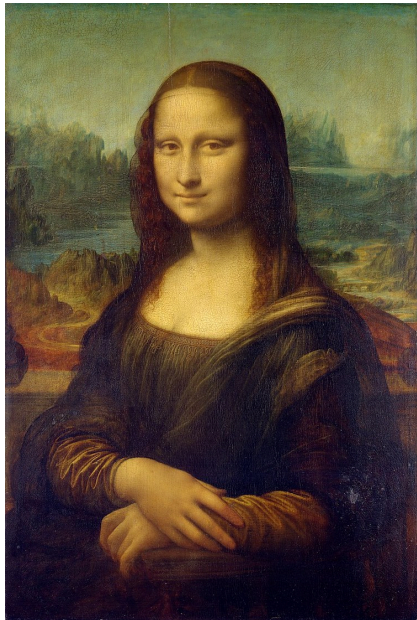


Project Name: Power Portrait	Project Description
Time Span: 6-8 classes - 60 minutes each Grade: 9th & 10th grade Author: Kristen Kaiser	Using a digital filter, students posterize an image of a person they know or yourself. They will then transfer the image to canvas/paper using the enlargement grid technique and paint/draw using a monochromatic color scheme with a complimentary pattern background. Also, research a portrait artist. Students will be taught how a portrait can give power to its subject.
Essential Question	Provoking Questions
What is the difference between a traditional and non-traditional portrait?	Why did you choose these colors? Why did you choose this artist to research? What do you want your art to convey? How important is it to you to make the likeness "correct"? Why? If you had access, what medium and size would like your art to be? Why? What colors in the background are you thinking? Why? What do you want your audience to see? Why? Are there emotions you want to evoke for this piece? Why did you choose to portray this person?

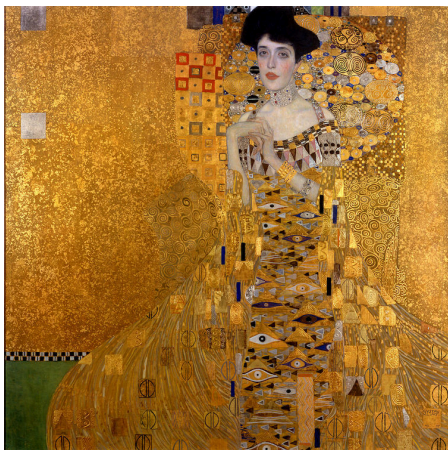
Visual Provocation: thumbnail (s)



[Mona Lisa](#)



[The Night Watch](#)



[Klimt](#)



[American Gothic](#)



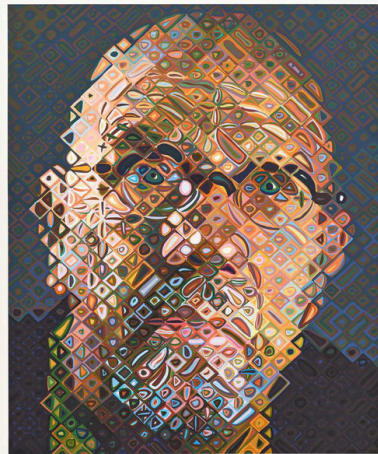
[warhol](#)



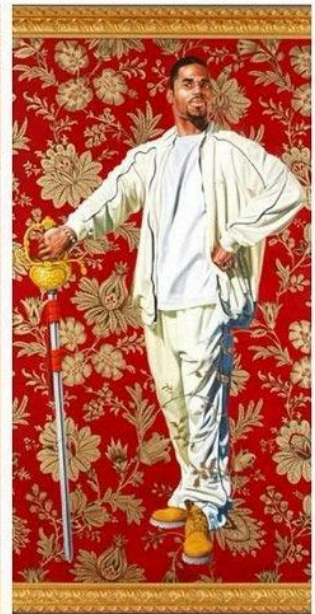
[frida](#)



[rockwell](#)

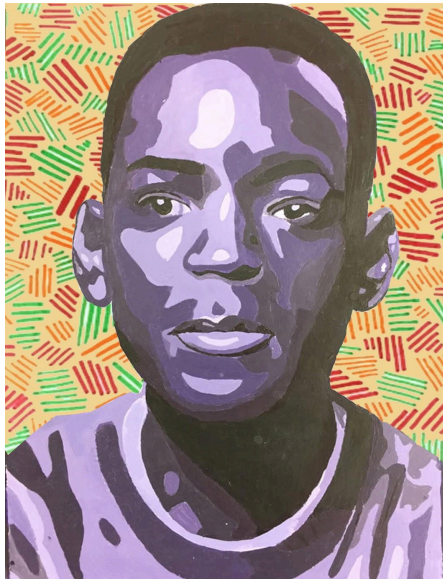
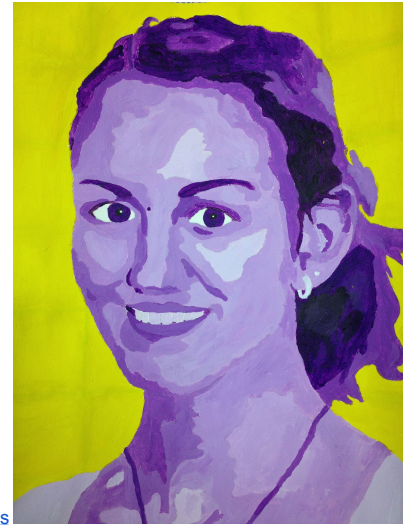


[Chick close selfie](#)





Wiley works



high

school art

Maine Learning Results	Lesson Objectives: Students will...	Assessment Criteria:
1. Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works.	1. Employ techniques and skills in digital media, mathematics, and drawing likeness of shapes	1. B1 Media Skills
2. Students create a body of original artwork. c. Communicate a variety of ideas, feelings, and meanings.	2. Produce a portrait that conveys identity and emotion	2. B3 Making Meaning
3. Students research and explain how art and artists reflect and influence culture and periods of time.	3. Recognize why an artist and themselves portray a person	3. A1 Artist's Purpose

Assessment

Embedded
B1 Media Skills
[RUBRIC](#)

Summative
B3 Making Meaning
[SELF Grading](#)

RUBRIC

Does not Meet 1-2	Meets 3	Exceeds 4
Requirements	Requirements	Exceeds
<ul style="list-style-type: none"> I did not include 5 step value scale My portrait was not posterized correctly, and/or contains 5 different values My portrait does not representative of your photo My pattern was not done or done with no intention 	<ul style="list-style-type: none"> I include 5 step value scale My portrait was posterized correctly, contains 5 different values My portrait is representative of my photo My pattern was done with intention 	<ul style="list-style-type: none"> The person I choose is significantly important to me My pattern has meaning and supports the decision why I choose this person
Effort/Attitude	Effort/Attitude	Effort/Attitude
<ul style="list-style-type: none"> I did not class time effectively I did not upload project in on time I did not finished the research project on time 	<ul style="list-style-type: none"> I used class time effectively I worked hard every class period I uploaded portrait to online portfolio project in on time I finished the research project on time 	<ul style="list-style-type: none"> I documented my work's progress and what my thought process was along the way
Craftsmanship	Craftsmanship	Craftsmanship
<ul style="list-style-type: none"> My value mixing is not accurate My areas of value are sloppy My areas of the same value do not match with others My pattern does not cover all of the background. 	<ul style="list-style-type: none"> I am accurately value mixing My areas of value are neat and even My areas of the same value match each other My pattern covers all of the background 	<ul style="list-style-type: none"> I am accurately mixing hues My areas of the same hue color family match each other (colors mixed well) My pattern is intricate, complex, and measured out Each value shows careful attention to how the values are different from each other and how they relate to the original image My proportions are precise

Based on your evaluation, what grade do you feel you have earned? Take into consideration all of the project expectations and requirements.

I would give myself a _____ for this project.

Grading scale:

- 1 - mets none of the expectations
- 2 - mets some of the expectations
- 3 - mets the expectations
- 4 - goes beyond expectations

	Monochromatic Posterized Self Portrait Rubric	Student Evaluation	Teacher Evaluation
	Meets Requirements		
	<ul style="list-style-type: none"> • Includes 5 step value scale • Portrait was posterized correctly, contains 5 different values • Painting is representative of your photo • Pattern was done with intention • Handed in finished research worksheet 		
	Effort/Attitude		
	<ul style="list-style-type: none"> • Used class time effectively • Worked hard every class period • Turned project in on time 		
	Craftsmanship		
	<ul style="list-style-type: none"> • Accurate value/color mixing • Areas of value/color are neat and even • Areas of the same value match each other (colors mixed well) • Pattern covers all of the background. 		
	Artistic License		
	I chose this person with purpose because...		
	I chose my colors/values/pattern because...		
	I want to convey the following about my art:		
	Final Teacher Evaluation:		
Formative A1 Artist's Purpose WORKSHEET art history	PORTRAIT ARTIST RESEARCH Pick any portrait artist you like from history or today and answer the following questions:		

	1.Name of your chosen artist:	
	2.Date of birth and (if applicable) death	
	3.Where did/does this artist work?	
	4.Insert 2-4 pictures of their portrait work. (fit to frame, please)	
	5.What time period in art history did/do they work in? (Renaissance, POP, Contemporary, etc.)	
	6.What medium did this artist usually work in?	
	7.Who was the artist's chosen subjects	
	8.Why did the artist choose these people?	
	9.Who was/is the targeted audience?	
	10. Was/is your artist successful in their own time? Why?	
	11. Why do you think their targeted audience would appreciate or not appreciate their portrait art?	
	12. Why did you choose this artist? Do you like or not like their art or their story?	
	13. Site links that you used for research	

Vocabulary	Materials	Instructional Resources
<p>Portrait art captures the personality, likeness and even mood of a person in a painting, a drawing, photograph, sculpture, or another medium, with the face as the main focus.</p> <p>Value -- the range of light and dark within either neutrals or colors. Black is at one extreme, white at the other.</p> <p>Patterns are constructed by repeating or echoing the elements of an artwork to communicate a sense of balance, harmony, contrast, rhythm or movement.</p> <p>Monochromatic painting is one created using only one color or hue.</p> <p>Posterize print or display (a photograph or other image) using only a small number of different tones.</p> <p>TINT AND SHADE These are terms to describe how a color varies from its original hue. If white is added, the lighter version of the color is called a tint of the color. On the other hand, if black is added</p>	<p>Must haves: Pencil letter size paper Ruler</p> <p>Mark making tool options Pencils Pen Marker Paint Brushes Collage paper Crayons Markers</p> <p>Big paper options: Big paper Cut open paper bag, Wrapping paper Cardboard) Stretched canvas</p> <p>Printing machine, copier ink * if there's no access, see accomoadtions at bottom</p>	<p>Smarthistory (2015 March) Rembrandt, The Night Watch [Video] Youtube. https://www.youtube.com/watch?v=0Drc92g27w</p> <p>Richman-Abdou, K. (2018 October) 8 Real-Life People Who Became the Stars of Art History's Most Famous Paintings. Retrieved online from https://mymodernmet.com/famous-portraits/</p> <p>Ravenal, J. (2007) Kehinde Wiley's <i>Willem van Heythuysen</i> takes VMFA by Storm! Retrived form https://blackbird.vcu.edu/v6n1/gallery/ravenal_j/enlarge1.htm</p>

the, darker version of the color is called a shade of the color.

TONE: a tone is created when gray is added to a pure hue or color. These colors will appear darker than the original hue used but the overall value or brightness will be reduced.

A **HUE** refers to the dominant **Color Family** of the specific **color** we're looking at. White, Black and Grey are never referred to as a **Hue**.

10:50 Update progress in portfolio, wrapup

Daily Agendas

Day 1	Day 2	Day 3	Day 4
10:00 Greetings Introduction with slide show on Portraits Slide Show	10:00 Greetings Recap	10:00 Greetings Recap	10:00 Greetings Reca
10:20 Discuss slide show and thoughts on portraiture	10:05 Process chosen filters & make grids	10:05 Work on portrait enlargement	10:05 Add Value
10:30 Discuss the WORKSHEET art history			
10:40 Demo with filters and grid Grid demo video	10:50 Update progress in portfolio, wrap up	10:50 Update progress in portfolio, wrap up	10:50 Update progress in portfolio, wrap up
10:50 Update progress in portfolio, wrap up			

Day 5	Day 6	Day 7	Day 8
10:00 Greetings & Recap	10:00 Greetings Recap	10:00 Greetings Recap	10:00 Greetings Recap
10:05 Finish portrait value	10:05 Map out patterns	10:50 Finish patterns	10:05 Final touches Submit art history worksheet
			10:35 Open free-style crit
			10:50 Self Evaluation SELF Grading ons
10:50 Update progress in portfolio, wrap up	10:50 Update progress in portfolio, wrap up	10:50 Update progress in portfolio, wrap up	10:55 Wrap up & Dismissed

Direct Instruction

Day 1

PREP

Students have access to links for the day

[Portrait SLIDESHOW](#)

[RUBRIC](#)

[SELF Grading](#)

[WORKSHEET art history](#)

[imageonline.co/](#)

[How-To VIDEO demo](#)

CLASS

2-5 mins. Greetings & note agenda

30 mins. Introduction to portraiture with [Portrait SLIDESHOW](#)

5 mins. Tell the class about the assignment. "Using a digital filter to posterize an image of a person you know, or yourself. Transfer the image to canvas/paper and paint using a monochromatic color scheme with a complimentary pattern background."

5 mins Discuss the art history research document. [WORKSHEET art history](#)

5 mins. Demo how to send photo thru digital filters, prepare for grid enlargement, make a value scale, and raw/paint, [How-To VIDEO demo](#)

1. Crop photo <https://crop.imageonline.co/>
2. Convert your chosen image to Black&White <https://blackandwhite.imageonline.co/>
3. Convert to Posterize. Set for 5 levels <https://posterize.imageonline.co/>
4. Print it up.
5. Draw a grid on it. Tip - use numbers on axis, letters on the other axis. Will make understanding your coordinates easier when redrawing it to a bigger scale.
6. Pencil out a grid of your larger paper/canvas. Use 3/4 inch squares. Or larger if you have the space. Again, letters on the horizontal, numbers on the vertical
7. Match your coordinates and sketch out your shapes of value/tone.
8. Pencil out a grid of your larger paper/canvas. Use 3/4 inch squares. Or larger if you have the space. Again, letters on the horizontal, numbers on the vertical
9. Match your coordinates and sketch out your shapes of value/tone.
Draw in the value shapes. TRUST THE SHAPE, not what you THINK the mouth or nose should look like.
10. Make your palette. Layout out 5 value blocks for each level in the posterize. 1 being white, or the lightest 5 being black, or darkest of our hue.
11. Color in your shapes according to their value/tone.
12. Paint in your surrounding pattern.
13. Ask for questions

5 mins Discuss the [RUBRIC](#) & [SELF Grading](#) documents/

10 mins. Ask for clarifying questions and understanding, clean up and then dismiss

Day 2

PREP

Students have access to links for the day

[RUBRIC](#)

[SELF Grading](#)

[WORKSHEET art history](#)

CLASS

5 mins. Greetings & note agenda

50 mins. Students make art

Process photos with filter

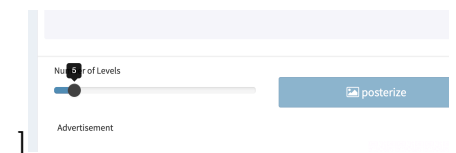
Make grid on printed up photo

Evidence of Making



Choose of yourself or someone you know. your photo. Ms. Kaiser is kinda sorta a personal friend of Mr. Jackman.

Go to [imageonline.co](#) for cropping, black& white and Posterizing. Adjust for 5 levels.



Draw out grid on printed up posterized image.

5. Mins. Ask for clarifying questions and understanding, clean up and then dismiss.
Remind students what is expected for next class. -Enlargement

TEACHER HOMEWORK

Review submitted portfolio work and email students with edits, corrections, advice, and approvals

Day 3

PREP

Students have access to links for the day

[RUBRIC](#)
[SELF Grading](#)
[WORKSHEET art history](#)

CLASS

5 mins. Greetings & note agenda

50 mins. Work on portrait enlargement

5. Mins. Ask for clarifying questions and understanding, clean up and then dismiss.
Remind students what is expected for next class.- value

Day 4

PREP

Students have access to links for the day

[RUBRIC](#)
[SELF Grading](#)
[WORKSHEET art history](#)

CLASS

5 mins. Greetings & note agenda

50 mins. Work on value and finishing enlargement

5. Mins. Ask for clarifying questions and understanding, clean up and then dismiss.
Remind students what is expected for next class. Finishing value

Day 5

PREP

Students have access to links for the day

[RUBRIC](#)
[SELF Grading](#)
[WORKSHEET art history](#)

CLASS

5 mins. Greetings & note agenda

50 mins. Work on finishing value

5. Mins. Ask for clarifying questions and understanding, clean up and then dismiss.
Remind students what is expected for next class. Patterns. Submit in Art History Document.

Day 6

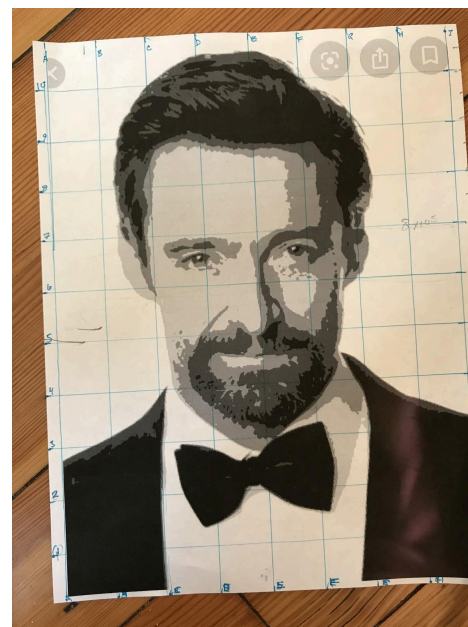
PREP

Students have access to links for the day

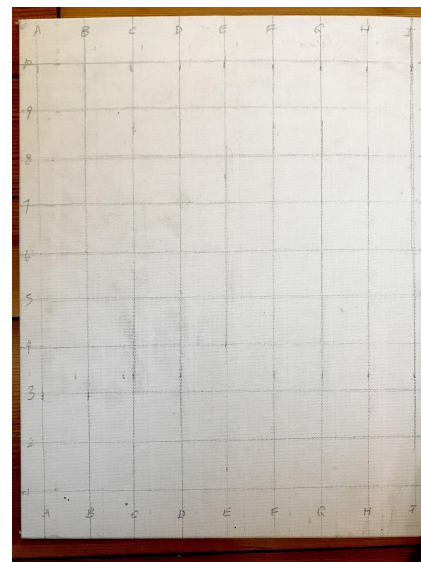
[RUBRIC](#)
[SELF Grading](#)
[WORKSHEET art history](#)

CLASS

5 mins. Greetings & note agenda



Draw the same grid to a bigger ratio,



Draw in the value shapes.
TRUST THE SHAPE, not what you
THINK the mouth or nose should
look like.

50 mins. MNAp out patterns

5. Mins. Ask for clarifying questions and understanding, clean up and then dismiss.

Remind students what is expected for next class. Progress on portraits and finished research document

TEACHER HOMEWORK

Review submitted portfolio work and email students with edits, corrections, advice, and approvals

Day 7

PREP

Students have access to links for the day

[RUBRIC](#)

[SELF Grading](#)

[WORKSHEET art history](#)

CLASS

5 mins. Greetings & note agenda

50 mins. Finish pattern

5. Mins. Ask for clarifying questions and understanding, clean up and then dismiss.

Remind students what is expected for next class. Patterns

Day 8

PREP

Students have access to links for the day

[SELF Grading](#)

[RUBRIC](#)

[SELF Grading](#)

CLASS

5 mins. Greetings & note agenda

20 mins Final touches

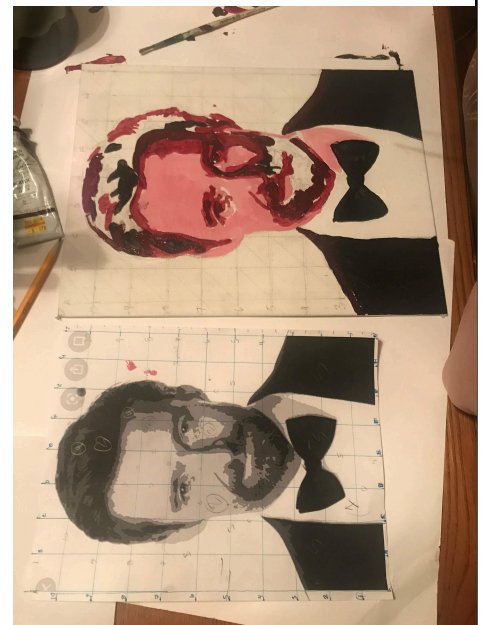
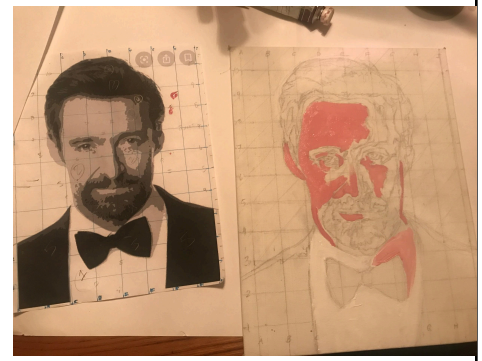
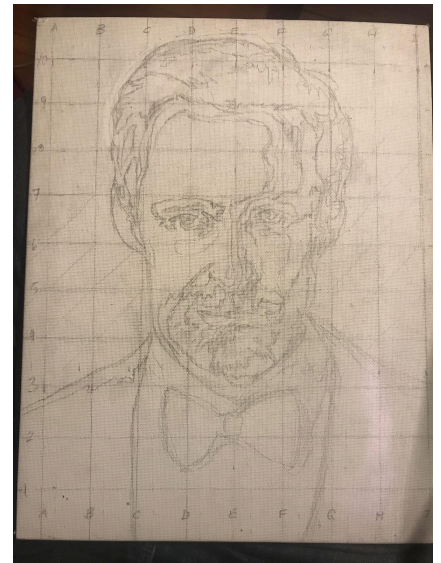
Submit art history worksheet

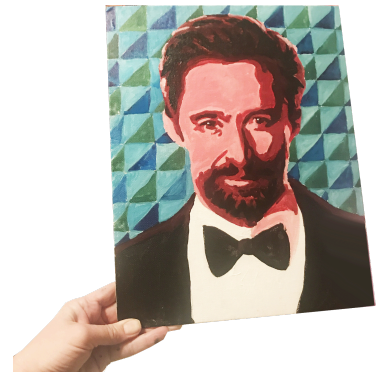
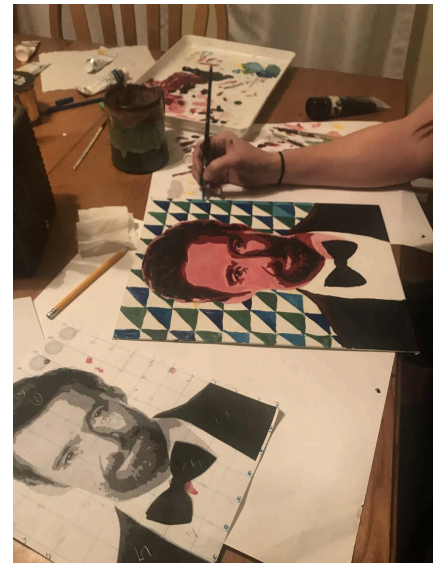
10 mins Open free-style crit

10 mins. Have students grade themselves with [SELF Grading](#) doc

5 mins. Ask for clarifying questions and understanding, clean up and then dismiss

Give students a very small heads up for the next lesson's topic.





Clean up

Students put supplies away at home that they see fit.

Technology

<https://crop.imageonline.co/>
<https://blackandwhite.imageonline.co/>
<https://posterize.imageonline.co/>

Printing machine, copier ink
 Internet access
 Computer

Accommodations/Modifications

- Ed Techs are invited into the online class and give all documentations.
- Real time captions are available on the Google Meet site

- Teacher will type in the chat windows links when they are being discussed in real time
- A copied transcript can be emailed out to students on request
- For over achievers, they can make a monochromatic piece focusing on hue instead of value.
- If a student does not have access to a printer, the teacher can make a “gridded” up image of the student’s photo that they can copy from the computer’s screen.

Handouts/Worksheets Accompanying Documents

[Portrait SLIDESHOW](#)

[RUBRIC](#)

[SELF Grading](#)

[WORKSHEET art history](#)

[How-To VIDEO demo](#)

[Hall-Dale Art! lesson webpage](#)