

Sample Visual Art Learning Plan

Big Idea/ Topic

“Selfie” Self Portraits

ENDURING UNDERSTANDING:

Self-portraits can be found in a variety of resources, such as the work of famous artists and contemporary culture.

TECHNICAL FOCUS: Students will gain an understanding of spatial techniques in 2-D drawing/painting with a focus on creating a self-portrait and how culture influences art. Students will focus on various 2-dimensional drawing and painting skills, proper care and materials management, and craftsmanship.

ESSENTIAL QUESTIONS:

- What are the similarities or differences between landscapes, portraits, still life’s, and sculptures in art?
- How does an artist use the elements to create a self-portrait?
- What art techniques help create a caricature?
- How do artists and designers care for and maintain materials, tools, and equipment?
- How does knowing and using visual art vocabularies help us understand and interpret works of art?

Standard Alignment

CREATING

VA4.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

- Utilize multiple approaches to plan works of art, incorporating imaginative ideas, universal themes, and symbolic images.
- Apply available resources, tools, and technologies to investigate personal ideas through the process of making works of art.
- Produce multiple prototypes in the planning stages for a work of art (e.g., sketches, 3D models).

VA4.CR.2 Create works of art based on selected themes.

- Create original works of art that communicate values, opinions, and/or feelings.
- Create works of art emphasizing multiple elements of art and/or principles of design.
- Create representational works of art from direct observation (e.g., landscape, still life, and portrait).

VA4.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art.

- Apply drawing and painting techniques with a variety of media (e.g., pencil, crayon, pastel, charcoal, tempera, watercolor, and acrylic).
- Combine materials in creative ways to make works of art (e.g., mixed media, collage, available technology).

VA4.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.

PRESENTING

VA4.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.

- a. Prepare works of art for exhibition with signature, title, and/or artist statement on finished work.
- b. Choose works of art to be displayed based on thoughtful reflection.

RESPONDING

VA4.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.

- a. Interpret and evaluate works of art through thoughtful discussion and speculation about the mood, theme, and intentions of those who created a work of art.
- b. Explain how selected elements and principles of design are used in works of art to convey meaning.

CONNECTING

VA4.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.

- a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.
- b. Compare and contrast ideas and universal themes from diverse cultures of the past and present.
- c. Discuss how social, political, and/or cultural events inspire art.

Instructional Design



**This lesson has a flexible timeline and will cross over several days.*

This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See the bottom of the lesson for a list of unplugged supplies.

FOUNDATIONAL INFORMATION: Basic understanding of how to draw the face in proportion, the variety of lines, creating feelings or emotions with facial features, and knowledge of 2-dimensional drawing materials.

CONCEPTS: Discuss how artists are influenced by their environments, communities, and experiences

- Lesson appropriate drawing and painting techniques in 2-dimensional art
- Creating a self-portrait
- How to create different styles of weighted lines
- Proper use, care, and safety in using materials

VOCABULARY:

- [Visual Art: Grade 4: Unit 1: Vocabulary](#) Self-portrait, weighted line, pattern, texture, rhythm, variety, caricature

LINKS

- [Assessment:](#)
- [Visual Art: Grade 4: Friend Critic Handout](#)
- [Visual Art: Grade 4: Unit 1: Lesson Plan 2: Rubric](#)
- [Presentation: Visual Art: Grade 4: Unit 1: Lesson Plan 2: Selfie PowerPoint](#)
- [Resources](#)
- [Visual Art: Grade 4: Unit 1: Lesson Plan 2: Terms Handout](#)

STUDENT SUPPLIES: Pencil/Eraser/Journal/sketchbook, Permanent markers, Construction paper, scissors, glue, Colorful Markers, crayons, colored pencils, Mirrors

TEACHER SUPPLIES: Handouts, PowerPoints and Video Presentations, Journal/sketchbook sample, Instructor generated project sample, Actual or photographed student exemplars showing a range from emerging to mastery

UNPLUGGED STUDENT SUPPLIES:

- Unplugged student packet
- All items listed under student supplies or available substitutions

ESSENTIAL QUESTIONS:

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- How does an artist use the elements to create a self-portrait?
- What art techniques help create a caricature?
- How do artists and designers care for and maintain materials, tools, and equipment?
- How does knowing and using visual art vocabularies help us understand and interpret works of art?

HOOK/INTRODUCTION ACTIVITY:

- Self-portrait PowerPoint and discussion
- Students examine a variety of self-portraits and discuss the different ways the artist created the face.
- Interpret art by referring to contextual information to discover the culture, time, place, etc.

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Unplugged: Give students the student packet with printed PowerPoint slides and have them write and illustrate/visually define terms in their sketchbooks or on available paper.

WORK SESSION:

Visual Verbal Journal assignments:

- Create a sketch of your self-portrait as a pretest

Mini Labs:

- Students will draw in their sketchbook in a teacher lead activity on how to create a normal proportionate face.
- Students will draw several sketches of themselves as a cartoon character practicing various line weights.

Student and Teacher Procedures:

Begin by discussing/asking students about the similarities and differences of portraits versus self-portraits. Show examples of your choice. Discuss similarities and differences. Discuss with the students what a self-portrait could be today. How could you do a self-portrait? What new technology/apps do we use today? Tell students they are going to create a self-portrait in the cartoon style of a caricature. Show PowerPoint on self-portraits and have a discussion of slides. Make sure to cover how to create a cartoon versus a realistic version of themselves. Have students brainstorm in sketchbooks sketches of what they would look like as a cartoon. You may also want them to practice designs utilizing the different line weights. Once their design is decided, they can start a pencil drawing on white paper 12x18 size (vertical). Students should use 3-4 various line weights, at least. Outline entire pencil drawing with a black sharpie or fat marks a lot marker. Teacher can choose or allow students to choose how to color spaces. Choices can be crayons, markers, or paint. For the background, they should incorporate something that refers to their own personality, whether it be their favorite place or a repetition of an object about them.

Visual Verbal Journal assignments:

1. Collect in visual/verbal journal ideas and sketches for self-portraits, line weights, proportionate facial features.
2. Reflect on personal artwork using the Art Critic Handout

Unplugged: Provide students with the printed PowerPoint and the Art Criticism worksheet (see unplugged packet) to guide them through the art criticism process.

CLOSING:

1. Using Flipgrid, create a video for students to respond to. Have them share their completed artworks and read their reflections and respond to each other with peer feedback.
2. Have students write a reflection in their visual-verbal journals: What new concepts or techniques did I learn through creating this project? What came easily to me, and what was a challenge? What would I do differently next time? They may choose to type this reflection to submit or photograph the journal page.
3. Have students photograph their artwork.
4. Completion of a summative assessment of the project by Instructor and self-assessment by the student.

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Unplugged: Students will complete a self-evaluation on the Unplugged Packet Rubric and critique their own finished work on the Friend Critic handout to turn into the teacher.

**Unplugged Student Packet
Visual Art Grade 4, Unit 1, Lesson 2**

Glossary of Terms

COURSE: 4th-grade UNIT #: 1

LESSON #: 2 Selfies

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Vocabulary

Line	<p>The identifiable path created by a point moving in space.</p> <p>Characteristics:</p> <ul style="list-style-type: none"> • Straight • Curvy • Broken • Zig-zag • Vertical • Horizontal • Diagonal • Thick • Thin
Shape	<p>2D – having height and width</p> <p>Characteristics:</p> <ul style="list-style-type: none"> • <i>Geometric</i> – (man-made) circle, square, triangle, rectangle, pentagon, hexagon, octagon • <i>Free-form (Organic)</i> – nature
Texture	<p>Perceived surface quality</p> <p>Characteristics:</p> <ul style="list-style-type: none"> • Rough • Smooth • Soft • Hard
Color	<p>Produced when light, strikes an object and reflects the eye</p> <p><i>Primary</i> – Red, Blue & Yellow <i>Secondary</i> – Green, Orange & Purple <i>Neutral</i> – Black, Brown, Grey, White</p>
Space	<p>The area within a 2-D composition</p> <p>Beside/overlapping, above/below, close/far, left/right, top/bottom, side/center, front/back, over/under</p>
Form	<p>3D – having height, width, and depth</p> <p>Characteristics:</p> <ul style="list-style-type: none"> • <i>Geometric form</i> – sphere, cube, pyramid, cone, cylinder • <i>Organic form</i> – natural (e.g. tree)
Value	<p>Dark/light color</p>

Principles of Design

Pattern	The repeating of an object or symbol all over the artwork.
Rhythm	One or more elements of design used repeatedly to create a feeling of organized movement.
Balance	The distribution of the visual weight of objects, colors, texture, and space.
Proportion	The feeling of unity created when all parts relate well with each other.

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Friend Critic

Emphasis	The part of the design that catches the viewer's attention.
Variety	The use of several elements of design to hold the viewer's attention and to guide the viewer's eye through and around the work of art.
Movement	The path the viewer's eye takes through the work of art, often to focal areas.
Harmony	The feeling of completeness between all parts of the work of art.

Lesson Vocabulary

Portrait - a painting, drawing, photograph, or sculpture of a person.

Self Portrait – An artwork showing a likeness of the artist who created it.

Weighted Line - Line weight is the visual lightness, darkness, or heaviness of a line within a drawing.

Caricature – a representation of a person that is exaggerated for comic effect.



Something I like about your art is

A suggestion I have for your art is

Something else I like about your art is:

Art Critic "What Do You Think?"



Unit 1 Self Portraits to Selfies

Have you ever wondered where the origins of "Selfie's" might have come from?




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1

Self Portraits to Selfies

In this Power Point we will walk back through art history and see various versions of the Selfie from different time periods.

When did man start documenting pictures of themselves?

Why are portraits and self portraits important in history and culture?




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Self Portraits to Selfies

When was the first self portrait?



The first SELFIE!!

These are cave paintings found in the U.S. created many, many years ago. Do you think this counts as a self portrait?


Why or why not?

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Self Portraits to Selfies



A self-portrait is a representation of an artist that is drawn, painted, photographed, or sculpted by that artist. ... Portrait of a Man in a Turban by Jan van Eyck of 1433 may well be the earliest known panel self-portrait.

Why Now?

With better and cheaper mirrors, and the advent of the panel portrait, many painters, sculptors and printmakers tried some form of self-portraits.

Portrait of a Man (Self portrait?), 25.5 x 19cm, 1433, National Gallery, London

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Self Portraits to Selfies

Women painted self portraits too.




This work marks a change from the stiffness of earlier women's self-portraits, in favor of a more relaxed, look.

What are the different feelings in these two self portraits? How can you tell?

Self-Portrait (c. 1633), Judith Leyster
Self-Portrait (c. 1544), Cater van Hemmen

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Self Portraits to Selfies

What can we learn from self portraits?




How does art help us understand the lives of people of different times, places, and cultures?

LOOK
What do you see?

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Self Portraits to Selfies

Compare these self portraits. How are they similar and how are they different?

Self-portrait, 1498. [Museum of Modern Art](#). Madrid. Oil on wood panel.

Self-Portrait, 1489, Vincent van Gogh

Self-Portrait with Thorn Necklace and Beehive (1937) by Frida Kahlo

So... Artists were busy painting self portraits, what invention completely changed self portraits? How?

Self-portrait with big hat, circa 1629-1630. [Peter Paul Rubens](#)

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Self Portraits to Selfies

1920

Photo by The Byron Company via The Museum of the City of New York

Who took the first 21st-century-style selfie, though? You know that photographic self-portrait taken while holding a camera at arm's length?

The first photograph selfie (referred to as a self-portrait at the time) has been credited to Robert Cornelius in 1839.

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Self Portraits to Selfies

Photography added a new dimension to art. Self portraits changed.

A photographic self-portrait of Mary-Irene Aesen from 1984

Dorothea Lange, Migrant Mother, 1936

http://www.moma.org/learn/ahm/ahm/1/7/17-the-migrant-mother_ahm/ahm/1984.jpg
http://www.wikipedia.org/wiki/File:Dorothea_Lange-Migrant_Mother_1936.jpg

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Create Your Own Selfie in a fun way!

Create an original cartoon selfie.

- Use at least 3-4 of the weighted lines discussed.
- Add patterns or textures
- Be Neat

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Student Artwork Samples

(Variations on the Same Theme)

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COURSE: 4 th Grade			
UNIT 1:		LESSON 2: Selfies	
SUMMATIVE ASSESSMENT RUBRIC			
Criteria	Proficient to Advanced Complexity Level 3	Emerging to Proficient Complexity Level 2	Unsatisfactory to Emerging Complexity Level 1
Planning _____/	Planning is evidence of real thought and effort. Sketchbook assignment is complete containing several sketches of cartoon self-portraits. Points 3-4	Planning is evidence of some thought and effort. The sketchbook assignment is somewhat organized and complete. Sketchbook assignment contains a few sketches of cartoon self-portraits. Points 1-2	Planning shows no evidence of real thought or effort. Sketchbook/Journal/Prototype assignment is not well organized and/or incomplete. The sketchbook contains only one sketch. Points 0-1
Artwork _____/	Artwork is exceptionally neat and detailed. The student-created very detailed composition using several of the weighted lines that were discussed. Self-portrait looks like artist. Points 3-4	Artwork is neat and somewhat detailed. The student created a clear composition using at least 2 of the weighted lines discussed. Self-portrait somewhat looks like artist. Points 1-2	Artwork is messy or not complete. There are little to no element of weighted lines used. The self-portrait does not look like artist. Points 0-1
Creativity _____/	Student has applied the concept(s) being studied in a unique manner. Authentic creativity is evident in their art. Student's creativity went above what was expected in some way. Points 3-4	Student has applied the concept(s) being studied but also used other resources for inspiration. Creativity is somewhat evident in their art. Points 1-2	Student has not made much of an attempt to meet the requirements of the project. Points 0-1
Use of materials _____/	Work area is extremely neat and organized. Student always shows respect for materials, school & others. Points 3-4	Work area is usually neat and organized. Student typically shows respect for materials, school & others. Points 1-2	Work area is typically messy and/or unorganized. Student sometimes shows respect for materials, school & others. Points 0-1
Time & Effort _____/	Student is on task and time is used wisely. It's obvious that the student showed effort. Points 3-4	Student is generally on task with few reminders given. Time and effort are evident. Points 1-2	Student was not always on task and did not use time wisely. Little effort is evident. Points 0-1

Evidence of Student Success

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Diagnostic:

- Critique of student exemplars and introduction of the essential questions
- Students generate pre-sketches

Formative:

- One-on-one or group discussions determining content knowledge and understanding of vocabulary terms.
- Visual checks for comprehension on uploaded content or sketches dropped off with school for teacher to check.

Summative:

- Finished Self Portrait Unit 1, LP 2 Project Rubric
- Art Criticism of own work or peers
- Presentation of student artwork on class FlipGrid

Student Learning Supports



INCREASED RIGOR: Students will identify the personal qualities that make them unique. They can even interview their adult guardians, teachers, etc. They then must create a mural self-portrait collage. It will be an artwork that tells a story about the artist through pictures.



ADAPTED ASSIGNMENT: Students who need extra support can use construction paper to cut out the faces. Once the self-portrait is complete, they add simple shape and pattern backgrounds.

Teacher can adapt even more by either drawing out shapes on the construction paper for the students to cut or precutting the shapes needed to build that particular students' self-portrait.

Engaging Families

DIGITAL SUPPORT MATERIALS:

- [Visual Art: Grade 4: Friend Critic Handout](#)
- [Visual Art: Grade 4: Unit 1: Lesson Plan 2: Rubric](#)
- [Presentation: Visual Art: Grade 4: Unit 1: Lesson Plan 2: Selfie PowerPoint](#)
- [Resources](#)
- [Visual Art: Grade 4: Unit 1: Lesson Plan 2: Terms Handout](#)

UNPLUGGED VARIATION SUPPORT MATERIALS:

- Unplugged Student Packet

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*****All activities and resources should be previewed prior to student use. Adjustments should be implemented to provide for individual abilities, needs and safety.***

Teacher's Guide to Digital Teaching and Learning

GaDOE Fine Arts Resources:

- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Fine-Arts.aspx>
- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Fine-Arts/Digital%20Teaching%20%26%20The%20Arts.pdf>

Video Conferencing Tips and Resources:

- <https://www.teachthought.com/technology/tips-for-video-calls-for-teachers/>
- <https://www.cultofpedagogy.com/distance-learning/>

Flipgrid Resources:

- Flipgrid Getting Started Guide: <http://blog.flipgrid.com/gettingstarted>
- Flipgrid Tips and Tricks for Remote Learning: <https://blog.flipgrid.com/news/remoteteaching>
- Flipgrid Educator Guide: <https://drive.google.com/file/d/0BzZGEfOtEWqPcGUzcFd2RzRjYTQ/view>

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