

ART 305 Group Lesson Plan

Group Members:	Genesis Delgado, Katelyn Jafarey, Clark Nguyen, Tony Pantaleo		
Lesson Title:	Identity Self-Portraiture		
Grade Level:	7th – 8th	Length of Lesson:	5 days
Brief Description:	Utilizing the free windows computer application Paint 3D, students will create a graphic design piece with text, shapes, and images that symbolically communicates their individual personal identity. They will begin the lesson by learning about and analyzing a few art historically significant portraits and self-portraits, so as to gain a conceptual understanding of portraiture and self-portraiture. Students will complete a design worksheet featuring written and drawn responses, which will help them articulate the components of their identities. As students design and create their pieces, they will learn how to aesthetically and figuratively delineate the ideas, feelings, and associations.		
CA State Standards:	<p>Content Standard 2 – Creative Perception <u>2.1</u> Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes (e.g., printing press, silk screening, computer graphics software).</p> <p>Content Standard 3 – Historical and Cultural Context <u>3.1</u> Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions.</p> <p>Content Standard 4 – Aesthetic Valuing <u>4.4</u> Develop and apply a set of criteria as individuals or in groups to assess and critique works of art.</p>		
Common Core Standard:	Common Core Standard - Production and Distribution of Writing 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
Big Question:	How does the style of a portrait capture and communicate the identities of the artist and subject of the painting?		

Objectives:	<p><i>(what will they know and be able to do at the end of this unit?)</i></p> <ul style="list-style-type: none"> - Students will be able to analyze the stylistic and compositional elements in self-portraiture/ portraiture that inform the viewer about the identity of the subject - They will be able to identify the aspects of their individual personal identities that are most prominent and that they would like to include in their project - Students will know how to use the application Paint 3D to draw detailed images and write text - Student will be able to create a cohesive composition that communicates the complex characteristics of their personal identities - Students will be able to thoughtfully critique another persons artwork 		
Art History:	<p>Students will have to analyze various historically significant portraits and self portraits in order to better understand the stylistic nuances of the genre. viewing pieces from multiple art movements will allow students to see how portraiture creation has changed over time.</p>		
Major Themes:	<p>Personal Identity Self-Awareness Mental Health and Emotional Well Being</p>		
Elements/ Principles:	<p>-Rhythm -Line -Unity</p>	<p>Vocabulary:</p>	<p>-Self Portrait -Subject</p>
Materials needed:	<ul style="list-style-type: none"> ● Classroom Google Chromebook ● Historical Portraiture PowerPoint ● Projector with screen or wall ● Paint 3D PC Application ● Stylus (if available) ● Design Worksheet ● Art Critique Sheet 		
Anticipatory Set:	<p>Students will play a game where a ball is tossed into the classroom at random. Whoever caught the ball will answer three questions about themselves. The student who answered then toss it to another random student. The game will get students to brainstorm on ideas about how they see themselves.</p>		

Teaching Strategies:	Student Activities:
<p>Day 1</p> <ul style="list-style-type: none"> - The teacher will use the anticipatory set to get students to begin to identify their own identity characteristics, preparing them for composition ideas (30 mins) - The teacher will then present the powerpoint of historically significant portraiture and ask students to think about what the prominent feature of the painting say about the subject (30 mins) 	<p>Day 1</p> <ul style="list-style-type: none"> - Students will participate in in the ball toss game and not only get to know each other but get to think about their personal identity (30 mins) - Students will participate in an analysis of various paintings done in different art movements, paying close attention to which elements are highlighted. They will also think about what deeper meanings can be found in compositional features stylistic elements (30 mins)
<p>Day 2</p> <ul style="list-style-type: none"> - The teacher will introduce the project to the students and answer any questions they might have (15 mins) - The teacher will introduce students to the Paint 3D program and give them the instructions to look over while doing guided practice on a projected display (20 mins) - The teacher will then tell students to continue to practice with the program and begin to plan/work on their piece The teacher will walk around and advise, assist, or answer questions 	<p>Day 2</p> <ul style="list-style-type: none"> - Students will begin to think about how they will display their own identities in an original composition through text and images using an app on the computer or tablet. - Students will read instructions observe guided practice and then begin independent practice of their own. Once the students have a grasp on the program, they will begin to plan and work on their “self-portraits”
<p>Day 3</p> <ul style="list-style-type: none"> - The teacher will make sure students have a plan and are working on their pieces for the whole class period 	<p>Day 3</p> <ul style="list-style-type: none"> - Students will show the teacher that they have decided on a plan and work towards completing it

<p>Day 4</p> <ul style="list-style-type: none"> - The teacher will make sure that students are finishing up their projects 	<p>Day 4</p> <ul style="list-style-type: none"> - Students will work throughout the class period and finish their pieces so that they are ready for the critique
<p>Day 5</p> <ul style="list-style-type: none"> - The teacher will hand out the art critique worksheet to students and ask them to choose another student's work to review and write their responses on the sheet - The teacher will ask the students to give thoughtful, constructive, and respectful feedback in their responses. 	<p>Day 5</p> <ul style="list-style-type: none"> - Students will present their pieces in front of the class - Students complete the Peer Review/ Art Critique Worksheet
<p>Assessment plan:</p>	<p>Students will observe classmates' completed projects and fill out an art critique worksheet, "ticket out".</p>
<p>Closure:</p>	<ul style="list-style-type: none"> ● Quick class discussion on peer review observations ● Ask students to volunteer and discuss some of the 3D Paint pieces done by classmates.