**ART LESSON PLAN TITLE**

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| **Central Focus**  | Exploring identity through mixed media self portraits  |
| **Grade Level**  | 4  |
| **Class Size**  | 15  |
| **Time**  | 1hr 50m  |
| **Class Demographics**  | suburban  |

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| **National Visual Arts Standards Addressed**  |
| Explore and invent art-making techniques and approaches.VA:Cr2.1.4 Analyze components in visual imagery that convey messages. VA:Re7.2.4 Communicate feelings when engaging works of art and describe subject matter, formal characteristics, and art-making approaches to discuss meanings of artwork. VA:Re8.1.4  |

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| **Common Core State Standards Addressed**  |
| * [CCSS.ELA-Literacy.W.4.2](http://www.corestandards.org/ELA-Literacy/W/4/2/) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
* CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
* CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
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| **Forms**  | 2D  | 3D  | 4D  |
| **Frames**  | Cultural  | Subjective  | Structural  | Postmodern  |
| **Conceptual** **Framework**  | Artwork  | Artist  | Audience  | World  |

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| **LEARNING OBJECTIVES**  |
| ***As a result of this lesson, students will be able to:***  |
| 1. The students will analyze the works of two artists, explaining how their media choice effects their artwork.
2. The students will create a self-portrait using at least 2 different forms of media.
3. The students will write an artist statement explaining their art making process and how their choices affected their final piece.
4. The students will create a miniature version of their self portrait, highlighting one aspect of their choosing.
5. The students will write another artist statement explaining their choices for the miniature self portrait.
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**TEACHER MATERIALS**

* PowerPoint about artists and mixed media
* Handout with guiding questions
* Access to computer and projector
* Posters with vocabulary and artists on them
* Teacher examples of artwork/artist statement
* Artist trading card examples
* Examples of small portrait/artist statement

**STUDENT MATERIALS**

* Silhouette outlines
* Thicker board for the artmaking
* Markers
* Colored pencils
* Oil pastels
* Pencils/erasers
* Paint/brushes
* Collage materials (colored paper, stickers, magazine cutouts, glue)
* Guiding questions handout
* Handout with steps to draw facial features
* Artist trading cards
* Folding cards to make mini portrait

**ARTISTS IN CONTEXT**

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| **Key Artists**   | Mequitta Ahuja, Firelei Baez  |
| **Key Artworks**  | Mequitta Ahuja, *Dream Region,* 2009 Mequitta Ahuja, *Afrogalaxy,* 2007 Firelei Baez, *Vessel of Genealogies,* 2016 Firelei Baez, *To See Beyond it and to Access the Places that we Know Lie Outside its Walls,* 2015  |
| **Key Critical Questions**  | 1. What do you observe about the artwork? (lines, colors, shapes, texture, media choice) How do these things enhance the artwork?
2. Why is identity important to the works explored?
3. What are important identity traits expressed in the works?
4. What is going on in the world that makes her want to paint these things? (We are all important as people and all have different backgrounds and experiences, like being both black and Asian and having big beautiful hair)
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| **VOCABULARY AND LANGUAGE ACQUISITION**  |
| **Vocabulary**  | Mixed media: the use of a variety of media in an entertainment or work of art. Collage: a piece of art made by sticking various materials such as photographs and pieces of paper or fabric onto a backing. Identity: the characteristics, values, beliefs, etc. that make a person or thing what it is.  |
| **Language Functions**  | analyze  |
| **Language Demands**  | Syntax  | Discourse  |
| **Language Tasks and Activities**  | 1. Through the think-pair-share method, students will analyze the works of two artists that use their own identity in their work.
2. In writing, the students will describe their art making process and how their choices affected their work.
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| **Language Supports**  | 1. Vocabulary and artist posters for students to reference
2. Guided questions worksheet to help the students begin discussion
3. Components of artist statement written on board
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| **INSTRUCTIONAL STRATEGIES AND LEARNING TASKS**  |
|  **Launch**  |  **Instruction Methods**  |
| * The teachers will recap what artists they talked about the week before.
* The students will answer questions about the artists such as “What was the artist highlighting in their work?” “What do you think the artist is trying to tell the audience?”
 | * Discussion
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| **Instruction**  | **Instruction Methods**  |
| * The students will continue working on their projects from the week before.
* The students will explore expressing their identity through mixed media. The goal is to make their identity unique and to enhance the features of their choosing.
* The students will work independently to create their self-portrait.
* The teachers will walk around facilitating, asking questions, offering suggestions, and keeping students on track.
* The teachers will remind students to clean their spaces as they go.
* Teachers will keep students on track by giving time limits to finish parts of their project.
* Once finished, the students will each write an artist statement highlighting the following questions: what media did you choose for your piece and why? What characteristics about yourself did you choose to enhance? How does your work reflect your identity?
* The teachers will introduce the next project: making a smaller version of the self portrait that focuses on one characteristic that the students deem most important or unique to them. This will be done using only collage materials.
* The teachers will show their examples of the miniature self portraits and explain their choices.
* When students are finished with their big project and artist statement they will begin creating their miniature self portrait.
* Students will focus on explaining why they chose to accent the characteristic they highlighted in their collage portrait.
* The teacher will provide students with questions to help the students write their artist’s statements.
 | * Teacher instruction
* Think-pair-share
* Independent student work
* Discussion
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| **Closure**  | **Instruction Methods**  |
| * The students will briefly present their work and artist statements to the class.
* The teachers will instruct the students to continue thinking about their identity along with comparing/contrasting them to their peers’ identities. What makes them unique/what makes them the same?
 | * Student presentation
* Class discussion
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| **ACCOMMODATIONS FOR SPECIFIC DIVERSE LEARNERS**  |
| **Adaptations and Accommodations**  |
| * To ensure all students have the same opportunity to finish their work, the teachers will have all collage materials prepped and already cut for students who may struggle with cutting out.
* For students who struggle with reading, the teachers will read the guiding questions out-loud before the students get started with the think-pair-share activity.
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| **Enrichment and Extensions**  |
| * The students will include hidden text in their art piece to take it a step further into mixed media.
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| **Activity for Early Finishers**  |
| * The students will create artist trading cards for the remainder of class, experimenting with the various materials in any way they choose.
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| **OBJECTIVE-DRIVEN ASSESSMENTS**  |
| 1. The students will participate in a guided discussion analyzing the use of mixed media and identity in art. (formative)
2. The students will each create an original self-portrait that expresses their identity and that utilizes at least two forms of media. (summative)
3. The students will write an artist statement describing their process and how their choices in media affected their work. (summative)
4. The students will create a smaller version of their self portrait, focusing on what they believe to be the most important part of their piece. (summative)
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| **INTERDISCIPLINARY CONNECTIONS**  |
| * Psychology-the study of the self. This project will encourage students to dig deeper into who they are, exploring what makes them unique and different from their peers.
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| **REFERENCES**  |
| Gallery. (n.d.). Retrieved September 24, 2018, from <https://fireleibaezstudio.com/gallery> Enamel on Paper. (n.d.). Retrieved September 24, 2018, from <http://www.mequittaahuja.com/enamel-2007-2009.html>  |

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