Unit 5: Renaissance Profile Portrait

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Week 26**
Length: **10 Weeks**
Status: **Published**

Unit Overview

Combining art and science, Renaissance artists analyzed the proportions of the head and face and created measurements for facial proportion. Students will use these measurements as a tool to create a Renaissance profile portrait. Students will critique the portraits in order to formulate judgments regarding artistic and aesthetic merits of artwork.

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.
VPA.3-5.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music,

	theatre, and visual artworks using observable, objective criteria.
VPA.3-5.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Essential Questions

- Does art define culture or does culture define art?
- How does art preserve history?
- What is the difference between a thoughtful and thoughtless artistic judgment?

Application of Knowledge and Skills...

Students will know that...

- 1. According to artists of the Renaissance, human facial features are based on proportions between the individual features.
- 2. A profile is a portrait picture of a person from the side.
- 3. The Renaissance was a time period of European history, lasting from approximately 1400-1600.
- 4. Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
- 5. The use of color and a knowledge of value are important elements of art.

Students will be able to...

- a. Identify the proportions between typical human facial features.
- b. Draw a profile portrait.
- c. Identify clothing and jewelry styles from the Renaissance.
- d. Evaluate the aesthetic merits of artwork.
- e. Use different colors and values to give form and create the appearance of depth in a picture.

Assessments

- Critique Formative: Other written assessments Students will critique their own artwork. They will describe their artwork, analyze the compositional design, and evaluate the aesthetic merits of their work. 1.4.5.A.1 1.4.5.A.2 1.4.5.B.1 1.4.5.B.3
- Critiquing Peers Formative: Other written assessments Students will write a critique of one of their peers' artwork. They will describe the artwork, analyze the compositional design, and evaluate the aesthetic merits of the work. The critique will offer constructive criticism. 1.4.5.A.1 1.4.5.A.2 1.4.5.B.1 1.4.5.B.3
- End-of-the-Year Benchmark Assessment Summative: Benchmark Assessment Students will complete a benchmark assessment that includes a performance drawing task and closed-response questions. 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 1.4.5.A.1
- Portrait Drawing Formative: Other visual assessments Students will follow step-by-step instructions to draw a Renaissance-style profile portrait. 1.1.5.D.1 1.2.5.A.2 1.3.5.D.1 1.3.5.D.2
- Renaissance Design Formative: Other visual assessments Students will add jewelry, hats, clothing, and hair styles from the time period of the Reniassance to the portrait drawing. 1.1.5.D.1 1.2.5.A.2 1.3.5.D.1 1.3.5.D.2
- Renaissance Portrait Summative: Visual Arts Project Students will add color to the facial features, the clothing, the jewelry, and the background of the Renaissance-style portrait. 1.1.5.D.1 1.1.5.D.2 1.2.5.A.2 1.3.5.D.1 1.3.5.D.2 1.3.5.D.4 1.3.5.D.5
- Renaissance Standards Diagnostic: Other written assessments Students will answer teacher questions based on Renaissance standards of typical facial proportions. 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3

Activities

- Show pictures of Renaissance artwork
- Discuss the proportions that exist between facial features
- Demonstrate the sequence of steps to draw a profile portrait
- Show examples of hairstyles, jewelry and clothing from the Renaissance
- Discuss the color wheel; remind students of the importance of monochromatic colors
- Discuss how different values are used to create depth in a picture
- Review the critiquing process
- Have students first critique their own artwork, then the artwork of a peer

Activities to Differentiate Instruction

- Some students will only create a background after they have finished the main portrait
- Students who excel may choose to add an ornate hat and hairstyle to their portrait after they have completed the other aspects of the project
- Students work at their own pace/teacher-reduced project expectations
- Review and repeat instructions
- Use proximity control
- Incorporate frequent modeling and prompting

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

Integrated/Cross-Disciplinary Instruction

For the subject of the portrait the students may choose any person. The students will learn in social studies about famous Americans and may create a profile portrait of a famous American.

Resources

- Adventures in Art, Grade 4 by Laura Chapman, Davis Publications, 1998
- Art supplies