

Project Name- Silhouette Expressions	Project Description
Time Span: 60 minutes Grade: Author: Kristen Kaiser	Paper silhouette with mark-making and coloring to express personal feelings as a coping mechanism
Essential Question	Provoking Questions
How can you express your feelings?	What color are you feeling? What do the lines mean?

Visual Provocation:



[Clever example with words](#)

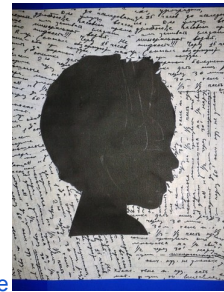


[Another example](#)

[little boy](#)



[example](#)



Maine Learning Results	Lesson Objectives: <i>STUDENTS WILL...</i>	Assessment Criteria:
1. A1 Students recognize a variety of purposes for making art, including telling a story,	1. Communicate their emotions through expressive mark-making and color choices	1. Artist's Purpose

communicating emotion, or beautifying functional objects.		
2. B1 Students use basic media, tools, and techniques to create original artworks.	2. Create unique artwork of their own likeness	2. Media Skills
3. B3 Students identify the arts in life experiences. Students create artworks that communicate ideas and feelings and demonstrate skill in the use of media, tools, and techniques.	3. Identify what marks and colors they choose to create mean to them.	3. Making Meaning

Vocabulary	Materials	Instructional Resources
Silhouette Mark making Feelings Express	Butcher's paper for a drop cloth Tempra paint, variety of colors Pencils Large sheets of white paper Safety scissors Paintbrushes (big and fat) Black marker Clamp Light w/ working bulb Glue sticks or Liquid glue Scrap paper Palettes Paper towels Pushpins	link to silhouette tracing video

Direct Instruction	Evidence of Making
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Prepare room prior to the start of class

- Spread butcher paper over the length of the table
- Have scrap paper with markers, pencils, in place for each students' seating area
- Have tempera paint, palettes, brushes, small buckets of water for rinsing brushes out, and art paper ready to be placed for on the table
- Have provoking images ready for introduction
- The clamp lamp and chair are ready. Light is clamped into a position that would accommodate a sitting person.
- Paper is pinned to the wall for tracing projected shadow.
- Have large white art paper ready to be handed out after the introduction
- Have smaller cut white art paper ready for students who want to do the modified version of just the hand

Introduction - 5-7 minutes

Teacher will:

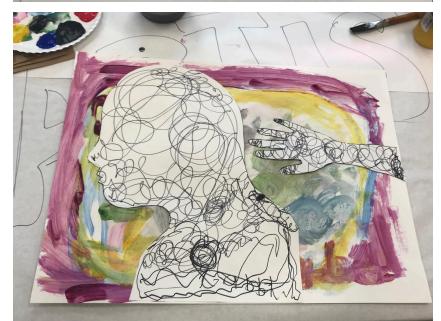
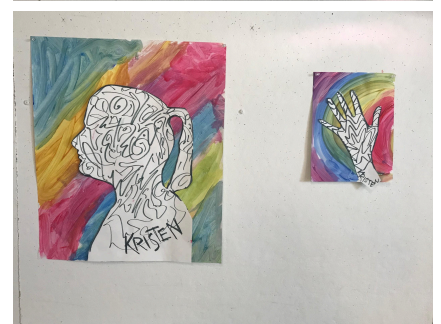
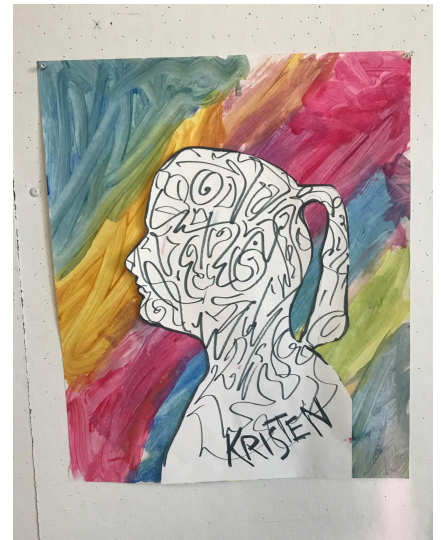
1. Ask students about their feelings and how they express them
2. Let student answer and have a brief discussion
3. Ask students if they were to describe some feelings, (happy, sad, silly, etc.) how would they draw it?
4. Explain that as an artist, they can express their feelings in their art
5. Demonstrate some simple mark making and explain what each mark means to you, that it is symbolic/represents your feelings
6. Encourage students to make a few marks on the scrap paper that represent their feelings.

Students will:

7. Draw how they perceive their feelings onto scrap paper for practice

Teacher will:

8. Briefly discuss the idea of colors representing feelings. Ask students if they were to describe some feelings, (happy, sad, silly, etc.) what color would it be?
9. Show the provoking images. Explain how some have words expressing the child's thoughts and emotions, others have colors.
10. Show the project's example
11. Explain that a silhouette is a shadow that has been traced onto the paper and cut out
12. Point out the mark-making inside the silhouette. That this particular artist was feeling stress and insecure. The mark-making doodles, lines, are how she chose to express her feelings.
13. Note the colors. Tell students that this artist decided to surround her silhouette/herself with happy colors to cheer herself up.
14. Tell students that they will be making a "Silhouette Expression" artwork too.
15. Explain to students that their silhouette will be traced onto paper using a bright light. Also, the overhead lights in the room will be turned off. The room will be dim but not dark. Ask if that's OK with everyone. If not, there is a modification with tracing the hands.



16. While waiting, or after having their silhouette traced, students can work on their color background. Tell them to think of where/how they will be expressing their feelings. Using tempera paint, they can paint their feelings on the large white art paper.
17. When their silhouette is traced, they are to use the black marker and draw in their feelings on that sheet.

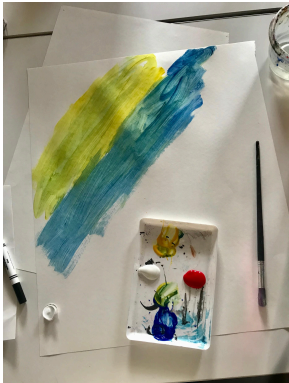
Activity 45 minutes

Teacher will:

1. Layout large white art paper for color painting
2. Tell students they can get the paint ready on the palettes, and start painting the color of their feelings onto the paper

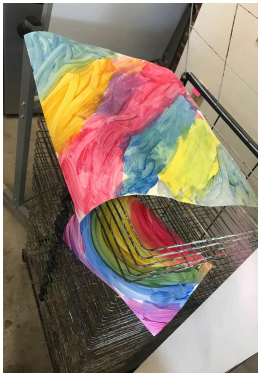
Students will:

3. Paint their feelings on white art paper



Teacher will:

4. Remind students to cover a lot of the surface with their color feelings (the project will have better contrast if all the white is covered)



5. Tell those who want their silhouette traced need to come up one at a time, sit in the ready chair, and hold very still.



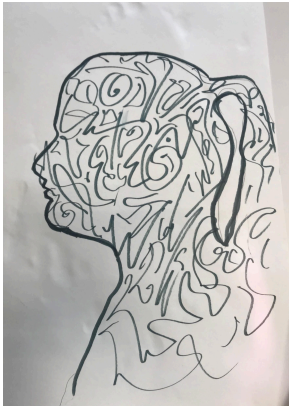
6. Ask for an aid to help with the tracing if your attention is needed elsewhere, or if the student prefers the aid to trace
7. Use a black marker to draw over the pencil line of the silhouette to emphasis the edge and students can clearly see the shape of their profile. Aids can help with this.

Students will:

8. If the student prefers to trace their own hand instead, they can

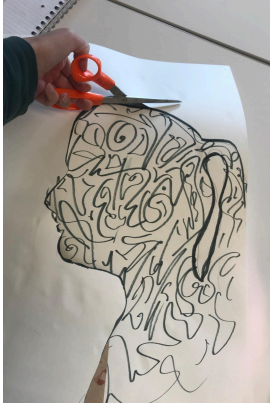


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- 9. Students will take their silhouette back to their seat and start to mark-making/drawing their feelings on it with a black marker



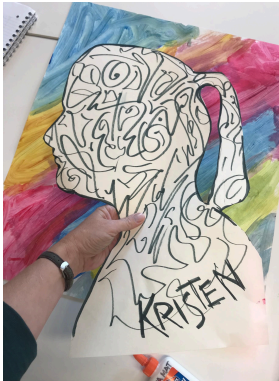
Teacher will:

10. Remind students that these silhouettes will be cut out. So any marks outside of the pencil trace line will be cut off.
11. Ask students to tell her/him or an aid, when they are done with their black mark-making, so teacher/aid can safely cut it out for the student.
12. Cut out silhouette



Students will:

13. Continue painting on the larger white paper with the tempera paint
14. Glue back of cut-out silhouette onto the front of the finished painted color paper



Done

Clean up

Clean brushes, return to jar in an upright position to dry
Close up Tempura paint bottles tight and wipe off any drips
Throw away paper drop cloths
Collect art tools and return to box that they were brought in with

Technology

copy

Accommodations/Modifications

- Have an iPhone, or some other attention-getter, to help students to focus on and be still while having silhouette traced.
- Trace the hand instead of projecting a head's silhouette.
- *Bonus** This could feel good having the pencils run along the edge of hand and fingers.



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- Have a student trace another student
- Use black paper for the silhouette and white marker for the mark-making
- Sunlight is a stronger shadow caster than the lamp. If the sun's angle is manageable, use that shadow for tracing
- **Advance:** Use the opportunity to show how primary colors can make secondary colors
Student can do the cutting

Assessment

The teacher will ask the students to discuss the following questions:

- What do the different colors and marks mean?
- How do you like your silhouette with those emotions in it?
- Were there hard parts about this project? Where their easy parts?

Students must have met the 3 criteria

- Use mark-making to express feelings
- Use color to express feelings
- Be able to point at a chosen mark/color and say what feeling it represents