

Lesson Template

Course Advanced Art	Grade Level 9-12
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Lesson Occurs in Unit: <input type="checkbox"/> Beginning <input checked="" type="checkbox"/> Between the middle and the end <input type="checkbox"/> End

LESSON TITLE Kehinde Wiley Portraits for Precious Lamb
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Short Description/ Goal	<p>Students will develop and design a portrait of a child from the Precious Lamb preschool. This lesson will focus on service learning as students use their painting skills to develop portraits that will benefit the community. Their portrait will include patterns inspired by Kehinde Wiley’s portraits and be based on the individual interests of the chosen child. Students will focus on value, pattern, and space in this lesson and utilize their color theory knowledge to display a particular color scheme.</p> <p>Students will be given the incentive to have the best works displayed in an art auction/gallery shown within the community.</p>
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Essential Question	Why is portrait painting important?
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Strand/ Standards	<p>Content Standard 2 – Creative Expression</p> <p>2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.</p> <p>2.4 Review and refine observational drawing skills</p> <p>Content Standard 3 – Historical and Cultural Context</p> <p>3.4 Discuss the purposes of art in selected contemporary cultures.</p> <p>Common Core Standard –</p> <p>CCSS ELA.RST.11-12.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i></p> <p>CCSS ELA.W.9-12.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
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Student Objectives	<p>Students will be able to render facial features using contrasting value.</p> <p>Students will be able to mix monochromatic values.</p> <p>Students will understand facial proportions.</p>
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	Students will improve their observational drawing skills. Students will know how to implement the design principle, pattern.
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Assessment

Formative	Students' understanding of value will be checked as they complete a s worksheet that includes contour drawing of facial features, followed by a value drawing, and then finally painting the features in acrylic paint.
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Summative	Final works will be graded with a rubric and assessed for whether or not students met the given criteria. Students will write and present a written reflection of their completed works using the Feldman Model.
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Rubric	Attached
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Key Knowledge / Skill

Prior	Value & Color Theory Observational Drawing Drawing with a grid and enlarging images Painting with Acrylics
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New Concepts/Skills	Students will learn how to mix skin tones and further their experience with using acrylic paint. Students will understand the importance of knowing facial proportions when drawing the human figure / faces.
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Vocabulary	Superimpose, juxtapose, pattern, tints, tones, shades, space, proportions, foreground, background, value, scale, color, portrait, & color scheme
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Materials/ Resources

Resources	Scholastic Art Issue ft. Kehinde Wiley Chuck Close youtube video https://www.youtube.com/watch?v=GxR3ELuZjLw Precious Lamb Child Photographs
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Materials	Canvas paper, acrylic paint and painting supplies, grid sheets or tracing paper, ruler, pencils, eraser, q tips
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PHASES OF THE LESSON

Hook	<p>Students will begin the lesson by watching the Chuck Close video “Note to Self”. The video is intended to encourage students to tackle something new that may be overwhelming by approaching it one small step at a time. Students will be encouraged to approach this lesson with a similar approach and mindset as the combine multiple steps to reach a final product.</p> <p>Students will also see a presentation by guest speaker, Erin Wilson. She will provide students with background information on the Precious Lambs Preschool</p>
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Adaptations	<p>Students with special needs may be asked to complete only a monochromatic painting instead of rendering skin tones for the portrait. Smaller and larger photographs will be provided to students to use which may aid some students in drawing a small details.</p> <p>Verbal review of the grading rubric along with a physical copy will be given to students to help EL students better understand the criteria.</p>
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Aesthetic Exploration	Students will create their portrait based on a fact sheet from the given child. They must design a relative pattern and color scheme that fits the interests of the child.
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Instructional Strategies (What the teacher does)	Student Activities (What the students will do)
<p>Teacher will introduce the lesson by referring students to the display board with previous student examples, step by step images, and the overall outline of the lesson/project.</p> <p>Teacher will play the Chuck Close “Note to Self” video</p>	<p>Students will look at the display and get a basic idea of what the lesson entails.</p> <p>Students will watch the Chuck Close video and answer 3 questions given on a brief handout</p> <p>Students will read the Kehinde Wiley article</p>

<p>Teacher will show students historical works from various portrait artists such as Kehinde Wiley, Chuck Close, Jan Van Eyck, and Frida Kahlo. Teacher will then introduce the Scholastic Art Magazine featuring Kehinde Wiley to students to read and complete HEART notes.</p> <p>Teacher will demonstrate steps of completing the facial proportions practice by reviewing contour and value drawing.</p> <p>Teacher will assess student understanding as they complete their practice sketchbook drawing.</p> <p>Teacher will review with students how to use the grid to help them enlarge their drawing of the chosen photograph.</p> <p>Teacher will demonstrate mixing skin tones emphasizing lights and darks with the primary colors.</p> <p>Teacher will review drawings with students before having them move on to painting</p> <p>After the students complete paintings and/or the deadline is reached, teacher will introduce self-assessment questions to be answered.</p> <p>Teacher will administer index cards for students to write feedback to one another on during presentations and critiques. Teacher will instruct each table group which group they will review so they know the names of the students at each group to provide feedback for.</p> <p>Final works will be collected and graded according to the rubric.</p>	<p>and complete HEART notes to reflect on portraiture and focus on how Wiley uses pattern in his work.</p> <p>Students will follow along with their facial proportions packet handout and then proceed to completing their step by step worksheets including contour and value drawing and painting.</p> <p>When students complete their practice drawing of proportions they will choose an image of a child to paint.</p> <p>Students will set up their grids accordingly to their image and begin drawing the contour lines of the portrait.</p> <p>Students will continue to work on their grid drawing of the child and brainstorm a design to include in the background.</p> <p>Students will present their contour drawing with a pattern design to the teacher before painting.</p> <p>Students will begin painting their precious lamb portraits.</p> <p>Students will write their self-assessment as homework and return to present the following day</p> <p>Students will present their final projects and their peers will provide feedback. Each table group will individually review each student from another table group. Students will provide feedback and include 2 likes and 1 thing their peer could've improved on.</p> <p>Students will receive graded works with an attached completed rubric.</p>
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Closure	Closure for this lesson will result in a final critique where students share their portrait and present a self-assessment of their work to the class in addition to the final art show that will include portraits from this lesson. As students present, each student will be given a set of peer review cards, which they will use to provide their classmates with feedback during their presentation.
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Reflection	Students will write a final self-assessment that allows them to provide feedback on the lesson – what they liked, didn't like, struggled with, improved on, etc.
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Extensions	Students may utilize knowledge from this lesson for a future self-portrait or more observational drawing/painting lessons.
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Remember **WHERE**TO. An acronym for **W**here is it going? **H**ook students; **E**xplore and equip; **R**ethink and revise; **E**xhibit and evaluate; **T**ailor to student needs, interests and styles; **O**rganize for maximum engagement and effectiveness.

* Lesson plans are due to your University Supervisor three days prior to the observation date.



Rubric Made Using:
RubiStar (<http://rubistar.4teachers.org>)

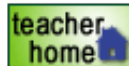
Creating a Painting : Kehinde Wiley Portrait

Teacher Name: **Ms. Burkdoll**

Student Name: _____

CATEGORY	Excellent 25 pts.	Good 20 pts.	Fair 15 pts.	Poor 10 pts.	Score /25
Portrait Proportions	All the features imitate the photograph/student proportionally and accurately.	Most of the features imitate the photograph/student proportionally and accurately	Some the features imitate the photograph/student proportionally and accurately.	Few of the features imitate the photograph/student proportionally and accurately.	
Color Choices	Choice and application of color shows an advanced knowledge of color relationships. Color choice enhances the idea being expressed.	Choice and application of color shows knowledge of color relationships. Colors are appropriate for the idea being expressed.	Choice and application of color shows knowledge of color relationships. Colors are, however, NOT appropriate for the idea being expressed.	Student needs to work on learning color relationships and using that knowledge in his/her work.	
Design/Composition	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill.	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill.	Student tries to apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) but the overall result is not pleasing.	The student does not appear to be able to apply most design principles to his/her own work.	
Painting Skill	Application of paint is preplanned and done in a logical, sequential manner.	Paint is applied in a careful, logical manner. Colors remain sharp and texture is evident.	Control is somewhat lacking. A few drips, ragged edges and failure of certain areas of pattern/texture may be evident.	Student needs to work on controlling paint and preplanning paint application. Muddy colors, ragged edges, lack of texture, drips and/or blobs are evident throughout the painting.	

Use of Value	The entire image demonstrates a strong range of values and creating clear imagery. Drawing demonstrates 3-dimensionality and depth.	The image demonstrates a range of values creating clear imagery. Drawing demonstrates 3-dimensionality and depth	Some of the image demonstrates a range of values creating some imagery. Drawing doesn't demonstrate 3-dimensionality and depth.	The image demonstrates little values and creating unclear imagery. Drawing demonstrates little 3-dimensionality and/or depth.	
Time/Effort	Class time was used wisely. Much time and effort went into the planning and design of the mask. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.	
Final Score					Total Points _____/125



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