Unit 2: Portrait in Thoughts

Content Area: **Art**
Course(s): **Generic Course**
Time Period: **4 weeks**
Length: **4 Weeks**
Status: **Published**

Unit Overview

Unit 2: Portrait In Thoughts. This unit correlates to the self portrait and it expands on their creative process, but it is geared towards a more intellectual approach. This project gives the students an opportunity to examine political and social discourse and requires them to incorporate their individual concerns and philosophical premise about socio-political issues into their designs. They will use either Adobe Illustrator or Adobe Photoshop or a combination of both platforms. At this level of educational attainment, the students are encouraged to work independently as professionals and choose the software that suits their creativity. They are also utilizing media blogs, prints, social media inferences to articulate their thoughts and merge it into their portraits.

VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

Transfer

Students will be able to independently use their learning to develop their personal style and further explore their visual identity.

-It is important for the students to strive for artistic and creative integrity. This intellectual and creative process leads them to that development.

Meaning

Understandings

Students will be revising and developing a more artistic and technical proficiency with this unit that is much more challenging and professional.

The students have to grasp the intricate use of the tools and palettes through a challenging environment to create a clean visual graphic presentation of their self portrait and lead to the attainment of mastery.

Essential Questions

What political or social issues are you concerned about and why?

What software platform are using and how are you are going to articulate yor thoughts through imagery and texts?

What level of mastery does the student crave to attain?

Is the portrait creatively incorporated into your thoughts execution capture?

Does the style reflect the issues?

Does the the project meet the college and professional expectations?

Application of Knowledge and Skill

Application and skills of knowlege is based on what the students acquired in the past and how they can be challenged to show growth and proficiency.

Students will know...

The students will reserch their issues and save images that are relevant.

It's a great opportunity for the students to explore social and media discourse and pragmatically sensitze their viewers through an artistic process.

In their approach to the "Portrait in Thoughts", they are forced to use impacting media contents, manipulate, scale and overlap them.

They will also use the tools and palettes extensively.

Students will be skilled at...

The students will attain a higher level of mastery with the pen tool or typography.

Layers, blending modes, transparency and relationship of images.

Academic Vocabulary

Template & Layering

Diferrent Lasso Tools

Transparency & Opacity

Layer Mask

Cropping

Deleting and Adding Anchor Points

Color & Contrast in fonts and color application

Learning Goal

LEARNING GOALS: THE STUDENTS WOULD BE ABLE TO EXAMINE POLITICAL & SOCIAL ISSUES & MERGE SOCIAL MEDIA, PRINT IMAGES AND THEIR VECTOR SELF PORTRAIT IN A UNIQUE PHILOSOPHICAL CREATIVE PROCESS. THEY ARE ALSO EXPANDING UPON TECHNIQUES FROM GRAPHIC DESIGN 1 WHICH WILL ALLOW THE STUDENT TO FURTHER EXPLORE THE GRAPHICS PROGRAMS AND THEIR CAPABILITIES. THIS SHOULD INCLUDE THE DECISION AS TO THE USE OF TYPOGRAPHY OR PENTOOL PROCESS. AT THE END OF THE PORTRAIT, THE STUDENTS WILL HAVE REVIEWED & MASTERED THE ESSENTIAL PALETTES & TOOLS THAT ARE RELEVANT TO THIS PROJECT.

VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.12.A.CS2	Acute kinesthetic awareness and mastery of composition are essential for creating and interpreting master works of art.
VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
VPA.1.2.12.A.CS1	Cultural and historical events impact art-making as well as how audiences respond to works of art.
VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.3.12.D.CS2	Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.
VPA.1.3.12.D.CS4	Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
VPA.1.4.12.B.CS1	Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
TECH.8.1.12	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.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.

Target 1-- Level 1 Retrieval

SWBAT:

1. Research issues that are important to them and decide what social media and print information is relevant to articulate their positions and thoughts effectively. Such issues range from Femist Issues, LGBT Issues, Police Brutality, Gender Abuse, etc.

2. Examinie their individual student technical capabilities.

3. Recognize what they know and set new goals for themselves.

VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.12.A.CS2	Acute kinesthetic awareness and mastery of composition are essential for creating and interpreting master works of art.

VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS1	Understand and use technology systems.

Target 2-- Level 2 Comprehension

SWBAT:

1. Understand the different social issues that effect them personally and take a stance regarding that issue.

2. Incorporate their stance and feelings into the self-portrait.

2. Choose fonts, colors and images that reflect the artists intent and socio-political relevance and concerns.

4. Merge theit thoughts and concerns intricately into their portraits.

VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
TECH.8.1.12	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.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.

Target 3-- Analysis

SWBAT:

1. Examine to what level they have effectively and personally articulate their concerns into their portraits as

they progress

2. Meet their problems and challenges with suggestions and solutions that would be verbal and pragmatic

3. Share their project on google slide through which they would receive peer critiques on their progress

4. Class discussion regarding the various issues examined in the designs.

VPA.1.1.12.A.CS2	Acute kinesthetic awareness and mastery of composition are essential for creating and interpreting master works of art.
TECH.8.1.12	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.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

Target 4-- Knowledge Utilization

SWBAT:

1. Reach their greater expectations and goals for mastery.

2. Any critique and suggestions have to be implemented.

3. Intellectually discuss and debate their stance on the chosen socio-political issue.

4. Thoroughly explain the process of development and the choices made to get to the final product.

VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.12.A.CS2	Acute kinesthetic awareness and mastery of composition are essential for creating and interpreting master works of art.
VPA.1.1.12.D	Visual Art
VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-

	cultural themes.
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
TECH.8.1.12	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.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.

Summative Assessment

1. CRITIQUE OF THE PROJECT.

2. CLASS DISCUSSION.

3. INDIVIDUAL NOTATION OF ACCOMPLISHMENTS AND PROBLEMS.

4. SUGGESTIONS FROM THE CLASS & TEACHER REGARDING THE PROJECT.

5. UPLOADING THE PROJECT ON GOOGLE SLIDE.

6. STUDENTS REVIEW THE PROJECTS AND MAKE COMMENTS.

Formative Assessment and Performance Opportunities

1. In-class discussion, writing, speaking and listening activities.

2. Class participation.

3. Cooperative learning activities.

4. Digital assessments with accompanying assignments.

5. Research.

7. Responses.

8. Think/Pair/Share activities.

9. Teacher's Response.

Differentiation / Enrichment

<u>Differentiation:</u>

1. Strategic seating for reduced distraction, enabling better lesson focus.

2. Small-group, teacher-monitored learning activities.

<u>Enrichment:</u>

1. Expand and extend concepts, ideas, relationships, and generalizations.

2. Students will be provided with additional resources on relative topics.

3. Provide students with supplemental resources to expand knowedge base.

4. Create experiences for deeper learning.

Unit Resources

<u>RESOURCES:</u>

Reseach online tutorials

Examine higher technical approach and mastery from other designers and their work

Samples of previous work