

**VISUAL ART LEARNING SEGMENT PLAN**  
**UWM METHODS TEMPLATE**

**Learning Segment Title: Family Portrait: Exploring Identity Family**

**Number of Planned Lessons: 5**

**Age Group: 4<sup>th</sup> Grade**

**ENDURING CONCEPTS & GOALS FOR THE LEARNING SEGMENT**

**Central Focus:**

(3-4 sentences describing the core concepts for the learning segment and meaningful connections to the subject-specific objectives, including: interpreting art, developing works of art/design, and relating art to context.

In this segment, students will explore personal identity in the context of family. Students will learn to create a visual narrative describing what family means to them through use of mark making techniques and personal collage items. Inspired by the work of Tyanna Buie, students will create a mixed media family portrait.

**Big Idea:** Family

**Essential Questions:**

- Who makes a family?
- What is unique about my family?
- Why is it important to learn about different families?

**KNOWLEDGE OF STUDENTS TO INFORM TEACHING**

*How does this lesson connect with and build on students' previous/subsequent lesson(s)? How do students' visual art dispositions inform this lesson?*

Students will use their prior knowledge of color theory and mark making.

*What personal, cultural, and community assets inform this learning segment?*

Students will explore their personal family unit and learn about various types of families. There is a tendency for students to bully other students based on differences in each other's lives. Students can learn about empathy through peer discussion and review, allowing for a greater understanding of how they fit into the classroom community.

*What are the developmental characteristics of these learners? What are common misconceptions in relation to this learning segment?*

Many of the students lack the ability to work independently. Students may have a narrow view of what family may mean. With this age group, students are still very much egocentric in their development.

*What adaptations and consideration are needed for instruction for whole class, individuals, and students with specific needs?*

Students often disregard class rules. Several children need one on one instruction in order to fully understand concepts. Problems tend to stem from behavioral issues rather than cognitive disabilities. I will need to take in consideration the student's attention span, using teaching techniques to keep students engaged.

Identify research and theory that support your choices, adaptations, and understanding of your students.

<b>LEARNING OBJECTIVES &amp; VISUAL ART STANDARDS</b>		
Students will be able to...		
Student will demonstrate an understanding that...		
<b>National Core Art Standards</b>	<b>Learning Objectives</b>	<b>Learning Tasks &amp; Assessment Alignment</b>
<p><b>Re.7.1.4a:</b> Compare responses to a work of art before and after working in similar media.</p> <p><b>Re.7.2.4a:</b> Analyze components in visual imagery that convey messages.</p>	<p><b>Interpreting Art: (almost always looking at responding standards)</b></p> <p>Students will effectively analyze how Tyanna Buie uses symbolism and representation to convey meaning.</p>	<p><b>Learning Tasks:</b></p>
		<p><b>Assessments/Feedback:</b> exit ticket, game, test (Needs to be something students can use during the course of the project)</p>
<p><b>Cr1.1.4a:</b> Brainstorm multiple approaches to a creative art or design problem.</p> <p><b>Cr1.2.4a:</b> Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.</p> <p><b>Cr2.1.4a:</b> Explore and invent art-making techniques and approaches.</p>	<p><b>Developing Works of Art/Design: (almost always creating)</b></p> <p>Students will be able to utilize at least two of the monoprinting techniques in the creation of their final portrait.</p>	<p><b>Learning Tasks:</b> Hands on learning, learning centers</p>
		<p><b>Assessments/Feedback:</b>  Rubric</p>
<p><b>Cn11.1.4a:</b> Through observation, infer information about time, place, and culture in which a work of art was created.</p>	<p><b>Relating Art to Context: (almost always connecting)</b></p> <p>Students will be able to conceptualize and describe their own definition of family in relation to other types of family units, learning about empathy and tolerance.</p>	<p><b>Learning Tasks:</b>  Handouts/worksheets</p>
		<p><b>Assessments/Feedback:</b>  Rubric</p>

<b>ACADEMIC LANGUAGE</b>		
<b>Language Demands</b> (Describe language demands that are essential to this learning segment)	<b>Planned Supports</b> (Instructional strategies, learning tasks, & materials)	<b>Assessments/Evidence of Learning</b>
<p><b>Language Function:</b>  Interpretation</p>		
<p><b>Vocabulary:</b> (list &amp; define) make sure they are age group appropriate</p> <p><b>Family:</b> a group of people going through the world together, living together or not.</p>	<p>Handout, discussion</p>	<p>Vocabulary test</p>

<p>Often includes adults and the children they care for.</p> <p><b>Monoprint:</b> a form of printmaking that has lines or images that can only be made once.</p> <p><b>Portrait:</b> a painting, drawing, or photograph of a person that usually only includes the person's head and shoulders. A detailed description of something or someone.</p> <p><b>Symbolism:</b> the use of symbols to represent ideas or qualities.</p> <p><b>Diversity:</b> variety, differences.</p>		
<p><b>Discourse (or Syntax):</b></p> <p>Discourse</p>	<p>Venn diagram, Artist Statement</p>	

LESSON #1			
<p><b>Descriptive Lesson Title: Family Portrait: Introduction and discussion.</b></p>			
<p><b>Lesson Description:</b>          (Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)</p> <p>Students will receive an intro to artist Tyanna Buie, learning about Buie's process and the biographic elements that inform her work. Students will collectively and individually brainstorm a list of objects that are meaningful to them and could be used as personal symbolism items in their portrait. There will be an introduction to appropriate vocabulary and terms for this segment.</p>			
<p><b>Materials:</b>          (Instructional, art making, and organizational materials required for this lesson)</p> <p>Smart board to view video of artist and selected artwork examples. Vocabulary definition handout. Venn diagram exploring similarities and differences between families.</p>			
<p><b>Instructional Strategies &amp; Learning Tasks</b>          Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.</p>			
Time	Teacher Activities	Student Activities	Differentiation/Adaptations
10 min	Introduction to learning segment and artist examples through direct instruction.	Students will view video and selected artwork examples from artist.	
10 min	Exploration of themes and viewed content through effective questioning.	Students discuss ideas and answer questions collectively as a class.	

10 min	Venn diagram handout.	Students will partner up and complete Venn diagram.	
10 min	Teacher led class discussion about what students learned doing the Venn diagram. I will answer any questions students might have.	Students will talk about what they learned from the Venn diagram.	

**LESSON #2**

**Descriptive Lesson Title: Family Portrait: Printmaking Process**

**Lesson Description:**

(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

Students will be introduced to four monotype printmaking techniques. Students will rotate between stations to give students a chance to explore process before applying these to their artwork.

**Materials:**

(Instructional, art making, and organizational materials required for this lesson)

Printmaking supplies: ink, brayers, plexi glass

**Instructional Strategies & Learning Tasks**

Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
10 min	Introduction to four monoprinting techniques through direct instruction and hands on learning.	Students will listen and observe.	
25 min	I will walk around the room, guiding students through the four stations.	Students will rotate between set up stations, exploring monoprinting techniques. Students will create one small print per process.	
5 min	I will direct students to clean up the room and the work stations.	Students will clean up work stations.	

**LESSON #3**

**Descriptive Lesson Title: Family Portrait: Building**

**Lesson Description:**

(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

Students will begin working on their family portraits. Utilizing at least two of the four printmaking processes that were introduced in lesson 2 and collage.

**Materials:**

(Instructional, art making, and organizational materials required for this lesson)

Ink, paper, brayer, and various mark making tools.

**Instructional Strategies & Learning Tasks**

Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
5 min	I will give a quick overview of expectations for the class period.	Students will listen and observe.	
25 min	I will walk around and offer individual instruction and guidance.	Students will work on building their portraits.	
10 min	Clean up and reflection. I will monitor and give instructions on expected clean up. Reflection will include some lecturing on what we have been learning while students clean up.	Students will clean up their work areas and listen to reflection lecture.	

**LESSON #4**

**Descriptive Lesson Title: Family Portrait: Building and Statement**

**Lesson Description:**

(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

Students will finalize family portraits. Students will write an artist statement describing the intention and meaning of their portrait.

**Materials:**

(Instructional, art making, and organizational materials required for this lesson)

Ink, paper, brayer, and various mark making tools.

**LESSON #5**

**Descriptive Lesson Title: Family Portrait: Display and Critique**

**Lesson Description:**

(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

Students will display final portraits that will include artist statement. Students will participate in class discussion, critique and assessment of portraits. Students will revisit and reflect on essential questions noting changes in perception and viewpoint from the beginning of the segment.