**Grade level/Class: seventh**

**Planning Team Members: Mrs. Gaut**

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| **Unit Overview** |

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| **Picasso lesson Name** | Transformation of Green’s work |
| **lesson Description** | Students will use their creative thinking to transform a Jonathan Green reproduction into a masterpiece of their own |
| **Lesson Topic** | Transformations |
| **Lesson Essential Questions** | How will you create a 2D transformation of Jonathan Green’s artwork using the elements of art and principles of design to compose your piece? |

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| **Student Learning Goals****What concepts or skills should students be able to demonstrate as an outcome of participation?** |

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| **Standards** | **Element: VA7CU2.d** Participates in activities (e.g., discussion, reading, writing, art making, art events), that promote personal engagement in the community and/or study of art history. **Element: VA7PR4** Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art.**Element: VA7PR3.a** Purposefully selects and manipulates elements of art and applies principles of design in the development of two-dimensional works of art. **VA7MC1** **Identifies and works to solve problems through creative thinking, planning, and/or experimenting with art methods and materials.****Element: VA7MC1.b** Visualizes new ideas using mental and visual imagery**VA7MC3** **Interprets how artists create and communicate meaning in and through their work.****Element: VA7MC3.b** Compares and contrasts how factors of time and place influence the development of and meaning in works of art.  |
| **Student Assessments*****How will students indicate their learning and understanding of the concepts in the unit? How will you assess learning? (Give names of assessments with descriptions)*** |

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| Class participation, product, class critiques |

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| **Instructional Procedures** |

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| **Lessons and warm-ups** | **Lesson One –** Activator: Intro to Jonathan Green’s and his work and what a transformation isInstruction: Students will draw sketches and ideas for their projectSummarizer: Put sketchbooks away and clean up your area**Lesson One –**Activator: Finish sketching ideas for your workInstruction: Begin to draw your final idea on drawing paperSummarizer: Review expectations of classroom and art lesson**Lesson One –** Activator: Identify 5 facts you know about Jonathan Green in your sketchbookInstruction: Continue to use pencil to draw your transformationSummarizer: Class critique**Lesson One –** Activator: Art Cards, written description at least 10 sentences on the reproduction. Use as much art vocabulary as possible. Use sketchbook Instruction: Add color using crayon Summarizer: clean-up**Lesson One –** Activator: Come up with 3 questions you would ask Jonathan Green if you had the chanceInstruction: Continue to add colorSummarizer: Share some of the questions you had with the class**Lesson One –** Activator: share your work with the person next to youInstruction: Add color to portrait Summarizer: Class critique**Lesson One –** Activator: Review who Jonathan Green isInstruction: Write a letter to Green explaining the artwork you made and any questions or interesting things you would like to share with him about his work and being an artist. Summarizer: Read your letter to your neighbor (We will send a few letters to him and see if we get a response along with a picture of some of the artworks that were made) |
| **Total number of days for this Unit Topic** | 7 |

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| **Materials and Resources Required for Unit** |

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| **Resources** | Reproductions of Green’s work, student exemplars |
| **Miscellaneous Supplies** | 12x18 White Paper, portfolios, pencils, crayons, oil pastels, watercolor paint, sharpies, colored pencils |

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| **Specialized Instruction** |

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| **Gifted Students** | Incorporate more than one of Green’s works in your piece, break 4 edges of canvas, overlap objects, mixed media technique, use a reproduction that has more than one figure in it |
| **Special Needs** | May use reference sheets to help break down shape of the figures body, use light box to trace figure, use magazines to add objects to background, use larger tools, draw step by step with teacher, use one medium, paraprofessional assistance, use a reproduction with one figure instead of multiple people |
| **Gen ED** | Break at least 3 edges of canvas, use at least 2 mediums, use one reproduction as reference, overlap objects  |

**Notes:**

**Artist:** Jonathan Green (1955-present)

Grandmother raised Green in Beaufort, South Carolina. He also has an art studio in SC. He now lives in Naples FL.

**Characteristics of his work:** Work, family celebrations, prayer, storytelling, and a variety of recreational activities are documented in Green’s paintings reflecting his natural sense of history and place. His work reflects the Gullah culture.

**Media:** Oil and acrylic paint

The **Gullah** are [African Americans](http://en.wikipedia.org/wiki/African_American) who live in the [Low-country](http://en.wikipedia.org/wiki/South_Carolina_Lowcountry) region of [South Carolina](http://en.wikipedia.org/wiki/South_Carolina) and [Georgia](http://en.wikipedia.org/wiki/Georgia_%28U.S._state%29), which includes both the coastal plain and the [Sea Islands](http://en.wikipedia.org/wiki/Sea_Islands).

Gullah storytelling, cuisine, music, folk beliefs, crafts, farming and fishing traditions, etc. all exhibit strong influences from West and Central African cultures.



