Unit 2: PORTRAIT STUDY

Content Area: **Art**
Course(s):   **Generic Course**
Time Period: **2nd Marking Period**
Length: **10 Weeks**
Status: **Published**

Unit Overview

Unit 2: PORTRAIT STUDY: Portrait study in pencil is an advanced and indepth study in Studio Art 2. Many students are hesitant to draw people, but the activity of drawing humans and portraits is essential to their artisitic growth and the development of their technical skills. The students are encouraged to utilize their observation skills in a critical and analytical process to understand proportions while drawing a portrait. A portrait painting or drawing depicts the image of a particular person or animal, or group thereof. The subject of a portrait is usually called a "sitter", because traditionally people would sit in front of the artist to have their portrait painted. Now, artists can work from a photograph, so the artist can draw their subject without the "sitter" being present. The students will take their own photographs for the portrait and work from the photos. This activity requires serious examination of how first to compose the portrait by using geometric shapes, symmetry, asymmetry, and guidelines for placement of the features of the face. Due to the complex structure of the face, pencils will be used so students can learn to blend shades that denotes bone structure and the areas where parts of the face come together. The main focus of the drawing is likeness, proportion, placement, and shading of a human subject.

VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

Transfer

Students will be able to use their inate abilities to sketch and shade effectively through intense observation, and further develop their technical skills and visual identity. Growth & proficiency are two vital factors in this process. In this unit, 'Nature & Nurture' must be incorporated for effective individual growth in the students' artisitic prowess. It is important for the students to strive for artistic and creative integrity. This intellectual and creative process leads to artistic development.

Meaning

Portrait Study is an essential and important college based project. It is a studio project that is predominantly assigned in art college curriculum because of its meaningful and creative importance. In working on an advanced activity such as a portrait study, the students will be able to understand where they need to improve, and the students can also assess the impact their skills have on the accuracy of the drawing.

Understandings

This project is normally introduced to the students in beginner art courses, but the expectations for their Studio Art 2 work is higher and more demanding than their approach in previous art courses. Certainly there are correlations between their previous studies of portraits, but emphasis is placed on the anatomical structure and how it characterizes the individual structure of the face, as well as the age and gender of the subject. Proportion is vital during the composition of the subject. The students will strive for technical proficiency and attain mastery in this unit that is challenging, intense and professional.

The students have to grasp the intricate use of the tools through a challenging environment in order to create the still life and pursue the attainment of mastery.

Essential Questions

What approach are you using to compose the portrait and why?

Do you use geometric shapes to compose the object?

Do you pay attention to the anatomical structure and how it charactizes the individuality in appearance?

Do you examine placements and arrangements?

What tools are you using and to what extent are you acquiring indepth understanding of the tools and the technical proficiency?

What level of mastery do you wish to attain that goes beyond your level of accomplishment before Studio Art 2?

Does the project meet college and professional expectations?

Application of Knowledge and Skill

The application of skills and 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 revise drawing, composition and shading techniques which is an important artisitic process.

It's a great opportunity for the students to explore observation, composition and technique.

They are engaged in an intense study and observation which creates a foundation for mastery.

They will also use the tools with clear understanding of what to expect and how it affects their visual and aesthetic presentation.

Students will be skilled at...

The students will have skills in pencil shading that they can continue to improve. The students will have a basic understanding of drawing a portrait prior to this unit.

Academic Vocabulary

observation: the action or process of observing something or someone carefully or in order to gain information.

Focal Point/ Emphasis: The area of a work that first attracts the viewer's attention. This can be drawn in various ways through a technique.

Composition: the way the art principles are used to organize the art elements of color, line, shape, form, space, value, and texture.

Foreshortening: Method of drawing or painting an object or person so that it seems to go back into space.

Proportion: a part, share, or number considered in comparative relation to a whole.

Blending: The technique of shading through smooth, gradual application of dark value.Gradation

Contrast: A technique and a principle of art creating a focal point by using distinct difference in elements.

Depth: the apparent distance near to far or front to back in an artwork.
 Perspective: The method used to create the illusion of depth on a two-dimensional surface. Developed during the Renaissance by architect, Fillippo Brunelleschi. Various ways to create this depth are overlapping, coverging lines, size variations, etc.
Anatomical structure: The biological construction of the human face or body

Learning Goal

LEARNING GOALS:

THE STUDENTS WILL BE ABLE TO CREATE A PORTRAIT DRAWING DEMONSTRATING THEIR UNDERSTANDING OF THE ANATOMICAL STRUCTURE AND FORM

 THE STUDENTS WILL BE ABLE TO COMPOSE THE PORTRAIT THROUGH AN OBSERVATION OF THE FEATURES IN THE SUBJECT, AND THAT WILL ALLOW THE

STUDENT TO IMPROVE UPON THEIR TECHNICAL SKILLS IN PORTRAIT DRAWING

THE STUDENTS WILL LEARN HOW TO CREATE THE PORTRAIT STUDY THROUGH GEOMETRIC SHAPE AND AN ATTENTION TO PLACEMENT, ARRANGEMENTS, PERSPECTIVE , FORESHORTENING, AND HOW LIGHT SOURCE AFFECTS THE FORM AND STRUCTURE OF THE FACE.

CRP.K-12.CRP2	Apply appropriate academic and technical 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	Communicate clearly and effectively and with reason.
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.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
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.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

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.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
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.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
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.CS2	Select and use applications effectively and productively.
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

THE STUDENTS WILL LEARN HOW TO CREATE THE PORTRAIT STUDY THROUGH GEOMETRIC SHAPE AND AN ATTENTION TO PLACEMENT, ARRANGEMENTS, PERSPECTIVE , FORESHORTENING, AND HOW LIGHT SOURCE AFFECTS THE FORM AND STRUCTURE OF THE FACE.

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.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.

VPA.1.4.12.A	Aesthetic Responses
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.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.

Target 2-- Level 2 Comprehension

THE STUDENTS WILL BE ABLE TO COMPOSE THE PORTRAIT THROUGH AN OBSERVATION OF THE FEATURES IN THE SUBJECT THAT WILL ALLOW THE STUDENT TO IMPROVE UPON THEIR TECHNICAL SKILLS IN PORTRAIT DRAWING

VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

Target 3-- Analysis

THE STUDENTS WILL BE ABLE TO CREATE A PORTRAIT DRAWING DEMONSTRATING THEIR UNDERSTANDING OF THE ANATOMICAL STRUCTURE AND FORM

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.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
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.

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.

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

Differentiation:

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

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

Enrichment:

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

RESOURCES:

Reseach online tutorials

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

Samples of previous work