|  |  |  |
| --- | --- | --- |
| **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 portfolio  VA7PR4 Keeps a visual and verbal sketchbook  -thumbnail sketches  -collects words, thoughts, and ideas  VA7PR3 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 |
|  | | |
| **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 rubric  A-F  Sketchbook 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 | |

|  |  |
| --- | --- |
| **Common Core Elements** | |
| **Reading Element**  **(Literary and Informational Text)** | NA |
| **Speaking Element**  **(Discussion/Debate**  **Presentations)** | Class Discussions  Peer Feedback |
| **Listening/Viewing Elements**  **( Music, Art, Video Clips)** | Brain Pop video on Portraiture  Student exemplars and teacher products  Demonstrations |
| **Performance-Based Tasks** | Create a self-portrait  Write adjectives or quote  Zentangle |

|  |  |
| --- | --- |
| **Learning Plan** | |
| **Pacing Guide**  **(weekly or daily)** | **Activity One – Day 1**  Activator: Look at and discuss student exemplars  Instruction: Create thumbnails sketches of facial features in sketchbook  Summarizer: 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 sketchbook  Instruction: how to draw a face in proportion, students will draw their own face  Summarizer: 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 face  Instruction: review proportion on document camera, apply adjectives to art, use reference sheets if needed for lettering  Summarizer: 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 media  Summarizer: title, date, sign work  **Activity Two: Day 5**  Activator: ask a peer at your table to critique your work  Instruction: finish work  Summarizer: 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 exemplars  Hands on activities art projects  Variety 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?) |  |