

Student: Krista Nichols

Host Teacher:

Class and/or Period

Date

Lesson Title Self-Portraits with Proportion

<p>I. Central Focus (i.e., Goal Statement – What Students will know, learn, or understand) Important understandings and concepts that you want Students to develop over the course of this multi-day lesson. (Example: 3rd grade lesson on line to communicate the idea of motion) Central Focus should incorporate at least one or more of the following components: Interpreting Art, Creating Art, Relating Art to Context)</p> <p>The students will learn how to create realistic and accurate portraits using mathematical proportions.</p>
<p>II. Essential Questions – (Central Focus or goal written in the form of a question)</p> <p>How do you create realistic and accurate portraits using mathematical proportions? Why is it important to consider proportion when making artwork based on human form?</p>
<p>III. Standards Addressed (National Standards included here)</p> <p>VaCr2.1.7a : Demonstrate persistence in developing skills with various materials, methods, and approaches in making works of art and design.</p> <p>VaCr1.2.7a : Develop criteria to guide making a work of art or design to meet an identified goal.</p>
<p>IV. Learning Objective(s) (What students will overall achieve by the end of the multi-day lesson – behavioral objective that is observable and assessable)</p> <ol style="list-style-type: none"> Following a class discussion, the students will demonstrate an understanding of how artists have used proportion to determine effective portrait representations. The students will use mathematical proportions to create a self-portrait that is realistic and accurate.
<p>V. Prior Learning – What Students already know, what they can do, and what they are still learning to do.</p> <p>Students should understand what proportion <i>is</i>, but not all students might know or remember how to achieve proportion in a drawing. Students will have had practice drawing self-portraits in a multitude of mediums and artistic styles from previous art classes. Students are still learning to develop a personal style or artistic voice.</p>
<p>VI. Academic Language/Language Function Objective(s) – “Language of the Discipline” used to engage Students in learning. Sample Key Language Functions include Analyze, Compare/contrast, Critique, Describe, Interpret, Question (Refer to Academic Language in edTPA guidelines)</p> <p>Function Objective: Students will create a realistic self-portrait using the criteria that it contains an accurate representation of proportion.</p> <p>Vocabulary Development Objective: Students will be able to define and compare examples of incorrect and proper proportion.</p> <p>Discourse OR Syntax Objective: Students will describe how the relationships between height, width, and</p>

depth create proper proportion.		
VII. Assessments (note any relevant differentiation)		Evaluative Criteria (note any relevant differentiation)
1. Rubric		See Attached
2. Responding session Slideshow: https://docs.google.com/presentation/d/1ATsl4of7MYkvsySyUF81RM3WrE1-KRmaInDQPweDul/edit?usp=sharing		Students will discuss accurate and inaccurate portraits to demonstrate an understanding of the importance of proportion in realistic drawing and as a means for personal expression.
3. Exit Slip		See Attached
VIII. Key Vocabulary – Art terms and/or key phrases used during instruction and taught to students. Include definitions.		
<p>Proportion - the dimensions of a composition and relationships between height, width and depth. Understanding and using correct proportions in portraits allows one to create well-balanced, realistic representations of the human form.</p> <p>Subjectivity - word used to explain how different people can respond to a work of art in different ways. Subjectivity is based on personal opinions and feelings rather than on agreed facts. A painting may be “beautiful” to one person and “ugly” to another, but the material object remains unchanged.</p>		
Day 1: Learning Outcomes – Observable, assessable behaviors that you wish for students to accomplish at the end of Day 1.S		
The students will learn to use proportion as a way to create well-balanced, realistic representations of themselves.		
Day 1: Teacher Preparation – Day 1 Preparations needed to be completed before students enter the classroom.		
<input type="checkbox"/> Prepare slideshow <input type="checkbox"/> Sharpen Pencils <input type="checkbox"/> Cut Paper to 12” x 16” <input type="checkbox"/> Gather rulers, mirrors <input type="checkbox"/> Distribute student materials on tables before students enter		
Day 1: Lesson-Specific Materials		
Instructional Materials – Teacher materials needed during instruction. <input type="checkbox"/> Slideshow presentation on Proportion and Self-Portraits	Studio Materials (for Creating Art and/or Presenting Art <input type="checkbox"/> Graphite Pencils of various hardness/softness <input type="checkbox"/> Compressed charcoal for	Targeted Materials (any specific materials required for differentiation, accommodation, or modification)

	optional drawing/shading <input type="checkbox"/> 12" x 16" Drawing Paper <input type="checkbox"/> Kneaded Erasers <input type="checkbox"/> Individual Stand Alone Mirrors <input type="checkbox"/> Rulers	
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XI. Day 1: Lesson Procedures/ Learning Tasks and Timeline

Times	Teacher Actions (include differentiation)	Student Actions	Formative Assessments Assessment Questions
	Initiation		
3 min	As students enter the room, have the first slide of presentation on the board and ask students to compare and contrast the images in their sketchbooks, as they get settled.	Students will enter the classroom and use their sketchbooks to make note of any similarities and differences between the three images on the screen.	“What were some of the differences and similarities you noticed about these portraits?”
	Lesson Development – (Process and Procedures for conducting the lesson)	What students will do during various segments of the lesson	Questions used throughout respective sections of instruction to assess students’ learning.
1 min	State expectations for today’s lesson: “Today we’re going to be focusing on proportion. Specifically on why it’s important and how to achieve it.”	Listen carefully and respond to questions.	“Why do you think proportion is important in art?” “Are there other areas of art besides portraiture where proportion is important?”
3 min	Present slideshow of self-portraits Show second slide on caricature. Ask students Formative Assessment Questions.	Observe and discuss provided images of self-portraits.	“Does anyone recognize the guy in this picture? How did you identify him?” “Have you seen this

			<p>type/style of portraiture before?</p> <p>If so, where?"</p> <p>"How do we value caricature as a society? Do we take it seriously? Do you see a lot of caricatures in museums? Where do you usually see caricatures?"</p>
3 min	<p>Show the third slide of Picasso.</p> <p>Ask assessment questions.</p>	<p>Listen and respond to questions.</p>	<p>"Here is a stylized self-portrait made by Pablo Picasso. What are the resemblances you see between the artist and his artwork?"</p> <p>"Which parts of the portrait has Picasso chosen to represent himself abstractly? and why do you think he chose <i>those</i> features?"</p>
3 min	<p>Show fourth slide of Rembrandt.</p> <p>Ask assessment questions.</p>	<p>Listen and respond to questions.</p>	<p>"We don't have any photographs of Rembrandt because he died long before</p>

			<p>the invention of photography, but what stands out about his self-portrait vs. the other two?"</p> <p>"What disqualifies this drawing as a caricature? What about a stylized portrait?"</p> <p>"Is this work the most successful of the three we've seen?"</p>
3 min	<p>Remind students that art is subjective. It is how we respond to art in different ways.</p> <p>Take a survey:</p> <ul style="list-style-type: none"> ● Ask students to raise their hand if the caricature was the "best" portrait. ● Ask students to raise their hand if the stylized portrait of Picasso was the "best" portrait. ● Ask students to raise their hand if they felt Rembrandt's portrait was their favorite/ "the best" 	<p>Students will participate by raising their hand if:</p> <ul style="list-style-type: none"> ● The caricature was the "best" portrait. ● The stylized portrait of Picasso was the "best" portrait. ● Rembrandt's portrait was their favorite/ "the best" 	
10 min	<p>Demonstration (continue to utilize slideshow):</p> <ul style="list-style-type: none"> ● Show following slide on Proportion <p>"As we've seen, there are numerous ways to express oneself and represent themselves"</p>	<p>Students will observe teacher-led demonstrations.</p>	

in a work of art. The purpose of today's lesson is to focus on proportion. Proportion is important! Why?"

- Show next slide
- "There are a few ways to make sure we are capturing proportion correctly. If you're using a photograph some people like to use a grid like you see on the screen. If we're drawing from life, like we will be doing today, people often times will use the "rule of thumb"
- "So what we're constantly doing is measuring what we're seeing in real life, and using that measurement to check that we're representing it correctly on the paper."
- Show next slide
- "So to begin I need to recognize what shape of a face I have, it will help me sketch out the shape I need to sketch after I measure."
- "Next I'm going to measure from my chin to my hairline, and ear to ear to "map out" my face, and stick to the proper proportions.
- Using the ruler, measure chin to hairline, measure ear to ear. Mark the distance between each on the paper.
- "Now that I've made these marks, and I've identified the shape of my face I can sketch out that shape

"Why is proportion important in art?"

"Has anyone heard of the rule of thumb before?"

"What is the rule of thumb?"

- "Do you recognize which shape is mostly closely related to your face?"

using the marks as a guide.”

- Connect the 4 marks that were made on the paper using the shape of your face.
- “From here, I can use the same process to map out where my features go. For my eyes I want to measure the distance between them, but also the distance from my hairline to my eyes, and the distance between the right eye and the right side of the face, and the distance from my chin to my eyes.”
- “Repeating all of these steps for every feature.”
- “As a reminder, this is so important and you hear it all the time. DO NOT start your fine details until you have “mapped out” your entire face. Don’t color in your eyeballs or put in all the creases of your lips until you’re certain that everything is proportional. Why is that so important?”
- “Because if you make a mistake with your measurement, you’ll have to go back and correct it, meaning you may have to erase your hard work and you will have wasted time.”

- “Why is it important for us to wait until we’ve “mapped out” our faces before we go into smaller details?”

1 min	Have students return to their seats where their materials are waiting and have them begin.	Students will go back to their seats with their materials and begin	
25 min	<p>Instruct students to observe their faces in their mirrors. Show slide of face shapes.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specifically ask them to notice the shape of their face <p>Instruct students to lightly sketch the shape of their face, consider measuring length and width of their faces with the ruler (optional).</p> <p>Circulate room to ensure students are learning, check for proper shapes.</p> <p>Allow students time to map out their facial features, ask assessment questions.</p> <p>When students are comfortable and confident with their “mapping of features” allow them to go into detail.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consider contrast/shading <input type="checkbox"/> Give attention to the entire paper, not just one area <input type="checkbox"/> Consistency of line <p>Continue to circulate the room, offering help if needed.</p>	<p>Students will observe themselves in their mirrors.</p> <p>Students will sketch the shape of their face, using the ruler if they wish.</p> <p>Students will begin planning out their facial features on their paper</p> <p>Students will begin going into detail on their self-portrait.</p>	<p>What do you notice about your face? Do you have a round face? Or an oval shape? Do you have a sharp jawline?</p> <p>Will you use the ruler to measure proportion? Or will you “eyeball” it?</p>
2 min	<p>Clean Up</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instruct students to put away their materials <input type="checkbox"/> Collect self-portraits 	Students will put away their materials, hand in their work, and complete and exit slip	

	<input type="checkbox"/> Hand out exit slips		
	Closure: Does closure relate to lesson objectives? Are strategies clearly outlined? Will strategies enable students to consider <u>why</u> the lesson is important?		
	Exit Slip		



Exemplar

Commentary on Planning Decisions

In answering these questions explain your thinking AND cite research to support your instructional decisions. These will typically be answered when you have planned the lesson but before it is implemented.

Why is it important that these students learn this content?
Proportion is essential for creating accurate images. Without it, artwork can be unbalanced and unrealistic. Like learning to walk before you can run, it's important for students to recognize and understand proportion to the fullest extent to the point where they don't even have to really contemplate it. This lesson will benefit students in the future by giving them the opportunity to recognize good proportion vs. bad proportion as well as good composition and balance in a work of art.
How does this lesson fit into the current sequence of instruction/unit?
As students begin their high school careers, they must have foundational knowledge to allow them to develop their unique artistic voice. Proportion is essential learning because it covers many of the elements and principles, specifically harmony, balance, or symmetry.
Why are the learning procedures you have developed for this lesson appropriate for this particular content?
The learning procedures developed in this lesson are appropriate because after the class discussion, the students have a good sense of what they're being asked to do, and after the demonstration they understand they are fully confident in creating their own self-portrait using the steps they just witnessed. These steps illustrate the instructors use of scaffolding , to build

up students' knowledge/understanding of the process. Based on Maslow's Hierarchy of Needs, the instructor starts with the basic need of understanding and moves on to higher-order needs. The result of the lesson is not a fully realized self-portrait, but one that is accurate and would be easy to finish during another class period or on the students' own time. As the student continues on with their education, it is easy to recall the steps from this lesson as they are beginning new works in the years to come.

Why are the learning procedures for this lesson appropriate for these particular students?

There are a few ways to create a proportional self-portrait. At this stage in their development using a ruler is easy to understand as the student has had experience with rulers in both art and math classes and possibly science as well. Measuring their features allows for simple mapping.

What contextual factors were especially important in shaping your plan for this lesson and how did they shape your planning?

I'm still not sure what this question is asking but I will do my best to answer it

In an age where appearances are so important to adolescents, it can be therapeutic for students to explore themselves/ their features without the use of a smartphone, and to really see themselves. A class discussion that is focused on an idea (proportion) catered to them through use of engaging images (The Rock caricature) invites a meaningful discussion. By completing a successful proportional self-portrait, students will have built the skills they need to create more complex works of art in the future.

Resources

Cite Sources: Provide citations for the sources that you did not create (e.g., published texts, websites, materials from other educators).

<https://www.bbc.co.uk/bitesize/guides/zxpn82/revision/1>

Class notes

Bloom's Taxonomy

Reflective Commentary on Lesson Implementation

After implementing the lesson, answer these questions.

What patterns of learning were evident in the data from this lesson?

What worked and for whom? Why?

What didn't work and for whom? Why?

What are your instructional next steps based on the data from this plan?

As a beginning teacher, what did you do well in planning and implementing this lesson?

As a beginning teacher, what are your next steps to build your teaching skills? (Set a couple, specific SMART objectives for yourself.)

RUBRIC

Attribute	4- Excellent: Exceeds Expectations	3- Very Good: Meets Expectations	2- Needs Improvement	1- Does Not Meet Expectations
Proportions	Size and scale relationships within self-portrait are accurate and intentional. Use of space with regards to positive and negative space are well represented.	Size and scale relationships within self-portrait are mostly accurate and intentional. Some size relationships are not quite accurate unintentionally.	Size and scale relationships with self-portrait are inaccurate. Some objects may be correct, but not in relation to other objects.	Size and scale relationships with self-portrait are highly inaccurate. None of the objects show any relation to one another. No visible attempt for correctness shown.
Craftsmanship	Student has paid strong attention to detail. No smudge marks, paper is free from rips, tears, folds, etc.	Student has paid acceptable attention to detail. Minor smudge marks and/or small rips/tears/folds are visible.	Student has given some attention to detail. Finished product has a few smudge marks and/or multiple small rips/tears/folds on the paper.	Student has not considered attention to detail. Finished product has prominent smudge marks and/or multiple noticeable rips/tears/folds.

exit slip

Name:

Answer the following questions. Circle your answer.

- This image is an example of:

- A) Stylistic Drawing
- B) Caricature
- C) Proportional Drawing

- I know this because:

- A) Certain features/characteristics are exaggerated for dramatic effect.
- B) The relationship between features is accurate.
- C) Image is very similar to the original but has moved away from its natural form and shape creating a more dramatic or abstract result.

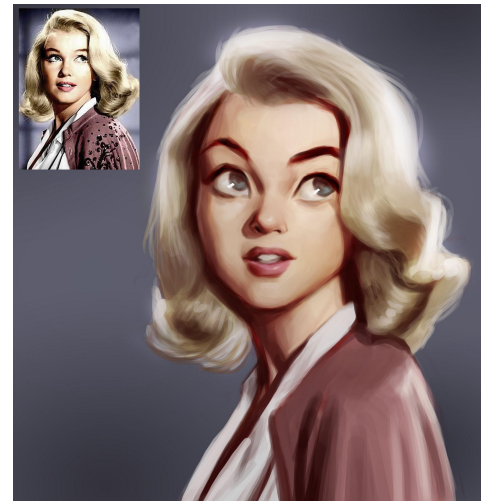


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