

Lesson Plan Sample

SELF PORTRAIT LESSON

GENERAL LESSON/PROJECT INFORMATION	Grade Level: 6-8
<p>Lesson Theme: (check one)</p> <p><input type="checkbox"/> Art History (background for discovery & learning)</p> <p><input type="checkbox"/> Cultural (background for discovery & learning)</p> <p><input type="checkbox"/> Social (i.e., global warming, genocide, networking)</p> <p><input checked="" type="checkbox"/> Skill & Techniques (drawing, software)</p> <p><input type="checkbox"/> Innovation (how creativity through technology can change the way thinking is addressed, developed, and validated)</p> <p><input type="checkbox"/> Technology (list skills, software, etc.)</p>	<p>Teacher(s): Marilyn Traeger Polin</p> <p>Email: marilyn.traeger@gmail.com</p> <p>District: Miami-Dade County Schools</p> <p>School: South Miami K-8 Center</p>
<p>Intended Outcome:</p> <p>Students will:</p> <ul style="list-style-type: none"> ☉ Take 100 photos of using themselves as the subject. ☉ Learn about the quality and effects of light. ☉ Learn to identify, create, and interpret mood in art. ☉ Demonstrate flexibility and creativity necessary to create 100 different self portraits. <p>Lesson Description:</p> <p>Students create works of art that convey a mood using expression, space, lighting, and color.</p>	<p>Vocabulary:</p> <p>Visual Art: self portrait, positive and negative space, mood, profile, three-quarter view, full face, background, point of view</p> <p>Technology: crop, grayscale, burn, dodge, adjustment layers</p> <p>Artists: Rembrandt, Vincent van Gogh, Cindy Sherman, Frida Kahlo, Marie-Denise Villers, Gustave Courbet, Chuck Close, Pablo Picasso</p>
<p>NGSSS Sunshine State Standards:</p> <p>Visual Art:</p> <p>VA.68.C.1.3 Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.</p> <p>VA.68.C.2.3 Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.</p> <p>VA.68.C.3.1. Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.</p> <p>VA.68.H.1.4 Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist’s own history.</p> <p>VA.68.O1.3 Combine creative and technical knowledge to produce visually strong works of art.</p> <p>VA.68.S.1.1.Manipulate content, media, techniques, and processes to achieve communication with artistic intent.</p>	<p>Materials: Paper</p> <p>Equipment: Digital cameras, computer with Internet access</p> <p>Software: Photoshop</p>

LESSON STRATEGY

Prior Knowledge: (i.e., computer /software usage, ability to synthesize information, skills, techniques, or materials; arts knowledge/skills.)

- Knowledge of how Rembrandt, Vincent van Gogh, Cindy Sherman, Frida Kahlo, Marie-Denise Villers, Gustave Courbet, Chuck Close, Pablo Picasso create artworks with expression, space, lighting, and color.

GETTING STARTED:

- Students generate a list of moods and emotions.

PROCEDURES:

1. Students conduct a scavenger hunt (in pairs) on the Internet searching for portraits that convey mood and emotion, copying and pasting them into a document.
2. Students share findings on their monitors with others during a “gallery hop.”
3. In preparation for taking their own pictures, teacher reviews vocabulary and provides tips for photos.
4. Students leave the classroom for 20 minutes to shoot / return / download images / and repeat until they have 100 self-portraits.
5. Students review files and delete poor quality images.
6. Students select best ten to discuss with others.
7. Students select one image to photo edit in Photoshop and submit for grade.
8. Students photo edit image in adjustment layers, dodge, and burn.
9. Students name image using the **file naming convention** and save in working images.
10. Students have a Photoshop party experimenting freely with whatever tools or filters they wish to achieve greater communication of mood.

ASSESSMENT OF STUDENT LEARNING: Describe Assessments Used for Each Category

(e.g., rubric, pre- / post-test, proficiency scale, observation, student statement)

Visual Art

- Students complete self-assessment graphic organizer and submit two works for grading. Rubric criteria measure success at creating a mood, divergence between two images, composition, and lighting. (See **Talia**, for a traditional image and **Dan** for a “party” portrait.)

Technology:

- Observation

Lesson Summary:

- Summarize some of the ways to create self-portraits that convey a mood.

DOCUMENTATION OF STUDENT LEARNING: *Please Describe all that Apply*

Student Discussion – Individual critiques

Images/Video - Creation of self-portrait

Display, Exhibit, Technology Fair – Displayed at district-wide exhibitions

Presentation program

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Photoshop Example-Talia



Talia, grade 8

This National Scholastic Gold Key winner was from an assignment where students were asked to take one hundred self-portraits that conveyed a mood. The image was changed to **grayscale** and edited in Photoshop to create the subtle variations in **value**. Key concepts include: mood, self-portrait, candid, value range, detail, crop, **burn**, and **dodge**.

Photoshop Example - Roman



Roman, grade 7

This Scholastic Silver Key winning artwork is another example of the use of transparencies in student artwork. This student elected to print his image on paper as well as transparency film. He altered the size of the image and made **layer** adjustments in Photoshop. Then he arranged the composition and used packing tape and a spray adhesive to assemble this work.

Key concepts include: **positive space**, **negative space**, contrast, transparency, composition, light source, point of emphasis, point of view, and repetition.



Maite, grade 8

This Scholastic Gold Key winning charcoal and chalk self-portrait drawing on brown paper was created from a photograph. The student cleverly held the camera between her fingers to create this unusual composition.

Key concepts include: **positive space**, **negative space**, contrast, **depth of field**, cast shadow, composition, point of emphasis and **value**.



Daniel, grade 8

This mixed media assemblage was created using a scanned sketchbook self-portrait. The image was then printed on transparency film. Two-dimensional found objects or ephemera are collected and arranged under the image and either glued or taped to the backing board. Key concepts include: scan, **layers**, transparency, opacity, **positive space**, **negative space**, composition, point of emphasis and **value**.