinted paper. Demonstrating how to go about making a sketch and organizing the space is suggested. Reminding the students of the need to show their articulated joints if they want a more realistic portrait is a good idea.

If the teacher thinks the students will be ready to use the colored pastels the teacher should also demonstrate that. Blending colors should also be shown. Making sure the students use the material safely is important—they should not blow away the build up of loose powder. Show them how to put their papers in a trash can and shake it. (Powder in the air can exacerbate asthma.)

Differentiation:

Learning-disabled and/or physically-disabled students may need an aide or other support person to help them participate fully.

National Visual Arts Standards:

VA: Cr1.1.5—Combine ideas to generate an innovative idea for art-making. VA: Cr2.1.5—Experiment and develop skills in multiple artmaking techniques and approaches through practice. VA: Cr2.2.4—Demonstrate quality craftsmanship through the care and use of materials, tools, and equipment.

Materials/Tools/Technology:

- soft charcoal or soft pencils
- erasers
- Prismacolor Nupastels
- large (15 x 22" or so) tinted paper suitable for pastels
- iPads loaded with Explain Everything
- table mirrors or selfies for reference

Motivation/Visuals/References:

You may want to revisit examples of self-portraits and portraits from art history, that show the subject with symbols of his or her trade (props, details, clothing, accessories, tools, etc.) that give clues as to the profession of the person depicted

<u>Reflection:</u> Students might do a brief turn and talk.

Technology Applications:

Students will document and file their progress in the iPad, at the end of the class.

Vocabulary:

composition, sketch, features, realistic, middle ground/ foreground/background,

Habits of Mind:

Engaging and Persisting, Stretching and Exploring, Observing, Reflecting, Envisioning

Student Checklist:

I created a strong composition. I observed my facial features and tried to make a realistic portrait.

____ I have articulated any joints that need to showing movement or bending.

____ I have added symbols and details which will help the viewer understand my profession.

___ I have used my materials safely.

ELA Lesson #6A *Refining the Essay; Self and Peer Assessment*

Essential Question:

How do writers and artists refine their work? How might I listen to my peers when they offer a suggestion for my work? How might I offer a suggestion to my peers to help them make their work stronger?

Goals:

- Students will continue working on their writing about their future selves.
- Students will engage in peer assessment.

Inquiry Questions:

What does "two heads are better than one" mean? What are some changes one could make to their painting to make it more effective and interesting?

Possible ELA Component:

Teacher might begin the lesson by wondering aloud what "two heads are better than one" means. This could elicit a discussion about listening to suggestions other people might have about their work. They should be introduced to the concept of TAG—tell someone something you notice, ask a question and then give a suggestion.

Then, depending on the focus the teacher wants to emphasize, students can use their iPads to discuss each other's works. Recording their voices and using fingers to draw over the written pieces will help engage and excite the students.

After a few minutes, students will then tweak and complete their individual essays. If there is time, they could also do a peer assessment of their artwork.

Differentiation:

Learning-disabled and/or physically-disabled students may need an aide or other support person to help them participate fully.

Technology Application:

Students will practice peer to peer formative assessment with *Explain Everything*. Students will document their work on their iPads.

Materials/Tools/Technology:

• iPads loaded with *Explain Everything*

Motivation/Visuals/References:

student-written essays loaded on iPads in *Explain Everything*

Vocabulary:

draft, refine, TAG: "tell, ask give a suggestion"

Habits of Mind:

Art Lesson #6B Exploring the Art Elements of Value (Shading) and Texture

Art Essential Question:

How can I build up color and shading to make my self-portrait more visually-exciting? What suggestions might my peers have for me?

Goals:

- Students will understand that feedback in art can be useful.
- Students will work with the art elements of value, color and texture.

Engagement:

The class should begin with a 10 minute (or so) peer to peer formative assessment. If possible, use the recording option. Explain the ideas of TAG—they will tell their partner something they notice about the work, they will ask a question about the work and then they will offer a suggestion to improve the work. Listening to others is important here. Then they switch roles. Artist/teacher might then transition into reviewing safe pastel use and discussing how pastels can be blended to build up shading. If it seems like a good idea, a few images of shaded pastel portraits from art history could be shared on the interactive white board, just so students get the idea. Talking about light source might help, as well.

Artist/teacher should demonstrate how to blend, using ripped off pieces of paper towels and/ or q-tips. Showing ways to make textures is also key.

Differentiation:

Learning-disabled and/or physically-disabled students may need an aide or other support person to help them participate fully.

Technology Application:

Students will document and upload their works-in-progress to their iPads.

Student Checklist:

- I practiced peer assessment with a classmate.
- I listened to their suggestions for me and gave my own suggestions to them.
- I added shading to my work.
- ___ I blended.
- ___ I added texture.
- I used my pastels safely.

National Visual Arts Standards:

VA: Cr2.1.5—Experiment and develop skills in multiple artmaking techniques and approaches through practice. VA: Pr.7.1.5—Compare one's own interpretation of a work art with the interpretation of others. VA: Pr.8.1.5—Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

Materials/Tools/Technology:

- Student drawings
- Prismacolor Nupastels
- paper towels or Q-tips for shading
- charcoal pencils
- iPads loaded with *Explain Everything*
- · interactive white board

Vocabulary:

feedback, texture, details, value/ light/dark, shading, blending, middle ground/foreground/ background

Habits of Mind:

Art Lesson #7A Completing Our Pictures and Documenting Our Work

Art Essential Question:

How do I know I'm done? What else might I add to make my work stronger? Why is documenting my work important?

<u>Goals:</u>

• Students will understand that artists add details to distinguish and personalize their work.

• Students will persist in making their self-portraits as strong as possible.

Engagement:

Students will be given time to complete any unfinished work. Artist/teacher may want to demonstrate the option of using line to make the edges more crisp. Reviewing all the art elements might be a good idea, as well.

When finished, students should document their work on their iPads. If they have enough time they could upload screen shots and make a slide show of the progress of the piece. Seeing the iterations of the image can be very illuminating and lots of fun.

Differentiation:

Learning-disabled and/or physically-disabled students may need an aide or other support person to help them participate fully.

Technology Application:

Students will document and upload screen shots of their images to their iPads.

Student Checklist:

I made my work more fabulous by adding color, layering, textures and details.

I made a slide show of my self-portrait.

National Visual Arts Standards:

VA: Cr2.1.5—Experiment and develop skills in multiple artmaking techniques and approaches through practice. VA: Pr.7.1.5—Compare one's own interpretation of a work art with the interpretation of others.

Materials/Tools/Technology:

- Student drawings
- Prismacolor Nupastels
- paper towels or Q-tips for shading
- charcoal pencils
- iPads loaded with *Explain Everything*
- · interactive white board

Vocabulary:

documenting

Habits of Mind:

ELA Lesson #7B Writing an Artist Statement

Essential Question:

• What is an artist statement? What does an artist statement say about the artwork as well as the artist?

<u>Goals:</u>

• Students will be able to write a reflective piece that leads the viewer through the artwork and informs them about the artistic process.

Students will share their experience and support their thoughts with explicit details.

Inquiry Questions:

How does writing and reflecting on one's artwork help communicate with one's readers?

Possible ELA Component:

Students will be asked to reflect on the process of making a futuristic self-portrait and then write about it. What went into making it? What was the process? What elements in your drawing help communicate your career choice? What were some ideas you decided not to use? How did your writing help you in creating your drawing?

Work might be displayed as an exhibit and the artists' statements could be mounted next to the self-portraits.

Differentiation:

Learning-disabled and/or physically-disabled students may need an aide or other support person to help them participate fully.

Reflection:

If any time remains, students may share a few of the works and ask questions of the artists.

National Visual Arts Standards:

VA:Cr3.1.5aCreate artist statements using art vocabulary to describe personal choices in artmaking.

Materials/Tools/Technology:

notebooks or paper
 *pencils
 iPads with *Explain Everything*

Motivation/Visuals/References:

student work

Habits of Mind:

Observing, Reflecting, Envisioning