Unit 05: Self Portrait

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **18-20**
Status: **Published**

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.5.12prof.Cr	Creating
1.5.12prof.Cr1	Generating and conceptualizing ideas.
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12prof.Cr2	Organizing and developing ideas.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
1.5.12prof.Cr3	Refining and completing products.
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
1.5.12prof.Pr	Presenting
1.5.12prof.Pr4	Selecting, analyzing, and interpreting work.
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation.
1.5.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.12prof.Pr6	Conveying meaning through art.
1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.
1.5.12prof.Re	Responding
1.5.12prof.Re7	Perceiving and analyzing products.
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12prof.Re8	Interpreting intent and meaning.
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12prof.Re9	Applying criteria to evaluate products.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12prof.Cn	Connecting

1.5.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.

Brief Summary of Unit

In this unit, students will learn about proportion and standard guidelines for drawing the human head in frontal view. Through the use of digital camera photos and a hand mirror, students will examine their own facial features and complete a self portrait in a chosen medium to be determined by the teacher.

Essential Questions/ Enduring Understandings

Essential Questions:

- How does knowledge and understanding of the elements and principles of design relate to portraiture?
- How can art students increase their ability to draw what is truly seen by drawing from observation?
- How do the unique properties and aesthetics of various drawing media influence the artist's design?
- How does one grow artistically by drawing a self portrait?
- How can students create the illusion of three dimensions on a two dimensional plane?
- How do students create the illusion of three dimensions using graphite?

Enduring Understandings:

- The media and techniques the artist uses in drawing a portrait will affect the look, feeling, and meaning of the work
- The principles of drawing the human head can be used to accurately organize and proportion the features.
- Observational drawing will improve their ability to draw a realistic compostion.
- Drawing is a developmental skill that improves with practice, commitment, and concentration.
- Using various drawing media will influence the artwork.
- The ability to draw is related to the ability to make sensitive and accurate observations.

Students Will Know/ Students Will Be Skilled At

• how to apply their knowledge and understanding of the principles of drawing the human head to their self portrait.

. how to use value to create a realistice three dimensional drawing on a two dimensional plane

• how to apply previously learned observational, value rendering, composition, and other aesthetic, drawing, and design knowledge and understandings to portraiture drawing.

• and be familiar with the work of artists throughout the ages and in our time who have completed self

portraits and portraits

• how to work from a variety of viewpoints when drawing a portrait.

• how to use a variety of media to draw a portrait.

Learning Plan

• Presentation of portrait artist through art history

• Presentation of the principles of drawing the human head.

• Students continue to review classroom material safety.

• Student experimentation with viewing and drawing facial features through direct observation.

• Students will draw their self portrait though observation.

• Small and large group demonstrations.

• Individualized instruction.

• Use of rubric as self-evaluation tool.

• Teacher evaluation via rubric.

• Final presentation.

• Student and teacher collaborate on artwork installation.

• Students analyze and reflect on their final creative works and the works of their peers.

Evidence/Performance Tasks

Fine Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Process of Creating, Presenting/Producing, Connecting, and Responding.

Tasks will include:

- experimenting with a wide variety of drawing supplies, (rubber facial features, skull) and drawing pencils
- creating a self portrait utilizing the principles of drawing the human head
- doing a series of exercises to facilitate an understanding of the principles of drawing the human head.
- correctly and consistently utilizing the specific vocabulary associated with creating a self portrait.
- learning the proportions of the face and preparing a "blank"

- preparing a drawing surface
- comprehending and applying drawing terminology and media
- participating in small and large group discussion of use and understanding of the elements and principles of design
- participating in group and individual critique sessions
- self assessing via rubric
- answering the essential questions

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Easels, Various Pencils, Various Papers, Various Erasers, Mirrors, Blending Sticks, Charcoal, Graphite, Sharpeners, Sanding Blocks, Colored Pencils, Oil Pastel, Chalk Pastels, Rubber Facial Features, Skulls, Book and Workbook, *Drawing on the Right Side of the Brain,* Computer, YouTube Videos, Value Scales, Research Books and Magazines.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:
Fine Arts Accommodations & Modifications