Joshua Pomeroy Self-Portraits: Vector Drawing

Participant Name:	**Krystal Rycroft**
District:	**Colton-Pierrepont Central School**
Grade Level:	**8**
Subject/Course:	**Junior High Art**
Cross-curricular Link:	**Art**
Approximate Time (IN MINUTES):	**1-2 Weeks (40 minute class periods)**

CONTENT AND SKILLS

Learning Objectives:

- Students will learn to create a self-portrait using vector drawing techniques in Google Drawing, inspired by the work of contemporary artist Joshua Pomeroy. They will apply skills in shape manipulation, color theory, and layering to create a stylized self-portrait that reflects their unique identity.

Essential Questions (optional):

- What makes a successful digital artwork, and how do tools like Google Drawings help artists achieve their vision?

Students' I can statements . . .

- I can identify Joshua Pomeroy as an artist that has mastered the vector drawing technique.
- I can use google drawing as an application to create a self portrait while utilizing the vector drawing technique.
- I can list a variety of quick keys along with their functions as well as other useful tools.

How will you meet the needs of SWD and ELL/MLL students?

- **Visual Step-by-Step Guides**: Provide visual aids or written instructions alongside verbal instructions to ensure clarity of the steps in Google Drawings and the process of creating the self-portrait. Visual demonstrations of how to manipulate shapes, colors, and layers can make the digital tools more accessible.
- **Example-Based Learning**: Show finished examples of self-portraits inspired by Pomeroy so that students can visually understand the end goal. This helps in reducing any confusion regarding the task requirements.
- **Assistive Technology**: If available, allow students to use screen readers, text-to-speech, or magnification tools to help them navigate Google Drawings and access the digital tools more easily.
- **Keyboard Shortcuts**: For students who may have motor difficulties, provide them with a list of keyboard shortcuts for Google Drawings that can help them navigate more efficiently.
- **Extended Time**: Allow extra time for students who may need it due to processing delays or physical limitations with the digital tools. The time frame can be adjusted to ensure that they complete their work without stress.
- **Bilingual or Multilingual Instructions**: If possible, provide key instructions and vocabulary

in both English and the students' home language(s) (via dictionaries or translated instructions). If not possible, use visual representations of key terms (e.g., color palette, shape tools, layering).

NYS COMPUTER SCIENCE AND DIGITAL FLUENCY STANDARDS
List all standards that authentically align (e.g., K-1.CT.4)

- 7-8.IC.7 Explore a range of computer science related career paths.
- 7-8.DL.1 Type on a keyboard while demonstrating proper keyboarding technique, with increased speed and accuracy.
- 7-8.DL.2 Communicate and collaborate with others using a variety of digital tools to create and revise a collaborative product.
- 7-8.DL.4 Select and use digital tools to create, revise, and publish digital artifacts.
- 7-8.DL.5 Transfer knowledge of technology in order to explore new technologies.

OTHER SPECIFIC STANDARDS (e.g., Content, SEL Benchmarks)
List all standards that authentically align
https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf

- **VA:Cr1.1.8:** Document and reflect on early stages of the creative process, visually and/or verbally in traditional or new media.
- **VA:Cr2.3.8:** Select, organize, and design images and text to make visually clear and compelling artistic work.
- **VA:Re9.1.8:** Create a convincing and logical argument to support an evaluation of art.
- **VA:Cn11.2.8:** Identify and explore careers in which innovation and creative problem-solving skills are fundamental to success.

INSTRUCTIONAL PLAN
List the steps of the lesson, including instructions for the students.
Add and highlight Standard Indicator next to activity that aligns

**This is an art project that is lengthy in nature and can take anywhere from 1-2 weeks depending on the length of an art class and the amount of times the students are seen in a cycle (everyday vs every other day vs once a cycle). The class routine is the same every day (bellringer, activity, clean up, closure). Students will continue at their own pace as they follow the guided tutorials until they eventually complete their end product.*

AGENDA:

- Bellringer (completed individually on chromebooks to review previous information on the inspirational artist Joshua Pomeroy)
- Activity: Create a self-portrait in google drawings using the vector drawing technique as seen in the work of Joshua Pomeroy.
- Clean Up
- Closure: To be completed as a group and then written individually to review key content for the unit.

Assessment:

- **Formative**:
  - **Google Drawing Progress Check-In**: Throughout the project, students will have check-ins during work time to assess progress. These can be informal or done through quick one-on-one conferences with the teacher.
  - **Peer Feedback Session**: Students will share their work with a partner or small group for peer feedback, focusing on both the technical aspects (e.g., vector shape usage) and the aesthetic qualities (e.g., how the artwork expresses their personality).

    - **Bellringer/ Closure Responses:** Help to see what concepts and content are approaching a mastery level and which areas need to be reviewed.
- **Summative**:
    - **Final Self-Portrait (Digital Artwork)**: The main summative assessment is the completion of the self-portrait using vector drawing techniques in Google Drawings. This digital artwork should reflect both the student's personal identity and an understanding of abstraction, layering, and color theory.

Rubric for Summative Assessment (Final Self-Portrait):

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Creativity and Originality	Unique, highly creative, and personal expression.	Creative and shows personal thought and effort.	Some creativity, but lacks personal expression.	Minimal creativity, lacks personal expression.
Technical Skills (Vector Drawing)	Mastery of vector tools, smooth, clean shapes, excellent layering.	Good use of tools, minor issues with shapes or layers.	Adequate use of tools, noticeable issues with shapes or layering.	Struggles with tools, many issues with shapes and layers.
Abstraction and Simplification	Expert abstraction of features using geometric shapes.	Clear abstraction of features, mostly successful simplification.	Some abstraction, but some features are too detailed.	Little to no abstraction, features are too detailed.
Use of Color	Bold, thoughtful use of color that enhances identity.	Effective color use, with good contrast and attention to tone.	Some contrast, but color choices could be more intentional.	Limited or ineffective use of color.
Overall Composition	Well-balanced, visually appealing, and cohesive composition.	Mostly balanced, with good use of space and contrast.	Composition lacks balance, but still understandable.	Poor composition, lacks cohesion and balance.

SPECIFIC NEEDS: MATERIALS / RESOURCES / TECHNOLOGY

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc.

- Students will need to have individual chromebooks.
- Mouses are optional.
- Google drawing must be accessible.
- Smartboard or projector is necessary for students to view the steps to follow if information needs to be repeated.
- Headphones to minimize noise within the classroom.
- A device to take a photograph of the individual in a digital format.