



Grade\_\_7\_\_, Quarter\_\_2\_\_, Landmark \_1\_, Lessons\_\_, Allotted time \_\_8 classes\_\_

## How Great Thou ART!

**Landmark Overview:** *(Purpose for Language and Learning)* Students will create portraits. They will research portraiture and self portraiture in art history. Students will explore how different cultures created artwork in 2d and 3d. They will explore contemporary and ancient art. Art resources such as books, prints, digital prints, and artwork from museum websites will be explored. The artwork of different times will be explored: the Middle Ages, the Renaissance, the Baroque period, and Modern Art portraiture will be studied and discussed.

**Standards:** *(Content, WIDA, and SEL standards)*

**National Core Standards:**

*Anchor Standards:*

*Creating 1-* Organize and develop artistic ideas and work.

*Creating 3 -* Refine and complete artistic work

*Presenting 2 -* Develop and refine artistic work for presentation,

*Responding 7 -* Perceive and analyze artwork.

*Connecting 11=* Relate artistic ideas and works with societal culture and historical context to deepen understanding.

**CASEL Standards:**

*Self Awareness 2-* Individual demonstrates knowledge of personal strength, challenge, cultural, linguistic assets and aspirations.

*Social Awareness 1 -* Individual demonstrates empathy for other people's emotions, perspectives, cultures, languages, and histories.

*Social Awareness 3 -* Individual demonstrates an awareness and respect for one's similarities and differences with others.

**Learning Targets/Objectives:** *(Standards written in student friendly language)*

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**Essential Question(s):**

How do you create a likeness?

How do you create form?

How do you create proportion?

What culture or style inspired you?

What medium will you utilize to express yourself?



**Vocabulary:** portrait, silhouette, shading, proportion, line, shape, value, volume, expression

**Anticipated Misconceptions, if applicable.**

**Materials/Resources/Community Partners (Please list all resources and provide community contact):** Portrait of Vincent Van Gogh at the Harvard Museum, Portrait of Mona Lisa by Leonardo Da Vinci at the Louvre, Paris, Self-Portrait by Rembrandt 1659, Portrait of Tom Kobayashi by Ansel Adams, Portrait--3 Beauties of the Present Day by Kitayawa Utamaro at the Toledo Museum, Girl with a Pearl Earring by Jan Vermeer.

pencil, markers, print materials, clay/prints, computer/RISD museum

**Access points to consider: (UDL\*)**

- Multiple means of representation to give diverse learners options for acquiring information and knowledge
- Multiple means of action and expression, to give diverse learners options for demonstrating and acting upon information and knowledge
- Multiple means of engagement, to tap into learners' interests, offer appropriate challenges, and increase motivation.

\*[www.udlcenter.org](http://www.udlcenter.org)

## LESSON 1: (Duration \_\_\_min-\_\_\_min)

Learning Targets	Focus of Instruction for Learning	
<b>Lesson 1</b>  I can statement.... (connected to the content standards) I can statements.... .(connected to the language	<b>Opening: Engage (5–10% of instructional time)</b> <ul style="list-style-type: none"> <li>• <b>Activate and Connect:</b> How will you engage the students and activate prior knowledge or new learning from previous lessons?</li> <li>• <b>Setting the Purpose:</b> How will you set the purpose for language and learning through student exploration of the learning target? (another question may be needed here)</li> </ul>	
	Teacher Actions	Student Actions
	Teacher will create examples and show prints Teacher will discuss portraits and self-portraits in relation to what the artist is trying to convey. Line, shape, proportion, texture, tone or value will be discussed.	Students will listen and observe. They will create sketches. Students will use mirrors to create a self-portrait.



standards; link to WIDA)	<b>Work Time: Explore, Explain, Elaborate</b> <ul style="list-style-type: none"> <li><b>Active Student Inquiry:</b> How will you group your students based upon data? What will each group be doing?</li> </ul>	
	Teacher Actions	Student Actions
	Teacher will give examples of different artwork--paint/print/clay	They will explore and choose different materials and media -- paint/print/clay to create a self-portrait .
	<b>Reflection of Learning: Evaluate (10–15% of instructional time)</b> <ul style="list-style-type: none"> <li><b>Assessment:</b> How will learning be demonstrated? How will students evaluate and make meaning of their learning?</li> <li><b>Shared Reflection:</b> How will they share their learning with each other? How will they plan for next steps and synthesize their own learning?</li> </ul>	
	Teacher Actions	Student Actions
	A presentation will be given of student work.	Students will discuss artwork.
<b>Sample Exemplar Student Work: Students will be able to create a self-portrait that creates a likeness or mood using line, shape/form, and proportion.</b>		

LESSON #: (Duration ___min-___min)	
Learning Targets	Focus of Instruction for Learning
Lesson #  I can statement....	<b>Opening: Engage (5–10% of instructional time)</b> <ul style="list-style-type: none"> <li><b>Activate and Connect:</b> How will you engage the students and activate prior knowledge or new learning from previous lessons?</li> <li><b>Setting the Purpose:</b> How will you set the purpose for language and learning through student exploration of the learning target? (another question may be needed here)</li> </ul>



(connected to the content standards) I can statements... (connected to the language standards; link to WIDA)	Teacher Actions	Student Actions
	<b>Work Time: Explore, Explain, Elaborate</b> <ul style="list-style-type: none"> <li><b>Active Student Inquiry:</b> How will you group your students based upon data? What will each group be doing?</li> </ul>	
	Teacher Actions	Student Actions
	<b>Reflection of Learning: Evaluate (10–15% of instructional time)</b> <ul style="list-style-type: none"> <li><b>Assessment:</b> How will learning be demonstrated? How will students evaluate and make meaning of their learning?</li> <li><b>Shared Reflection:</b> How will they share their learning with each other? How will they plan for next steps and synthesize their own learning?</li> </ul>	
	Teacher Actions	Student Actions
	<b>Sample Exemplar Student Work:</b>	