

Unit 3: Figures and Portraits

Content Area: **Performing Arts**
Course(s):
Time Period:
Length: **Approximately 5 weeks**
Status: **Published**

State Mandated Topics Addressed in this Unit

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N/A	N/A

Figures and Portraits Summary

Building upon artists' understanding of spatial planes, Unit #3 dives into topics of proportion that concentrate on figure drawing and portraiture. Artists learn the appropriate standards and proportions of the human figure and face. These standards include the 8-Head Standard, and the mathematical measurements of the human face.

Learning Objectives

- Compare and contrast the properties and appropriate usages of different media such as drawing pencils and charcoal
- Create a portrait that captures likeness of the artist
- Demonstrate knowledge of natural movements of the human figure
- Depict the human figure and face in various poses and expressions
- Employ observational skills
- Evaluate proportion in the human figure
- Evoke mood through expressive drawing and artistic elements
- Practice using drawing pencils to expand value skills
- Render a self-portrait according to the principles of standard facial proportions
- Render the human figure according to proportion and the 8 Head Standard

Essential Skills

- Artists will be able to analyze and interpret artwork.
- Artists will be able to analyze the role and responsibility of an artist.
- Artists will be able to appropriately depict scale and proportion in the human figure and portrait.
- Artists will be able to compare and contrast periods of art movements.

- Artists will be able to critique and give constructive feedback on own artwork and artwork of others.
- Artists will be able to define, recognize, and apply the Elements of Art.
- Artists will be able to demonstrate strong skills in technical drawing.
- Artists will be able to develop a rich fine arts vocabulary.
- Artists will be able to discuss the roles of artists in local communities.
- Artists will be able to discuss the use of art as a form of visual communication.
- Artists will be able to display knowledge of various media and their properties.
- Artists will be able to examine art’s place in the world.
- Artists will be able to examine self as an artist.
- Artists will be able to identify and apply color relationships using color theory.
- Artists will be able to properly and appropriately care for, store, and present artwork.
- Artists will be able to render 3-dimensionally on 2-dimensional planes.
- Artists will be able to safely use and store art materials.

Standards

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.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
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.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.1.3.12.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.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
VPA.1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
VPA.1.4.12.A.2	Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

Instructional Tasks/Activities

Students will correctly demonstrate, perform, identify, discuss, analyze, compare:

- Contour self-portraits practice

- Exquisite Corpse group project
- Features study
- Figure drawing exercises
- Figure drawing study
- Self portrait

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- Daily Draw warm ups
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- In class participation
- In class projects
- Journal / Student Reflection
- Kahoot
- Midterms and finals
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Quizzes and tests
- Research projects
- Rubric
- Sketchbook checks
- Teacher Collected Data
- Teacher observation
- Test
- Worksheet
- Written and verbal critiques

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource

- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify
- Use Chromebooks to research and watch demonstrations on facial recognition technology.

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Special Education

Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share

- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Teaching Strategies

- In class assignments will produce works of art that reflect thoughtful consideration of concepts in addition to skill building with a variety of fine arts materials.
- Meaningful instruction will be given using PowerPoint notes and presentations, hand out worksheets, art process and technique demonstrations, and modeling thought and creative processes.
- Sketchbook assignments and daily warm ups will reinforce classroom knowledge and build on prior understandings.
- Various teaching methods and techniques will be utilized in this course.

Resources

- Drawing on the Right Side of the Brain
- Graffiti School
- Juxtapoz Magazine and Juxtapoz.com
- Line of Action Figure Drawing guide
- National Gallery of Art
- PowerPoints
- The Metropolitan Museum of Art website
- The Moma website
- The Moma World Reference
- The Secret Lives of Famous Artists
- The Sketch Daily
- The World Art Reference Guide