

FINE ARTS TEKS

Lesson Plan

<p>Lesson Plan Based on the Original TEKS: Self-Portrait in Pencil</p>	<p>Lesson Plan Based on the Revised TEKS: Who Am I? Key Question:</p>
<p>TEKS Included in Lesson: Art, Level I (1)(A)(B), (2)(A)(B)(C), (3)(A)(B), (4)(A)</p>	<p>TEKS Included in Lesson: Art, Level I (1)(A)(B)(C)(D), (2)(A)(B)(C)(D)(F), (3)(A)(B), (4)(A)(B)(C)(D)</p>
<p>Lesson Objectives:</p> <ol style="list-style-type: none"> 1. The picture plane of the artwork must be well composed and creative Portrait must be drawn accurately in the correct proportions. 2. Shading must show <i>gradual changes in value</i> from darkest dark to the white of the paper – sfumato. 3. Part of the drawing should have the areas of dark next to the light area make the line rather than using an actual line – chiaroscuro. 4. Finished artwork must show high degree of technical skill. 	<p>Lesson Objectives:</p> <ol style="list-style-type: none"> 1. Self-portrait composition must be creative using an understanding of balancing negative and positive space. 2. Self-portrait must reveal something about you – must communicate. 3. The background setting for the portraits must be an environment that expresses you. 4. Portrait must be drawn accurately in the correct proportions. 5. Shading must show <i>gradual changes in value</i> contrasting the darkest dark to the white of the paper – sfumato. 6. Part of the drawing should have the areas of dark next to the light area make the line rather than using an actual line – chiaroscuro. 7. The finished drawing should show an extensive & extended use of creative expression. 8. Accompanying journal must clearly show your philosophical and technical artistic growth along with usage of project vocabulary.
<p>Instructional Activities:</p> <ol style="list-style-type: none"> 1. Student works from photo or from looking in mirror. 2. Use judgments based on approximate proportional measurements to draw accurately. 3. Shade your drawn image. Use the darkest black the pencil can give you for your darkest areas (shadows make the best drawings) and gradually fade this to the white of the paper. The change must be gradual. 4. Do your blending with a gradual change in pressure on your pencil lead to make the marks lighter or darker. 	<p>Instructional Activities:</p> <ol style="list-style-type: none"> 1. Using divergent thinking, draw at least 3 thumbnail sketches showing different ways you could draw yourself matching the expressive nature of the project. Using convergent thinking, ask fellow student artists in your table group which thumbnail sketch best meets the criteria for the project – best expressing something about you. 2. Think of a pose that is not a straight “posed” but a pose that reveals something about yourself – not symmetrical. Remember that your poses should fit into an environment. 3. Work from a mirror or use a student produced photo. 4. Draw the image judging the approximate proportional measurements. 5. Block in your position and basic shapes. Draw off your image using lines. 6. Shade your drawn image using a contrast in values. Use the darkest black the pencil can give you for your darkest areas (shadows make the best drawings) and gradually fade this to the white of the paper. The change must be gradual. 7. For each day of the project you should make a “Personal Reflection” journal entry. 8. Now take a “critical” look at your drawing. Check your criteria. 9. Participate in class critique the following the steps of the Critical Method. 10. Place this artwork in your portfolio to show you met this art goal.
<p>Assessment: use rubric based on student objectives</p>	<p>Assessment: use rubric based on student objectives, class critique, portfolio assessment</p>