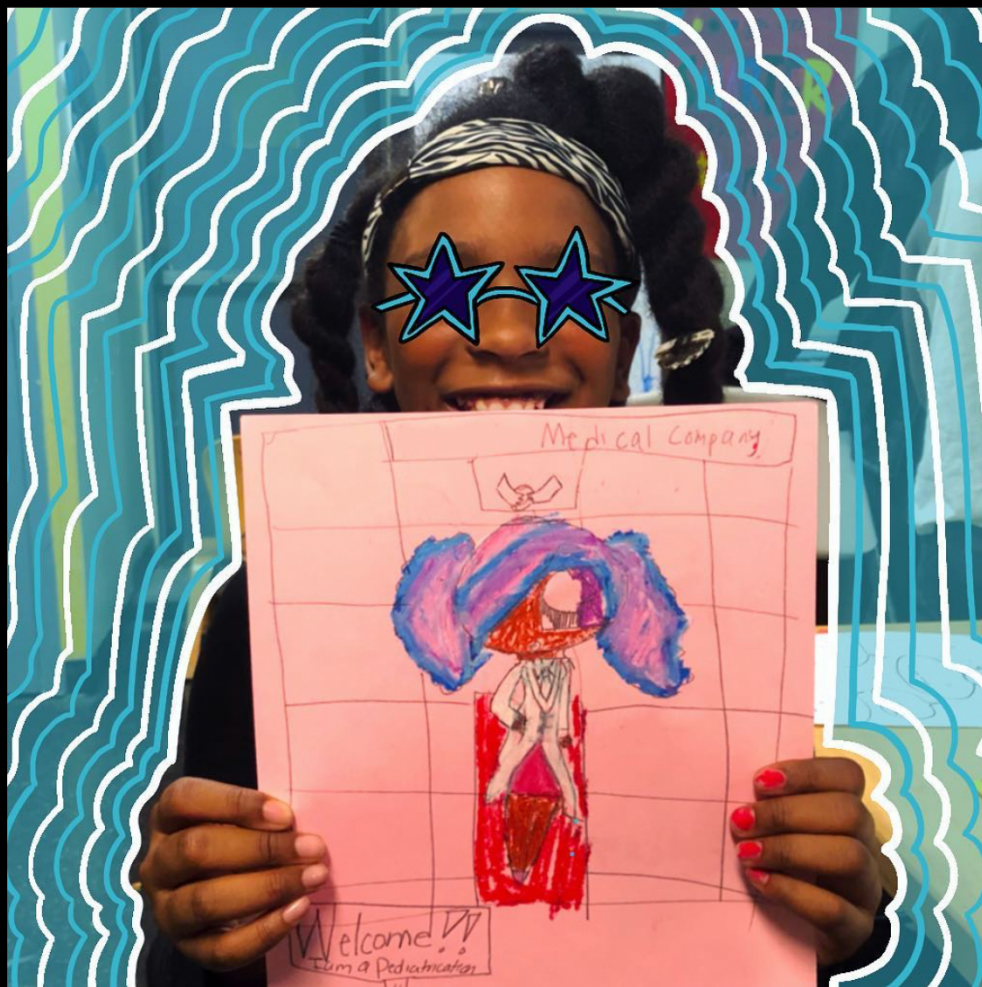


FUTURE SELF-PORTRAIT

A UNIT FOR 3RD GRADE



UNIT PLAN

FUTURE SELF-PORTRAIT

Subject(s) Self-portrait, Drawing, Identity

Grade 3rd Grade

Number of Lessons 6

Time Allotment 50 mins

Central focus of the Unit/Big Ideas

The central focus of the unit is to create a future self-portrait to promote positive self-expression and conceptualize the idea of future. By the end of the unit, students will understand how artists experiment with forms, structures, materials, concepts, media, and artmaking approaches to make meaning and develop awareness of perceptions and experiences.

Assessments

- **Formative assessment:** Students will be observed throughout class discussion, Q&As, check-ins for progress and understanding, and peer critiques.
- **Summative assessment:**
 Final artwork: how the work reflects the student's understanding of lesson objectives
 Class participation: student's respectful behavior towards the art materials, workstations, peers' artworks, time for demonstrations and group discussions

Student Support and Differentiation

Whole Class:

- The whole class will get a hand-out with a clear lesson objective and expectation for the final product.
- Every student will have extra options to either challenge themselves further or take a simplified process.

Groups of students with similar needs:

- Modified working time: both students who are advanced and with learning issues will be able to take their work home and spend extra time to practice and complete.
- Group critiq: students will work in groups and give each other notes and suggestions

Individual students:

- The teacher will walk around and do one on one demos if necessary.
- An extra station will be available for the students who want to experiment with different materials.

Students with IEP's or 504 plans:

- The students will be asked individually what they feel comfortable doing in order to complete the lesson
- Extra credit: the students will be able to earn an extra credit for finding three portrait artists they find interesting.

Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:

- The students will be reminded that asking for help is natural and encouraged. There will also be a check-in for understanding in the beginning, middle, and end of the class.
- There will be a physical 3D model of the head in the classroom so that the students can touch and look at it in different directions.

Lesson#1 Face Features

Unit Title: Future
Self-portrait
Lesson Plan #: Lesson 1
Grade: 3rd Grade

Length of each period: 50 mins
Number of days: 2

Essential Questions:

- How does knowing and using art vocabularies help us understand and interpret works of art?
- Why is observation important in art making and how do artists observe?

Lesson Objectives:

Students will be able to...

- Understand basic anatomy of face
- Depict more accurate facial features and structures
- Practice observation and measuring skills
- Interpret and critique each other's works in a group setting

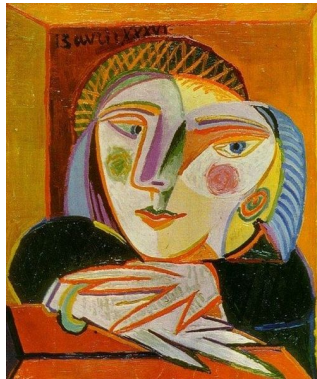
Materials –Artist/ Visual Text /Technology/ Resources:

Construction paper (9x12”), pencil, pencil sharpener, eraser, scissors, glue, 3D head model, mirror

Visual References/Art Historical References:



Senecio (1922) by Paul Klee



Woman In a window (1936)
by Pablo Picasso



Self-Portrait as a Heel
(Unknown) by Jean-Michel Basquiat

Vocabulary:

Observe, Analyze, Discuss, Critique
 Measuring, Line, Shape, Form, Feature, Structure, Proportion, Scale

NYS Visual Arts Standards

Creating	Presenting	Responding	Connecting
VA:Cr2.2.5		VA:Re8.1.5	VA:Cn10.1.4
VA:Cr3.1.5		VA:Re9.1.5	

Task Analysis/Procedure**Day1****A. Motivation/Spark/Launch**

Warm up activity: Students look at the mirror and explain their own features to the class

Key Questions

“What is in our face?” “What’s your favorite feature of your face?” “What kinds of lines and shapes do you see in your face?” “How big are your eyes?” “How far are your eyes apart from each other?” “Where are your ears located? How high are they located?” “Why do we all look different?”

B. Presentation of Lesson Objectives

A slideshow on portraits with geometric shapes

“How do you measure the shape, size, length, and location of each feature?”

C. Modeling/Demonstration

- Construction paper will be cut into shapes as students shout out the types of shapes and lines.
- A student volunteer to show the class where the ears are located in relation to the eyes

D. Transition and Work Period (practice and application)

Materials distribution & Brief summary of steps

E. Closure

The students will share their progress to the class. They will briefly explain about their thinking process and the direction they are taking.

Day2 (Working Day)**A. Motivation/Spark/Launch**

Check-in questions on students’ progress, common errors, and concerns

B. Transition and Work Period (practice and application)

Students will take the shapes they’ve created from Day1 and start arranging their facial features together.

C. Closure

Collaborative clean-ups & brief descriptions on the next lesson

Lesson#2 Self Portrait

Unit Title: Future Self-portrait
Lesson Plan #: Lesson 2
Grade: 3rd Grade

Length of each period: 50 mins
Number of days: 2

Essential Questions:

- Why do artists draw a self-portrait?
- What do we see and learn from many different portraits?
- Why do people value artifacts and select them for presentation or preservation?

Lesson Objectives:

Students will be able to...

- Describe the purpose and meanings of self-portrait
- Convey personal interests and characters in their self-portrait
- Observe their unique features and facial expressions
- Celebrate dynamics and diversity of themselves and their cultures

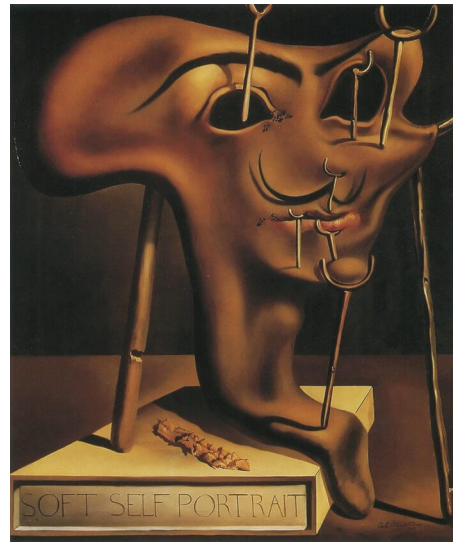
Materials –Artist/ Visual Text /Technology/ Resources:

Construction paper (9x12”), pencil, pencil sharpener, eraser, 3D head model, mirror

Visual References/Art Historical References:



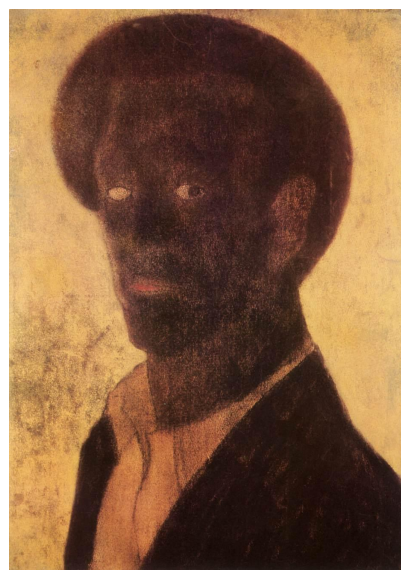
Self-Portrait with Thorn Necklace and Hummingbird (1940) - Frida Kahlo



Soft Self-Portrait with Grilled Bacon (1941) - Salvador Dalí



Self-Portrait with Halo and Snake (1889)
- Paul Gauguin



Black Self-Portrait (1935) - Lajos Vajda

Academic Vocabulary:

Express, Observe, Discuss, Interpret
Self-portrait, Culture, Diversity, Characteristic, Measuring, Feature, Structure, Proportion

NYS Visual Arts Standards

Creating	Presenting	Responding	Connecting
VA:Cr2.2.5 VA:Cr3.1.5		VA:Re8.1.5 VA:Re9.1.5	VA:Cn10.1.4 VA:Cn11.1.5

Task Analysis/Procedure

Day1

A. Motivation/Spark/Launch

A warm-up handout on brainstorming personal features, interests, and strength

Key Questions

“What will you talk about if you have to introduce yourself to the class?”

“Can you describe your features without looking at it?”

Review or Transition from Previous Period

Review on basic shapes of face features, measuring arrangements and sizes

B. Presentation of Lesson Objectives

Observation: Various types of self-portraits

“What are the similarities and differences of these self-portraits by different artists?”

“What kind of emotions do you feel with this color scheme?”

“Does the facial structure we learned from lesson#1 apply to these portraits?”

C. Modeling/Demonstration

Demonstration on whiteboard: Broken down steps of basic face structure drawing

D. Transition and Work Period (practice and application)

Ask yourself:

“How do you want your self-portrait to look?”

“What are the things you care about yourself?”

“What is your facial expression going to be?”

E. Closure

Clean-up & Collecting works-in-progress

Day2 (Working Day)

A. Motivation/Spark/Launch

Review: Shapes of facial features, proportion, scale, facial expressions and emotions

B. Transition and Work Period (practice and application)

Handing out students' work-in-progress with comments and suggestions

C. Closure

Collaborative clean-ups & brief descriptions on the next lesson

Lesson#3 Future Me!

Unit Title: Future
Self-portrait
Lesson Plan #:
Lesson 3
Grade: 3rd

**Length of each
period:** 50 mins
Number of days: 2

Essential Questions:

- What role does persistence play in revising, refining, and developing work?
- How does creating art enrich people's lives?
- How is a personal preference different from an evaluation?

Lesson Objectives:

Students will be able to...

- Define the functions of symbol and how to use it in a self-portrait
- Analyze various implications and stories of artists' self-portrait
- Express their future goals and dreams and have a positive self-assurance
- Present their artwork and describe their procedures by using academic language

Materials –Artist/ Visual Text /Technology/ Resources:

Construction paper (9x12”), pencil, pencil sharpener, eraser, oil pastels, 3D head model, mirror

Visual References/Art Historical References:



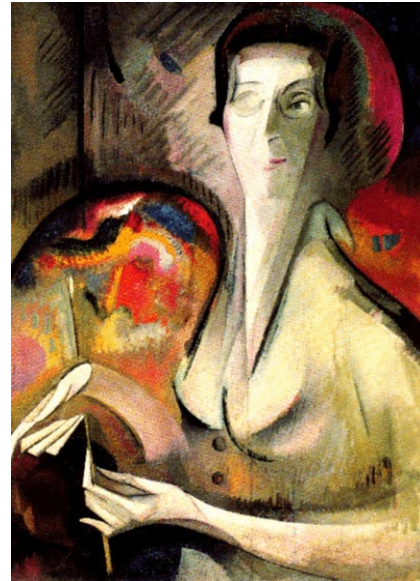
Portrait of Joseph Roulin (1888)
- Van Gogh



Jumping Jive (1942) - Norman Lewis



Man in a Vest (1939-1940) - William H.
Johnson



Self-Portrait (1917) - Alice Bailly

Academic Vocabulary:

Analyze, Interpret, Define, Present
Symbol, Future, Figure, Posture, Narrative, Background, Proportion

NYS Visual Arts Standards

Creating	Presenting	Responding	Connecting
VA:Cr2.2.5	VA:Pr4.1.2	VA:Re8.1.5	VA:Cn10.1.4
VA:Cr3.1.5	VA:Pr6.1.3	VA:Re9.1.5	VA:Cn11.1.5

Task Analysis/Procedure

Day1

A. Motivation/Spark/Launch

A warm-up handout on brainstorming future careers, goals, and dreams

Key Questions

“What do you want to be in the future and why?”

“How will you transform your self-portrait into future self-portrait?”

Review or Transition from Previous Period

“How far is your self-portrait drawing?”

“Can we guess who’s drawing this is and how?”

B. Presentation of Lesson Objectives

A slideshow on use of symbols and artist examples

Discussion: Examples of symbols in future careers ex) art teachers, athlete, etc

C. Modeling/Demonstration

Drawing demonstration on transforming a girl into an art teacher

D. Transition and Work Period (practice and application)

“What are the symbols that represent your dream?”

Option 1. A new drawing of future-self on a new piece of paper

Option 2. Transforming self-portrait from lesson #2 into a future self-portrait

E. Closure

Clean Up & announcements on class presentation

Day2 (Working Day & Class Presentation)

A. Motivation/Spark/Launch

Review: symbols of careers,

B. Transition and Work Period (practice and application)

“Describe your future self-portrait and why you made those choices in symbols, colors, background, and posture.”

C. Closure

Collaborative clean-ups & exit ticket questions

Rubrics

	Advanced 5	Proficient 4-3	Developing 1
Understanding of Content and Objectives	Final work clearly reflects a student's understanding of facial features' shapes and arrangements, demonstrates good craftsmanship and details	The work is completed, showed partial evidence of understanding in facial features and art materials	The work is incomplete, did not show an evidence of understanding in facial features nor art materials
Symbols and Original Voices	Final work showed a student's original idea and creative choices, projected one's own voice through more than 3 visual elements or symbols	Final work showed a student's artistic choices, projected one's own voice through 1 or 2 visual elements or symbols	The work is underdeveloped and unclear, did not project a student's own voice
Class participation & Behaviors	Actively participated during class discussions, demonstration, and group critiques, showed respect for peers, classroom, and art materials	Attentive during class discussions, demonstration, and group critiques, did not disturb class and peers	Students did not pay attention throughout the unit, did not respect peers, classroom, and art materials