

**UWM Lesson Plan Template**  
*(adapted from PSOA Art Education Area)*

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<b>Lesson Title:</b>	Identity Portraits	<b># of Sessions</b>	5
<b>Level/Grade/Age:</b>	High school 10-12		

**BIG IDEA**

*(Describe how the big idea is important to this age group in relation to student assets and the content area):*

The big idea is identity. Students will explore the different facets that can create a person’s identity. Through exploring portraiture created by Nikki S. Lee, students will have the opportunity to learn from each other. It is important for high school students to learn about identity because at this age group, they are still learning and trying to figure out who they are and where they find themselves most comfortable in society.

**OBJECTIVES AND NATIONAL STANDARDS:**

*Form & Structure (i.e., how does the lesson allow students to analyze and demonstrate art making approaches using art elements and principles of design to convey meaning?)*

Students will learn different ways of creating a portrait. The choices they make will influence how the portrait is interpreted. We talked about proximity of the viewer to the subject and how that can create more of an intimate look into the subject itself. Students make the choices of what they want to include in their portrait paintings as well.

*Production (i.e., how does the lesson allow students to analyze and use techniques and materials through methods of experimentation and investigation to develop art and/or design?)*

The works that we are using to talk about identity are not paintings. They are photographs, but it still is a great way to talk about identity. Students can analyze the way she frames herself in her portraits. All of the subjects she includes affect how the portrait works along with all physical attributes. First students, get to experiment with the oil paints. They paint 3 small paintings of objects that best represent them from the past, present and future. This gives them a chance to work with oils and be more comfortable before painting a portrait of them.

*Context (i.e., how does the lesson allow students to relate art to personal, social, cultural and/or historical perspectives?)*

Learning about different cultures and subcultures within Nikki S. Lee’s work is valuable but some students do know that while her work may open conversations about identity, it also is problematic due to the nature of how the portraits are made. The conversations usually cover almost everything from school life, who they hang out with and home life, the different cultures that are private from school.

Personal Perspective (i.e., how does the lesson provide opportunities to students for personal choices with content, methods, or styles?)

These lessons are built around students and require students to participate fully in order to be successful. Identity is such a broad term, that students can explore almost anything that falls under that. As far as the medium goes, we are experimenting with oils so that is one restriction. The painting techniques and styles are up to the students to explore and use ( provided with various demonstrations of techniques)

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**ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:**

<p>Academic language to be used:</p>	<p><b>Personal Perspective</b> – How you see yourself including aspects that you cannot control, your choices and beliefs etc.  <b>Race</b> – a group of human classified under the same category having distinct physical characteristics  <b>Ethnicity</b> –a group with a common cultural tradition  <b>Nationality</b> – someone belonging to a specific nation  <b>Religion</b> – beliefs and worship of a system or god(s)  <b>Gender</b> – male, female and transgender constructed by social or cultural  <b>Sex</b> - Male or female biologically  <b>Oil Paints</b> – Slow drying paints with pigments and oil  <b>Pigments</b> – fine materials that changes how light is reflected creating different colors  <b>Solvents</b> – a liquid that dissolves and thins out substances such as oil  <b>Camel Hair Brush</b> – soft hair brushes  <b>Bristles</b> – stiff hair with multiple tips  <b>Wet on Dry</b> – applying paint onto a dry surface  <b>Wet on Wet</b> – applying paint onto another layer of wet paint</p>
<p>Where academic language will be practiced (i.e. through writing and art making):</p>	<p>Worksheets, sketchbook lesson plans, discussions, artist statements, critiques</p>

**LANGUAGE FUNCTION USED THROUGHOUT LESSON:**

Type of language function:	<b>Interpretation</b>
Emphasis of language function ( <i>describe the main purpose of using this language function for your lesson</i> ):	Emphasis of language function: Interpreting art will emphasize and develop student's observation skills and increase their performances with Visual Thinking Strategies.
Where language function will be practiced ( <i>i.e., through writing and art making</i> ):	Students will interpret art during presentations and critiques. Student's will also be interpreting and providing feedback to other student's work.

**UNIT or LESSON OVERVIEW:**

Lesson will begin by introducing the big idea. We will have an activity to start the conversations. The activity to help us understand and discuss what personal identity is will be a group effort. Students will write down about 10 things that helps construct their personal identity. Once that is complete, students will move from table to table marking an X on things other students have that is also part of their identity. We will then have an open discussion on what their thoughts were while moving around.

Once that is complete, students will be introduced to oil paints, most of them have not used oils before so I had to explain everything about oils, the do and do not. With those I had different sheets to help them explore different techniques. We will also be learning how to stretch our own canvas as well to prepare to paint the final portrait.

Then, I introduce the artist and we discuss her work. We talk about portraiture and the best way to frame ourselves. We talk a lot about the choices that the artists make and how that affects her portraits. Once the canvas is ready and dry, students draw and map out everything before painting.

**UNIT or LESSON DETAIL** (*provide for each lesson session*):

Motivation/introduction:	
Art Making:	<b>Supplies:</b> <b>Canvas Panels (3 per student)</b> <b>Sketchbooks</b> <b>Pencils</b> <b>2" x 3" paper</b> <b>Assorted bristle brushes</b> <b>Various colors of oil paints</b> <b>Foam plates</b> <b>Linseed oil</b> <b>Mineral spirits</b> <b>Canvas fabric</b>

**Gesso paint**  
**Gesso brushes**  
**Staples**  
**Staple gun**  
**Hammers**

Teacher instruction:

Lesson 1 - Set up stacks of 10 2" x 3" cards for everyone to pick up as they walk in the classroom. At an open area, set up oil paints and canvas panel for a quick demonstration. Begin power point slides to facilitate discussion activity about identity.

Lesson 2 - I will pass out work sheets and go over what they will need to cover in their discussion about their pieces. They will partner up and have about 15 to 20 minutes to discuss and write down notes about each other's paintings.

Lesson 3 - There will be a demonstration on how to stretch canvas with stretcher bars. There will also be a handout of stretching and stapling patterns to help students.

Lesson 4 - Demonstrate how to draw their portrait onto the canvas. Explain different techniques used to paint portraits. Different approaches may start with laying out a color in the background, then laying down some skin tones.

Lesson 5 - I will go over what students need to write about in their reflection.

Objective:

***Interpreting Art*** – Students will explore identity through interpreting photographer Nikki S. Lee's work and how an individual can create and show their own identity through portraiture.

***Developing Works of Art/Design*** – Students will explore and represent their identity through painting their past, present and future. The first part will include 3 small paintings that have a clear subject attached to their identity.

Students will paint a portrait of themselves that explores either their past, present or future.

***Relating Art to Context*** – Students will create a portrait of themselves that shows a part of their identity through props and other backgrounds.

Students will create an artist statement and reflection that helps clarify their intentions and to assess their own work.

**National Standards**

**Standard 1** - Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

**Standard 2** - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

	<p><b>Standard 3</b> - Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.</p> <p><b>Standard 6</b> - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.</p> <p><b>Standard 8</b> - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p><b>Standard 11</b> - Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p> <p>Students at work:</p> <p style="padding-left: 40px;">-After the class discussion students will use their sketchbooks to plan out their paintings with thumbnail sketches. Once they have a clear idea about what they want to paint, they can move onto the canvas panels and start painting. While drafting ideas, I will get supplies such as foam plates along with their own jar of mineral spirits distributed.</p> <p style="padding-left: 40px;">Students will pair up and take notes based on VTS questions. Each student must assess the others and share with the class after during our class critique. Students will also be pinning their 3 paintings up after they are done discussing it with their partners. This will help us transition into the class discussion.</p> <p style="padding-left: 40px;">Students at work will stretch their canvases with a partner. There will be a demonstration of how to stretch canvases and a handout to help. After students are finished with canvas stretching they will gesso the canvas.</p> <p style="padding-left: 40px;">Students will do a few sketches of their composition. They may use photographs as references. Once the composition is laid out on the canvas with pencil, students will begin painting.</p> <p>Closure: I like to end class with how students are doing with the new medium. They can express frustrations or breakthroughs. Questions that they may want to ask. We do a midpoint critique and a final critique.</p>

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<b>ADAPTATIONS:</b>	<p>Students who struggle with writing will get one on one time to work with me. Most students this age are independent and want to do their own work. Different adaptations will include allowing the students with IEP to print out a picture of them and transfer that image to the canvas for painting. Students who also struggle will have the opportunity if they wish to do so. There are two IEP students that the aide and I will work with closely with certain task that they cannot complete on their own.</p>
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**RELEVANT THEORIES:**

**Multiple Intelligence** – At this age it is easy to identify where students are in terms of Howard Garner’s theory of Multiple Intelligence. Students demonstrate their ability to interpret images and create artwork-using paint. Most students are verbally/linguistically developed. Although there are differences between the students they are at the appropriate age in relation to the development. One platform of intelligence the students will continuously develop is the interpersonal intelligence. Throughout the lessons, students continuously practice writing along with art making to help make their learning experience deeper.

**Constructivism** – Students generate information on what they know and construct their own interpretations of artworks and add more to it when new knowledge is acquired. They’re continuously constructing knowledge through the experience of using the materials and interacting with others in the class. Learning how to utilize things in a different way that it is intended will help students think outside the box for future creative endeavors.

**Zone of Proximal Development** - This theory helps me gauge how much I should help students so that they are developing and acquiring painting and writing skills. Students who need help will only get enough help so they can discover and learn new things on their own.

**ASSESSMENTS:**

Initial (formal/informal): Using the activity to see how much of an understanding students have about identity.

Progressive/Formative (formal/informal):  
We do partner critiques so students can give each other feedback, then we do a midpoint critique where it is open to the whole class.

Final/Summative (formal/informal):

	Advance (3)	Proficient (2)	Basic(1)
Students will explore and represent their identity through painting their past, present and future. The first part will include 3 small paintings that have a clear subject attached to their identity.	Used 3 clear subjects in the painting	Used 2 clear subjects in the painting	1 clear subject
Students will explore identity through interpreting photographer Nikki S. Lee’s work and how an individual can create and show their own identity through portraiture.	Self portrait has a strong connection to artist’s methods of working	Self portrait shows some connection to the artist	Self portrait shows little to no connection
Students will paint a portrait of themselves that explores either their past, present or future.	Student’s portrait can be clearly identified as one of the following	Student’s portrait may reflect any of the following	Student’s portrait is unclear of what it may represent

	Students will create a portrait of themselves that shows a part of their identity through props and other backgrounds.	Student's portrait included, props, outfits and a background	Student's background maybe included props, outfits and background	Student's self portrait only included them
	Students will create an artist statement and reflection that helps clarify their intentions and to assess their own work.	Student's statement is clear and touches upon their intentions	Student's statement clarifies some things on the painting	Student's statement is unclear or minimal description
	Craftsmanship, Work Ethics and Participation	Painting is complete, students always worked and contributed to class discussion	Painting is partially complete, good work ethic and participates sometime	Painting is unfinished, student does not use time wisely and seldom participates in class
	Comments:			