

You plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson. Gather information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what they know and what they will need to know to be successful.

Assessment: *to be done prior to teaching your lesson.* Outline the method you will use to determine the skill/knowledge level of your students based on the concepts and objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

What is a portrait?
What is a complex form?

Standards accomplished as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a story about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

During a sketch of your face to give to the world famous maker of masks. Your job is to sketch your own face in a realistic way using your knowledge of anatomy as reference. You will give your mask to the mask maker so he can create a one of a kind mask using your unique portrait as a model.

Concepts as students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Balance, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Style, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

3

ship

Understanding (s):

standings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

servations and simplify complex problems in order to create art.

Lessons should address all standards.)

Learn to **Comprehend**

Critique to **Reflect**

Discover to **Create**

Connect to **Transfer**

Outcomes/Learning Targets:

Describe a learning experience with a condition → behavior (measurable) → criterion. Aligned to: Bloom's – Standards – GLEs - Art learning a literacy, Literacy and Technology. **Should be written as:** Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Num _____ -Technology)

When students will be able to create representations of figures and objects in a recognizable fashion using their own portrait and colored pencil

and three-dimensional work of art based on person relevance
medium/materials

evaluate, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research
demonstrate appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features

When, demonstration, and experience identifying shapes within complex forms, students will be able to recognize shapes and spatial relationships and forms.

recognizing
comprehend
asked viewers recognize characteristics and expressive features within works of art
descriptive features and characteristics of art
spatial relationship/proportion
interpret, and make meaning of art and design critically using oral and written discourse

When students will be able to discuss artist's portraits and how their use of shapes and space in the image.

stand
transfer
asked viewers contribute and connect to their communities
art culture

compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and no

, students will be able to describe how they observed and used shapes in their and others artwork.

ating
ct
hat art represents and tells the stories of people, places, or things
ritical reflection/aesthetics/transfer
e, demonstrate, and debate the place of art and design in history and culture

:
ally how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for s
icient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive c
still meet the objectives.

	Access (Resources and/or Process)	Expression (Products and/or Performance)
: s for students to access (multiple modes for student to handling.)	There are no significant barriers to student access in this lesson.	Students in this group are at different levels of de and proficiency in the creation of figures and ob Though this lesson is designed to help close that student work will reflect developmental differer students.
depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The product for this lesson will reflect student choice in subject matter.	students who are more advanced can try to create a realistic self image

ocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

scuss vocabulary related to the general shapes that are observed and utilized in the representation of figures and objects.

t
features
;

ticulate their individual discoveries as they discuss their own artwork and that of their peers.

level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all material.**

- books
 - base markers for use on artwork
 - variety of dry art media (colored pencils, markers, crayons, oil pastels)
 - paper for masks (mat board, illustration board, etc) –Cut into face shapes
-

ids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (To be provided by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

- works that shows an artist's representation of the human face. Dry erase pens for students to use to identify and define those shapes.
 - template face and features cutout, which students would assemble to demonstrate the relative position of facial features)
 - photos of each student as a visual resource.
-

needed to prepare for this experience? **List steps of preparation in a bulleted format.**

- for shape identification
 - materials
 - template shape out of heavy paper
 - photos of facial feature shapes for demonstration
-

What are the safety procedures that need to be addressed with students. **List all safety issues in a bulleted format.**

ll be using a variety of art media, which they have used before, and which pose no significant safety concerns. The students will be using glue sticks
lass. Students will have the option to use child safe scissors. Students may come to the instructors to have materials attached using hot glue. The pro
ociated with these materials will be discussed and modeled.

ivate/Inquiry Questions:

ou will begin the lesson to stimulate student's interest. How will you pique their curiosity and make them interested and excited about the lesson?
ms will you pose? Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the
g styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

dents some interesting portraits?
nmet.com/20-most-cool-and-unusual/

een using shapes to make art?

ng about the work that they have been doing in order to stimulate prior learning and knowledge

at our faces and our facial features have shapes?

shapes?

come up individually to trace shapes onto artwork examples

ow they fit together?

ow big or small they are compared to the other parts?

s shapes the same?

tudents place facial features onto a face shape with reference marks for placement

e shapes and how they fit together make us unique and recognizable?

entify your face shapes to create a picture of your face?

hange the shapes of your face to make a mask to disguise your identity?

for having the students identify and mark the shapes they see in their own photocopied likenesses

ry:
reative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visu
nd describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

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se shapes to make the features of your mask?

mask tell people?

ared?

h, I am funny?

nice?
 mysterious?
 a superhero?

account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Instruction - The teacher will... (Be specific about what concepts, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)	Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND	Time
<p>Students begin lesson seated on front rug</p> <p>Students and teacher discuss previous use of shapes and how shapes appear on faces</p> <ul style="list-style-type: none"> How shapes have helped them draw What shapes they have used to draw How size and position of shapes is important 	<p>clarifying and analyzing</p>	<p>10 Min</p>
<p>Students will identify and mark face shapes using laminated shapes</p> <p>Students participate in identification and placement of facial features on artwork and on demonstration face</p>	<p>analyzing or evaluating generating or assessing solutions</p>	<p>15 Min</p>
<p>Students are called to their stations to identify and trace some shapes and placement of those shapes using a photograph of faces</p> <p>Students will draw their own face on a half sheet of paper. For students who complete their work early, they can draw themselves in their sketchbook using a full page per drawing</p>		<p>5 Min</p>
<p>Students participate in a modeled gallery walk to view other students' work</p> <p>Students will return to the rug</p> <p>Students will be told about the mask project that they will be working on during the next class period</p>		<p>10 Min</p>

<p>can students describe how they observed and used shapes in their work?</p>	<p>✓+ Above expected level, very creative, thoroughly created a representation of themselves, effectively used spatial relationships and shapes, above average skills, thoroughly discuss their and their peers artwork</p> <p>✓ At expected level, creative, created a representation of themselves, used spatial relationships and shapes, average skills, mostly discuss their peers artwork</p> <p>✓- Below expected level, not creative, minimally created a representation of themselves, rarely used spatial relationships and shapes, basic skills, minimally discuss their and their peers artwork</p>
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Conclusion: *is concluded* write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were your goals achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach this lesson again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)

Make the shapes to the face and focus on the students making portraits of themselves. Julie printed out images of their faces for us and we had planned to use those as a reference for the students to draw themselves.

During the learning demonstration with the students playing a sort of 'pin the tail on the donkey' game with the face shapes and features was fun for the students and I think some students did really well with creating their portraits using shapes and referencing their printed portrait.

What I would do differently. I have been a bit more organized with this lesson and prepared ourselves more. The colored pencils we used were not a new or exciting material for the students and it hurt us in keeping them engaged. They also did not show up on the portrait like we had wanted so that part of our lesson did not go as long and I think that was a bit of a disappointment. Unfortunately in this lesson our classroom management got away from us as well and created a conflict, so that would be addressed differently in the next lesson.

Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

