Unit 4: Facial Expressions

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Week 29**
Length: **9 Weeks**
Status: **Published**

Unit Overview

This unit will challenge the students to develop their sense of proportion. The students will create a detailed self-portrait with particular focus on capturing the correct distances between physical features. The unit will culminate with the creation of a sculpture.

Standards

VPA.3-5.1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
VPA.3-5.1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
VPA.3-5.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.3-5.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.3-5.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
VPA.3-5.1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
VPA.3-5.1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
VPA.3-5.1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
VPA.3-5.1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
VPA.3-5.1.3.5.D.5	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
VPA.3-5.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.3-5.1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

Essential Questions

1. What does a portrait tell about a person?

2. Why do artists create self-portraits?

3. What is the role of sculpture in art?

Application of Knowledge and Skills...

Students will know that...

- 1. A human head resembles an egg with the narrow side pointed down.
- 2. Guide lines dividing a face into quadrants are useful in drawing portraits.
- 3. Rembrandt van Rijn was a master portrait artist of the seventeenth century.
- 4. There are many media that can be used by an artist.
- 5. A sculpture is a piece of art that is three-dimensional.
- 6. Sculptures may be painted to add more detail.

Students will be able to...

- a. Draw the basic shape of a human head.
- b. Use guide lines for the purpose of accurately proportioned portraits.
- c. Identify the details Rembrandt included, which gave his portraits such great acclaim.
- d. Be proficient in the use a variety of art media.
- e. Create a sculpture.
- f. Add details to a sculpture by using tempera paint.

Assessments

- End-of-the-Year Benchmark Assessment Summative: Benchmark Assessment Students will choose the best piece of art that they created this year. They will critique the art through an oral examination in

which they identify the elements/skills learned throughout the cycle. Students will be scored on a performance rubric. 1.1.5.D.1 1.1.5.D.2 1.2.5.A.1 1.2.5.A.2 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.4.5.A.1 1.4.5.A.2

- Art Notes Formative: Other visual assessments While watching a DVD about Rembrant the students will draw one picture of any piece of art that interested them in the video. 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3
- Head Shape Diagnostic: Other visual assessments Students will identify that an egg shape best represents a human head. 1.1.5.D.1 1.3.5.D.1
- Painted Sculpture Summative: Visual Arts Project Students will use tempera paint to add detail to their sculpture. 1.1.5.D.1 1.1.5.D.2 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.3.5.D.5 1.4.5.A.1 1.4.5.A.2
- Sculpture Formative: Other visual assessments Students will create a sculpture of a single person engaged in an activity. 1.1.5.D.1 1.1.5.D.2 1.3.5.D.1 1.4.5.A.1 1.4.5.A.2
- Self-Portrait - Colored In Formative: Other visual assessments Students will choose a media to color their self-portrait: colored pencils, markers, oil pastels, or crayons. 1.1.5.D.1 1.1.5.D.2 1.3.5.D.1 1.3.5.D.3 1.3.5.D.4
- Self-Portrait - Face Formative: Other visual assessments Students will draw a self-portrait using an egg-shaped head and light guide lines. 1.1.5.D.1 1.3.5.D.1 1.3.5.D.3

Activities

- Discuss differences in facial appearances, e.g. skin color, eyes, noses, hair
- Discuss how wrinkles can suggest thinking or worrying
- Look at photographs and discuss how eyebrows and mouth can convey a sense of happiness
- Give students step-by-step instructions to draw a face
- Take a viewing tour: after watching the video about Rembrandt, walk around the room and see the pictures other students drew while watching the video
- Show a series of Rembrandt's *Self-Portraits*; discuss the exact location of certain physical features
- Discuss with the students the correct use of proportion when drawing portraits
- To complete the "Self-Portrait - Colored In" add a background color
- Read the book Little Dancer to the class and discuss the story
- View Edgar Degas' *Little Dancer* sculpture; guide the students to see the tiny details of the sculpture, such as the eyebrows, lips, shoes, fingernails, etc.
- Demonstrate how to push, pull, and pinch Model Magic to mold the clay
- Instruct the students to use only small amounts of paint for their "Painted Sculpture"; the student's main objective will be to add a defined layer of clothing to the sculpture, using tempera paint

Activities to Differentiate Instruction

- All students will color a background for their "Self-Portrait - Colored In"; adding some light details to their portrait, such as rivers, mountains, grassy countryside, etc.
- Students may choose to make their sculpture in a standing, sitting, or lying position
- Review and repeat instructions
- Students work at their own pace/teacher-reduced project expectations
- Use proximity control
- Incorporate frequent modeling and prompting

- Use visuals, when possible, to accompany instructions
- Preferential seating

Integrated/Cross-Disciplinary Instruction

Students will take their completed "Painted Sculpture" to language arts class where they will write a short story naming and describing the character they have created. They will also explain in what activity the character is engaged.

Resources

- Adventures in Art, Grade Three by Laura H. Chapman, Davis Publications, 2008
- Getting to Know the World's Greatest Artistsby Mike Venezia, Getting to Know Incorporated, 2008
- *Self-Portrait* series by Rembrandt van Rijn
- Little Dancer by Laurence Anholt, Barron's Educational Series, 1996
- *Little Dancer* by Edgar Degas
- Art Supplies