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| **Developed By: Mrs. Gaut****Curriculum Area: Visual Arts****Unit Title: Adjective Portraits** **Time Frame: 1 week** |
| **Desired Results** |
| **Content Standards ( # and brief description): *Copy and paste from Picasso*** |
| VA7AR1 Develops and maintains a portfolioVA7PR4 Keeps a visual and verbal sketchbook-thumbnail sketches-collects words, thoughts, and ideasVA7PR3 Uses elements of art and principles of design along with a variety of media, techniques, and skills to produce 2D artwork |
| **Content (Unpack Nouns from Standards):** *Students will know…* | **Skills (Unpack Verbs from Standards):** *Students will be able to…* |
| * What the difference between a portrait and self-portrait is
* what an adjective is and how to incorporate them into work to make it more personal to them
* what proportion is and how to use it to make a portrait more realistic
 | * Produce a self-portrait in proportion
* Connect Language Arts and Visual Arts in their composition
* Create an artwork that is personal to them
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| **Essential or Guiding Questions:** How will you create a self-portrait that incorporates adjectives, a quote, and/or zentangle technique that describe you and shows proportions of a face? |
| **Assessment Evidence** |
| **Common Pre-Test****(Optional)** | What is the difference between a portrait and self-portrait?Questions about proportion and portraits (verbal) |
| **Formative Assessments****(build from Summative)** | See attached rubricA-FSketchbook are worth 50 pt.s each week |
| **Remediation Plan (What will you do between the Almost There and the Summative Assessment?)** | Peer critique, checklists, teacher feedback |
| **Common Summative Assessment** | Checklists, preliminary sketches |

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| **Common Core Elements** |
| **Reading Element****(Literary and Informational Text)** | NA |
| **Speaking Element****(Discussion/Debate****Presentations)** | Class DiscussionsPeer Feedback |
| **Listening/Viewing Elements****( Music, Art, Video Clips)** | Brain Pop video on PortraitureStudent exemplars and teacher productsDemonstrations |
| **Performance-Based Tasks** | Create a self-portraitWrite adjectives or quoteZentangle |

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| **Learning Plan** |
| **Pacing Guide****(weekly or daily)** | **Activity One – Day 1**Activator: Look at and discuss student exemplarsInstruction: Create thumbnails sketches of facial features in sketchbookSummarizer: What is the difference between a portrait and a self-portrait?**Activity Two: Day 2**Activator: Create a list of adjectives that describe who you are in sketchbookInstruction: how to draw a face in proportion, students will draw their own faceSummarizer: what is proportion and when would an artist use it?**Activity Two: Day 3**Activator: Use your hands to guide you through proportion of your faceInstruction: review proportion on document camera, apply adjectives to art, use reference sheets if needed for letteringSummarizer: share your words with a peer at your table**Activity Two: Day 4**Activator: get work out and get started, start thinking about your title!Instruction: review criteria, students will continue to work and apply color with their choice of mediaSummarizer: title, date, sign work**Activity Two: Day 5**Activator: ask a peer at your table to critique your workInstruction: finish workSummarizer: add your work to the front of your portfolio using a small of amount of glue!!  |
| **Learning Activities/Engagement** | Preliminary sketches, visual references (Use sketchbooks)Student exemplarsHands on activities art projectsVariety of Media Class discussions |
| **Differentiation****(Please address how you will differentiate to meet remedial, on-level and gifted students)** | \*\*All projects depend on the individual student!!!**SPED:** paraprofessional assistance, get help from a peer, use larger tools, use one medium, trace dotted lines, use an already drawn face, apply color to contour outline, use visuals, Zentangle option instead of using letters, larger canvas**Gen Ed:** Use at least 2 mediums, use visuals if needed, write 5 or more words**Gifted:** Students need to break all edges of paper, show value using crayon, change fonts and size of lettering and numbers, student may incorporate a background, mixed media technique, peer helper, write 7 or more words |
| **Materials/Resources** | Pencils, crayon, markers, colored pencil, drawing paper 12x18, sketchbooks |
| **Collaborative Reflection****(**What can be improved? What went well and what did not go well?) |  |