



SANDRA CHAVARIN

EXPRESSIVE SELF-PORTRAITS

9th-12th Grade | Painting

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

Learning Segment Title: Expressive Self-Portraits

Number of Planned Lessons: 4

Age Group: High School, grades 9-12

ENDURING CONCEPTS & GOALS FOR THE LEARNING SEGMENT

Central Focus: The central focus revolves around the big idea- self expression. This learning segment focuses on how students can create a unified, achromatic value composition of a self-portrait using a value scale developed from painting. Connections between self-portraits and why artists create them will be made through looking at the artist Chuck Close and examining how realistic self-portraits can be constructed. Students will learn about Chuck Close's process of gridding and transferring images and apply his techniques in their own artwork. Students will work with an image of themselves that they choose, and experiment with two types of value scales to establish the details and form of the facial elements. Students will add or emphasize an aspect of self by adding meaningful color or words to their portrait. This choice will reveal to the audience something about the students identity.

Enduring Understanding

Students will understand why artists create portraits. Students will also understand the importance of values in images, and how to find and create them. Students will use 9 values to paint expressive self-portraits that are correct in proportions and values.

Key Concepts: Capturing and Expressing Self

Essential Questions:

What is the purpose of a value study?

Is proportion necessary when drawing/painting portraits?

Why do artists create portraits?

LEARNING OBJECTIVES & VISUAL ART STANDARDS

National Core Art Standards	Learning Objectives	Learning Tasks & Assessment Alignment
<p>(Responding- VA: Re9.1.HSI) Establish relevant criteria in order to evaluate a work of art or collection of work.</p>	<p>Interpreting Art: At the conclusion of this learning segment, students will be able to use Feldman's Model of Art Criticism (describe, analyze, interpret, and judge) to respond to the expressive decisions and meanings behind the work of artist Chuck Close, themselves, and their peers.</p>	<p>Learning Tasks:</p> <ul style="list-style-type: none"> ● Looking and talking activity digital worksheet ● PowerPoint presentation about Chuck Close and his work. ● T.A.G. critique post it note ● Final critique worksheet ● Artist statement ● Verbal class discussions <p>Assessments/Feedback:</p> <ul style="list-style-type: none"> ● Interpretation of one or more paintings by Chuck Close as initial assessment ● Participation in critiques ● One-on-one time with verbal feedback

<p>(Creating- VA: Cr3.1.HSII) Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p>	<p>Developing Works of Art/Design: At the conclusion of this learning segment, students will be able to participate in meaningful peer critiques. Students will take feedback from critiques to push their artwork towards completion using their choice of value scale and decision to add/emphasize their identity.</p>	<p>Learning Tasks: Investigate the idea of self-portraits having a connection deeper than simply focusing on looks through investigating a personal connection and deciding how to capture it.</p> <p>Assessments/Feedback:</p> <ul style="list-style-type: none"> • One-on-one time with verbal feedback • Highest score out of two vocabulary quizzes as formative assessment
<p>(Connecting- VA: Cn10.1.HSI) Document the process of developing ideas from early stages to fully elaborated ideas.</p>	<p>Relating Art to Context: At the conclusion of this learning segment, students will be able to interpret their art using vocabulary, feedback from final critique, and information of their personal choices to express their identity, in a reflective artist statement.</p>	<p>Learning Tasks:</p> <ul style="list-style-type: none"> • Artist statement with written feedback <p>Assessments/Feedback:</p> <ul style="list-style-type: none"> • Rubric with written feedback

ACADEMIC LANGUAGE		
Language Demands	Planned Supports	Assessments/Evidence of Learning
<p>Language Function: Interpret, Create, Reflect</p>	<p>Interpretation occurs through looking and talking about Chuck Close's work and participating in an individual interpretation worksheet.</p> <p>Creation occurs through students planning what image they want to paint of themselves, choosing which value scale they want to use to paint their achromatic self-portraits, and by adding color or words to emphasize something about their personality.</p> <p>Reflection occurs through a midpoint class critique using the T.A.G. model, through a final small group critique where each student is assigned a "job": presenter, questioner, recorder, and finally through a written artist statement using a flow chart.</p>	<p>Interpretation: Interpreting art worksheet (describe, analyze, interpret, judge).</p> <p>Creation: Students will watch the two demo videos and then complete their two value scale templates. Students will complete their value mapping in their photographs to prepare them for painting. Students will watch a gridding transfer demo before they can transfer their images onto their canvases for painting.</p> <p>Reflection: A written artist statement that indicates which value scale they chose to use when painting, process and techniques, and materials used. It should also include an explanation of how they used values to create forms in a 2D painting. Students will also participate in the T.A.G. critique (Tell me something you like, ask me a question, give me a positive suggestion) turning in their post it notes, and then in a final critique where they turn in the information recorded during peer review.</p>

<p>Vocabulary:</p> <ol style="list-style-type: none"> 1. Chuck Close: American artist best known for his large-scale portrait paintings. 2. Achromatic Values: The relative degree of lightness and darkness between white values and black values 3. Contrast: The degree of value difference in an image 4. High Contrast: A wide separation between dark and light values 5. Low Contrast: A narrow range of values in an image 6. High Definition: A crisp contrast between two values, typified by a hard edge 7. Low Definition: An area where the values blur together, typified by a soft edge 8. Unity: The feeling that a composition holds together well visually and is designed to be experienced as a whole 9. Visual Harmony: A pleasing or soothing relationship among colors, shapes, or design elements 10. Chiaroscuro: The gradual transition of values to create the illusion of light and shadow on a 3D form. Italian meaning "light-dark" 11. Tenebrism: A style of painting where 	<p>PowerPoint vocabulary review</p> <p>Vocabulary definition material on Google Classroom</p> <p>Looking and Talking activity worksheet</p> <p>Vocabulary Quiz on Google Classroom</p> <p>Review of vocab quiz frequently wrong questions</p> <p>Retake of vocab quiz</p>	<p>Participation in looking and talking activity and vocabulary reviews</p> <p>Vocabulary quiz (x2) grade (same quiz, highest grade used)</p>
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<p>there are violent contrasts of light and dark. Italian meaning “murky”</p> <p>12. Sfumato: A value shift to show atmospheric perspective within a 2D composition. Italian meaning “to vanish”</p>		
<p>Discourse (or Syntax): Reflective discourse</p>	<p>Students will learn how to use reflective discourse to understand how to talk and write like an artist. Students will write a reflective artist statement using a flowchart that will accompany their finished work.</p>	<p>Artist statements that address the learned vocabulary, decision making of the use of techniques, and their personal connection will show that students understand the connection between value and proportion in expressive self-portraits, and provide proof of understanding how to write like an artist.</p>

<p>LESSON #1</p>
<p>Descriptive Lesson Title: Values- Meaning and Importance</p> <p>Lesson Description: <u>Day one</u> of this lesson plan focuses on introducing students to the new project. Students will learn about vocabulary and create value scales with this new information. <u>Day two</u> of this lesson plan focuses on students learning how to identify different values in a black and white image and how to map them correctly to later be painted. There will be a vocabulary review as well to help students prepare for the quiz. <u>Day three</u> of this lesson plan will be dedicated to the vocabulary quiz and then the rest of the class time will be a studio work day finishing work from days one and two.</p>
<p>Materials:</p> <ul style="list-style-type: none"> PowerPoint presentation Value scale examples 2 Teacher Sample 1 Printed black and white photographs 20 Pencils/erasers Rulers 20 Acrylic paint (black and white) Paint pallets 20 Paint brushes 20 Pallet knives 20 Water cups 20 Paper towel Paper 40 Chromebooks

Instructional Strategies & Learning Tasks			
(Day One)			
Time	Teacher Activities	Student Activities	Differentiation/Adaptations
7 min	Ms. Chavarin will greet the class and tell them to clear their tables of everything. Ms. Chavarin will take attendance.	Students will come into class and sit down. They will follow instructions and clear their tables.	
10 min	Ms. Chavarin will present the PowerPoint on the new project along with introducing the vocabulary.	Students will listen to Ms. Chavarin asking questions if they have any.	Ms. Chavarin can print out the PowerPoint slides and verbally go over them with individual students.
15 min	Ms. Chavarin will explain the vocab quiz is on Friday and that students should study the vocab on Google Classroom. Ms. Chavarin will explain the value scale templates and demo videos and also go over painting procedures. Ms. Chavarin will pass out the task management checklist to each student to use throughout the project.	Students will listen to Ms. Chavarin asking questions if they have any.	Ms. Chavarin can give instructions one-on-one with students.
45 min	Ms. Chavarin will walk the room helping students and answering any questions.	Students will begin by watching the two demo videos on Google Classroom about value scales and create their two value scales.	Ms. Chavarin can give directions one-on-one. Students struggling with the demo video can get one-on-one feedback from Ms. C.
10 min	Ms. Chavarin will tell students to start cleaning up, reminding them to wash and dry their paint brushes and pallets and return them to their places in the art room.	Students will clean up the materials they have borrowed and put their wet value scales on the drying racks in the back of the room.	Ms. Chavarin can assign students from each table to do the washing and drying of any borrowed art materials.
(Day Two)			
Time	Teacher Activities	Student Activities	Differentiation/Adaptations
7 min	Ms. Chavarin will greet the class and tell them to clear their tables of everything except a pencil and their printed images. Ms. Chavarin will take attendance.	Students will come into class and sit down. They will follow instructions and bring out their photographs and a pencil..	
10 min	Ms. Chavarin will begin by doing a vocabulary review with students using the PowerPoint presentation.	Students will participate in the review by raising their hand and answering questions or by asking questions they may have.	Ms. Chavarin can print out the PowerPoint slides for individual students to take notes or reminders on.
10 min	Ms. Chavarin will explain and demo how to find values in their printed black and white photographs.	Students will listen and ask questions if they have any.	Ms. Chavarin can work one-on-one with students that need help. Ms. Chavarin will show students her teacher example to help them visualize what the different values in an image can look like when painted.

45 min	Ms. Chavarin will tell students to get their supplies and begin working. Ms. Chavarin will be available to help students with any questions they have.	Students will work on finishing their value scales from last class and also work on their mapping of values.	
10 min	Ms. Chavarin will instruct students to begin cleaning up. Ms. Chavarin will remind students to study for vocab quiz.	Students will clean up all supplies and make sure their work is put away with their names on it.	One student from each table can be assigned to put the whole tables supplies away.

(Day Three)

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
7 min	Ms. Chavarin will greet students and tell them to clear their tables of everything except their chromebooks. Ms. Chavarin will take attendance.	Students will come into class, sit down, and bring out their chromebooks and open up Google Classroom.	
15 min	Ms. Chavarin will explain for students to begin the vocabulary quiz on google classroom. Students will be informed that if they have more than one tab open on their computer they will be given a paper version of the quiz instead.	Students will take the vocab quiz and turn it in on Google Classroom when finished.	Extra time to take the quiz will be given to students with IEPs. Student may take quiz in a quiet place where they can take self-regulated breaks until finished.
5 min	Ms. Chavarin will explain to students that the rest of class is a studio work day. Students should be aiming to complete their two value scales and their value mapping.	Students will listen to Ms. Chavarin and ask questions if they have any.	
45 min	Ms. Chavarin will walk around the room answering any questions and helping students that are confused or stuck.	Students will bring out their painting supplies and finish their value scales and value mapping. Students should rewatch the demo videos if they are confused or stuck. When students are done they should check in their work with Ms. C for a weekly work grade.	Ms. Chavarin can work with students one-on-one to help them complete their assignments.
10 min	Ms. Chavarin will instruct students to begin cleaning up. Ms. Chavarin will remind students to study for vocab quiz.	Students will clean up all supplies and make sure their work is put away with their names on it.	One student from each table can be assigned to put the whole tables supplies away.

Relevant Assessments & Planned Feedback

Initial: Verbally checking for knowledge of vocabulary words through group discussion

Formative: Think-Pair-Share worksheet. Analyzing student work with check in of weekly work grade- finished value scales and value mapping (8 points)

Summative: Vocabulary quiz grade (highest out of the two taken)

LESSON #2**Descriptive Lesson Title: Gridding- How and Why**

Lesson Description: This lesson plan will focus on introducing students to the artist Chuck Close. Students will learn about his gridding process and then begin to grid their image and canvas for the transfer technique.

Materials:

PowerPoint presentation
 Chromebooks
 Looking and talking activity digital worksheet
 Printed black and white pictures 8x10 20
 Pencils/erasers 20
 Rulers 20
 Canvases 20
 Canvas gridding template 1
 Photo gridding template 1

Instructional Strategies & Learning Tasks

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
5 min	Ms. Chavarin will greet students and tell them to clear their tables of everything except their Chromebooks. Ms. Chavarin will take attendance.	Students will come into class, sit down, and clear their tables of everything except their Chromebooks.	Students may use the computers in the back of the room if they do not have their Chromebooks.
8 min	Ms. Chavarin will introduce the artist Chuck Close to students using the PowerPoint presentation.	Students will listen and ask questions if they have any.	Ms. Chavarin can print out the PowerPoint slides if necessary.
5 min	Ms. Chavarin will explain and demo the Looking and Talking worksheet on Google Classroom.	Students will listen to Ms. Chavarin and ask questions if they have any.	
15 min	Ms. Chavarin will be available to students that have questions.	Students will fill out the looking and talking worksheet and turn it in on Google Classroom when finished.	Ms. Chavarin can print out the worksheet instead of it being online.
10 min	Ms. Chavarin will demo the gridding transfer technique referring to the two gridding templates.	Students will listen and watch the demo asking questions at the end if they have any.	Ms. Chavarin can work one-on-one with students through the gridding process.
35 min	Ms. Chavarin will instruct students to get the supplies they need and begin their transfers through gridding, or the supplies needed to finish their value mapping.	Students will get their supplies needed and grid their canvas first, then their images. Then they will begin transferring their images onto their canvases.	Ms. Chavarin can create a grid for students to use instead of having to grid their own image.
10 min	Ms. Chavarin will tell students to begin cleaning up and putting any supplies that were borrowed away.	Students will clean up all supplies and make sure their work is put away with their names on it.	One student from each table can be assigned to put the whole tables supplies away.

Relevant Assessments & Planned Feedback

Initial: Verbally checking for understanding of gridding technique

Formative: Asking higher-order questions about Chuck Close's work. Analyzing student work- weekly work grade: gridding canvas and image (8 points)

Summative: N/A

LESSON #3**Descriptive Lesson Title: Identity Imagery- Add/Emphasize**

Lesson Description: Day one of this lesson will focus on how and why artists make expressive portraits. Students will develop a meaningful plan to connect their identity to their portrait.

Materials:

PowerPoint presentation
 Chromebooks
 Add/emphasize examples
 Add/emphasize digital worksheet
 Printed black and white pictures 8x10 20
 Pencils/erasers 20
 Canvases 20
 Paint brushes 20
 Acrylic paint (black and white)
 Water cups 20
 Paper towel

Instructional Strategies & Learning Tasks

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
7 min	Ms. Chavarin will greet students and tell them to clear their tables of everything except their chromebooks. Ms. Chavarin will take attendance.	Students will sit in their assigned seats and clear their tables of everything except their chromebooks.	
10 min	Ms. Chavarin will introduce the add/emphasize aspect of the portrait lesson. Ms. Chavarin will show and explain examples and inspiration to students.	Students will listen to Ms. Chavarin and ask questions if they have any.	
20 min	Ms. Chavarin will tell students to complete the add/emphasize worksheet and turn it into Google Classroom when finished. Ms. Chavarin will walk around the room answering questions and discussing students choices.	Students will decide what they want to add/emphasize, fill out the worksheet, and turn it in when finished.	Ms. Chavarin can create a print out version of the worksheet.
35 min	Ms. Chavarin will tell students to get out their value scale, picture, canvas, and painting supplies and continue painting, taking their add/emphasize into consideration.	Students will continue the painting process and incorporate their idea to add/emphasize something in their portrait.	Ms. Chavarin can give one-on-one feedback to students in painting specific features.
10 min	Ms. Chavarin will instruct students to clean up. Reminding students that no supplies are to be left at the sinks.	Students will clean up their supplies, putting borrowed supplies back clean and dry. Wet canvases will be put on the drying rack.	One student from each table can be assigned to put the whole tables supplies away.

Relevant Assessments & Planned Feedback

Initial: Verbal check in of students understanding of “Why do artists create portraits?”

Formative: Analyzing student work- weekly studio work grade:completion of add/emphasize worksheet (8 points)

Summative: N/A

LESSON #4**Descriptive Lesson Title: Critiques and Reflective Statements**

Lesson Description: Day one of this lesson plan is dedicated to the retake of the vocab quiz and then the midpoint critique. Students will use the T.A.G model to give and receive feedback on their progress. Days two and three will be studio work day where students are painting and adding/emphasizing their identity in their portraits. Day four focus on the final critique and writing of artist statements. Students will follow the roles given to participate in small group critiques. After the final critique, students will use the feedback given to create meaningful reflective artist statements.

Materials:

Chromebooks
 Online vocab quiz
 Pencils/erasers 20
 Painted Portraits
 T.A.G. layout example 1
 Printed out vocabulary 1
 Post it notes 20
 Final critique question and roles handouts (6)
 Artist statement flow chart on Google Classroom

Instructional Strategies & Learning Tasks**(Day One)**

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
7 min	Ms. Chavarin will greet students and tell them to begin the retake vocab quiz on Google Classroom. Ms. C will take attendance while students take the quiz.	Students will come into class, sit down, and clear their tables of everything besides chromebooks.	
10 min	Ms. Chavarin will walk the room and make sure students are staying on task and only have one tab open.	Students will complete and turn in the retake vocab quiz.	Extra time to take the quiz will be given to students with IEPs. Student may take quiz in a quiet place where they can take self-regulated breaks until finished.
10 min	Ms. Chavarin will gather students around the critique table explain and model the T.A.G. critique.	Students will bring their in-progress painting and a pen or pencil to the critique table and follow along with Ms. C's demo, writing "T.A.G." down the side of their post it notes and their names on the back.	Students can view the written description of T.A.G. on the table if needed.
3 min	Ms. Chavarin will play music and stop it after a few minutes.	Students will walk around the table, stopping when the music stops (making sure they are not in front of their own painting).	
25 min	Ms. Chavarin will lead critique by asking students to take turns reading their "G" on their post it notes.	Students will take turns reading their post it to the class, asking questions to the critique/whole class if they have any.	Ms. Chavarin can assign students to do individual critiques instead of participating in the whole group critique.
25 min	Ms. Chavarin will collect post it notes and tell students to use the feedback they received during critique to continue painting for the rest of class.	Students will go back to their spots, get out their painting supplies, and begin working on their paintings taking critique into consideration.	

8 min	Ms. Chavarin will tell students to begin cleaning up.	Students will clean up their tables, putting their wet paintings on the drying rack, and returning borrowed supplies clean and dry.	One student from each table can be assigned to put the whole tables supplies away.
(Days Two & Day Three)			
8 min	Ms. Chavarin will greet students and tell them to get out the supplies needed to continue painting their portraits. Ms. C will take attendance.	Students will come into class, sit down, and bring out their canvases and painting supplies.	
60 min	Ms. C will be available to help students who have questions and keep students focused on their tasks.	Students will paint their portraits being sure to paint the sides of their canvas, and incorporating their aspect of add/emphasize..	
10 min	Ms. C will ask students to take a painting break.	Students will leave their portraits on their tables and walk around the room looking at their peers progress.	
10 min	Ms. Chavarin will tell students to begin cleaning up.	Students will clean up and return any borrowed supplies to their designated places.	
(Day Four)			
7 min	Ms. Chavarin will greet students and tell them to clear their tables of everything except a pen or pencil. Ms. Chavarin will take attendance.	Students will come into class, sit down at their tables, and only have something to write with out.	Students may type answers instead of writing.
6 min	Ms. Chavarin will explain and model the final critique procedures.	Students will follow along with Ms. C's demo, asking questions if they have any.	
20 min	Ms. Chavarin will walk around the room and talk with small groups or answer questions.	Students will take turns with the roles during critique. They will follow the printed out guidelines for critique.	Ms. Chavarin can join a specific group to help with discussion or recording information.
7 min	Ms. Chavarin will tell students to take their recorded information from critique to their assigned seats and to bring out their chromebooks. Ms. Chavarin will explain the artist statement flow chart and why we create them.	Students will be seated in their assigned seats and bring out their chromebooks. Students will listen to Ms. Chavarin's explanation and ask questions if they have any.	Students can use the computers in the back of the room to write their artist statements.
20 min	Ms. Chavarin will walk around the room answering questions.	Students will type up their artist statements using the flow chart and turn them in on google classroom to be printed out.	
20 min	Ms. Chavarin will instruct students to use the rest of class to work their paintings towards any finishing touches/suggestions from critique.	Students will use feedback from critique to add finishing touches/changes to their artwork.	
10 min	Ms. Chavarin will tell students it's time to clean up. No supplies should be left at the sink!	Students will clean up their tables, putting their wet paintings on the drying rack, and returning borrowed supplies clean and dry.	One student from each table can be assigned to put the whole tables supplies away.

Relevant Assessments & Planned Feedback

Initial: Asking students “Why do artists write artist statements?” as a check in of their understanding

Formative: Analyzing student work

Summative: Expressive Self-Portrait Rubric

