2021- Unit 2: Portraiture

Content Area: **Fine and Performing Arts**
Course(s): **Exploratory Art**
Time Period: **September**
Length: **15 Days**
Status: **Published**

Unit Overview:

In this unit, students will build upon the drawing techniques learned in the previous unit. Students will apply these new skills into the creation of a portrait. Students will explore facial proportions and discover how the features of the face are mapped out and how this knowledge can be applied to their own drawings. Gridding will also be introduced as a tool students will use to guide them in their portrait project. Students will understand the practicality of these skills and "tricks" and how they can use this knowledge in the future, across various situations in which drawing may be called for.

Essential Questions:

- What is a portrait?
- What is a grid?
- How do artists use grids?
- How were grids utilized by the masters?
- How are artists able to work accurately in large compositions?
- What are facial proportions?
- How do artists use facial proportions to accurately reproduce human likeness?

[Essential Question] - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

[Essential Question] - What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

[Essential Question] - What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

[Essential Question] - How does one determine criteria to evaluate a work of art? How and why might criteria

vary? How is a personal preference different from an evaluation?

[Essential Question] - What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?

[Essential Question] - What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

[Essential Question] - How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?

Enduring Understandings:

[Enduring Understanding] - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

[Enduring Understanding] - Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

[Enduring Understanding] - Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

[Enduring Understanding] - People evaluate art based on various criteria.

[Enduring Understanding] - People gain insights into meanings of artworks by engaging in the process of art criticism.

[Enduring Understanding] - Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Standards/Indicators/Student Learning Objectives (SLOs):

VA.6-8.1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
VA.6-8.1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
VA.6-8.1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
VA.6-8.1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
VA.6-8.1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
VA.6-8.1.5.8.Re8a	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
VA.6-8.1.5.8.Re9a	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

Lesson Titles:

Lesson 1: Famous Portraits in History

Lesson 2: Tricks of the Trade 1: Facial Proportions

Lesson 2: Tricks of the Trade 2: Gridding

Lesson 3: Gridding Practice

Lesson 4: Setting up the Grid

Lesson 5: Drawing a Portrait

Career Readiness, Life Literacies, and Key Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
WRK.9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
WRK.9.2.8.CAP.6	Compare the costs of post-secondary education with the potential increase in income from a career of choice.
WRK.9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
WRK.9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
TECH.9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
TECH.9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.

Equity Considerations

LGBTQ & Disabilities Mandate

Topic: Representation and Identity in Portraits -

Diverse self-portraits - Encourage students to explore self-portraiture, focusing on expressing their individual identities and celebrating their unique traits, including aspects of their LGBTQ+ or Disabled experiences, if they feel comfortable doing so. Discuss self-expression through art and respecting diverse representations.

Featured artists - Introduce students to LGBTQ+ and Disabled artists who excel in portraiture, like Keith Haring, Robert Mapplethorpe, Frida Kahlo, Chuck Close, and Judith Scott. Analyze how their unique perspective and experiences influence their portrayal of the human form.

Challenging traditional beauty standards - Explore how art has challenged traditional notions of beauty and representation. Discuss inclusivity in portraiture and showcase diverse facial features, body types, and expressions.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people , as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

LGBTQ+ and Disability Arts Organizations:

- o National Center for Disability Arts: https://ncdae.org/
- o The Trevor Project: https://www.thetrevorproject.org/
- o Gay & Lesbian Alliance Against Defamation (GLAAD): https://glaad.org/

Accessible Art Resources:

- o The Metropolitan Museum of Art Access Programs: https://www.metmuseum.org/events/programs/access
- o Art Beyond Sight: http://www.artbeyondsight.org/new/index.shtml
- o National Endowment for the Arts (NEA): https://www.arts.gov/

Asian American Pacific Islander Mandate

Climate Change

Holocaust Mandate

Amistad Mandate

Inter-Disciplinary Connections:

LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
MA.7.G.A	Draw, construct, and describe geometrical figures and describe the relationships between them.
MA.7.G.A.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Students will practice drawing within a grid
- Students will choose a subject
- Students will measure and design a grid
- Students will create a portrait drawing of a chosen subject
- Students will assess their progress
- Students will critique their finished drawing

Modifications

ELL Modifications:

- Create alternate rubrics for assessments
- Focus on domain specific vocabulary and keywords
- Use real objects when possible
- Offer alternate/modify assignments and assessments
- Read aloud assessments-Repeat, reword, clarify
- Digital translators
- Use of online resources provided in both English and native language

IEP & 504 Modifications:

- Create alternate rubrics for assessments
- Offer alternate/modify assignments and assessments where possible
- Read aloud assessments
- Repeat, reword, clarify
- Use graphic organizers
- Use of online resources with instruction
- Use visuals

G&T Modifications:

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning
- Provide additional rigorous challenge problems for advanced students
- Modeling
- Refrain from having them complete more work in the same manner
- Determine where students' interests lie and capitalize on their inquisitiveness
- Encourage students to make transformations- use a common task or item in a different way
- Higher level discussion questions
- Student led/directed discussions

At Risk Modifications

- Guided notes
- Outlines & graphic organizers
- Study guides
- Academic Enrichment
- Modeling
- Non-verbal redirection of behaviors
- Retesting
- Review, restate, reword directions
- Slower pacing of materials
- Study guides
- Visuals

Formative Assessment:

- Warm Up
- Anticipatory Set
- Closure
- Sketch Squares
- Gridding Practice
- In Class Observation
- Facial Proportions Diagram

- Anticipatory Set
- Closure
- Warm-Up

Summative Assessment:

- Portrait Drawing
- Self- Critique

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Alternative Assessments:

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessments:

Skills-based assessment

Reading response

Writing prompt

Lab practical

Resources & Materials:

Google Slides

Chromebooks/Internet

Drawing Pencil Sets (4H, 2H, HB, 2B, 4B, 6B)

Several types of Erasers

Blending tools/ Tortillions

Drawing Paper

Technology:

-Chromebooks

-Promethean Board

-Google Classroom

-Google Slides

-Google Forms

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.8.C	Design: The design process is a systematic approach to solving problems.