**Grade level/Class: 6th**

**Planning Team Members: Mrs. Gaut**

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| **Unit Overview** |

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| **Picasso Unit Name** | Gustav Klimt Inspired Portraits |
| **Lesson Description** | To introduce students to Gustav Klimt’s style of portraiture and show students how to use the elements of art to create an artwork similar to Klimt’s |
| **Lesson Topic** | To learn about a new artist and his style of work as well as show another way to incorporate elements of art into the composition |
| **Lesson Essential Questions** | What is a portrait? What are the identifying characteristics that make up Klimt’s style of art? What is the mixed media technique?  Who is Gustav Klimt? |

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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** | | **VA6PR1**  **Understands and applies media, techniques, and processes.**  Element: VA6PR1.a  Produces original two-dimensional artworks using a variety of media  Element: VA6MC4.b  Participates in open-ended discussion, and supports peers through informal assessment of idea development and works of art in progress.  Element: VA6PR3.a  Organizes art elements (e.g., space, line, shape, form, value, color, texture) using the principles of design (e.g., contrast, repetition and rhythm, variety, movement, proportion, balance, harmony, and unity) to compose artworks.  **VA6PR4**  **Keeps a visual/verbal sketchbook journal to collect, develop and preserve ideas in order to produce works of art.**  Element: VA6PR4.b  Maintains instructional information, consults resources, and creates notes.  **VA6AR2**  **Critiques personal artworks as well as artwork of others using visual and verbal approaches.**  Element: VA6AR2.d  Provides respectful and constructive criticism to peers in informal or formal class critiques. |
| **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 room participation, completed assignments turned in, and class critique |

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| **Instructional Procedures** |

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| **Please document daily instructional procedures. Record any amendments to your lessons below:** | **Lesson One -- \_**  Activator: Create 5 patterns using the elements of art in your sketchbook  Instruction: Look at and discuss Gustav Klimt’s artwork of “Baby in Cradle” and “The Kiss.” What is repeated in his works of art? What makes his portrait different then a previous artist we studied (Grant Wood)? Review proportion of the face. Begin to draw your own portrait in Klimt’s style.  Summarizer: What elements of art were used in Klimt’s work?  **Lesson ONE –**  Activator: In your sketchbook, identify 5 facts you learned about Gustav Klimt.  Instruction: Review the art activity. Add patterns to your quilt using pencil.  Summarizer: Share your work with a partner at your table. What is one thing you like about their work and identify something that may need work.  **Lesson ONE –**  Activator: Define: Portrait? Repetition? Pattern? Mixed Media?  Instruction: Use crayon to color in your face and quilt.  Summarizer: Some students will stand up and share what they have done so far, in regards to their drawing  **Lesson ONE--**  Activator: Art Cards (10 sentences)  Instruction: Continue to color your work. Watch your craftsmanship!  Summarizer: Review what we know about Gustav Klimt and his style of portraiture.    **Lesson ONE --**  Activator: How many words can you create out of Gustav Klimt?  Instruction: Continue to color your work. Watch your craftsmanship!  Summarizer: Review what we know about Gustav Klimt and his style of portraiture.  **Lesson Six --**  Activator: Come in Ready to learn  Instruction: Continue to color your work. Watch your craftsmanship!  Summarizer: Review what we know about Gustav Klimt and his style of portraiture.  **Lesson Seven --**  Activator: Review the expectations for using glue and scissors  Instruction: Add yarn to the outline of the quilt  Summarizer: Students will place finished work in portfolios, teacher will select some artwork to exhibit in the school  **Lesson Eight --**  Activator: go over expectations and rules for critiquing others artwork  Instruction: verbal class critique  Summarizer: Choose a peer’s artwork and write a critique about it in your sketchbook |
| **Total number of days for this lesson Topic** | 8 |

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

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| **Miscellaneous Supplies** | 12x18 drawing paper, pencil, crayons, yarn, glue, sketchbooks, art card reproductions |
| **Resources** | Reproduction of “Baby in Cradle” and “The Kiss”, by Gustav Klimt, student exemplars, Art Textbooks for Vocab warm up |
| **Vocabulary** | Proportion, portrait, mixed media, pattern, repetition |

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| **Specialized Instruction** |

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| **Gifted Students** | Help other team table members when needed on the assignments, use more complex pattern designs on quilt, place more than one person in portrait, mixed media technique, more complex designs, draw off edge of canvas |
| **Special Needs** | May get help from a partner when needed, trace a face in proportion with light box, Use larger tools, more one on one support, use reference sheets with designs on them, trace dotted line drawing, apply color to a drawn piece, use one medium, applying color to coloring sheets with Klimt’s work |

**Notes:** Gustav Klimt- Went to art school at age 14, is Austrian, Used the Art Nouveau Style, Painted portraits that showed people wrapped in brightly colored quilts, never created a self-portrait

**Vocabulary:** Mixed Media, Art Nouveau, Portrait, Proportion, Repetition, Pattern, Unity

BABY CRADLE INSPIRED DRAWING

* At least one person wrapped in a quilt
* Quilt made with organic lines
* Each quilt square/shape will need a pattern
* Repeat patterns at least once (unity)
* Use four to five colors to create unity
* Mixed Media piece (crayon, marker, yarn)
* Sew outline of quilt squares with needle and yarn
* Title, date, sign work

