**Art Lesson Plan**

**Group members:** Sofia P., Katie P., Daniela B., Anilu M.

**Grade Level and Class:** High School, Drawing

**Lesson Title:** Modern Self-Portrait portfolio

**Rationale:**

Students will create a sktchy profile and create a portrait inspired by a different artist. The students will then be required to photograph the finished piece and upload it to their profiles. This lesson will give students an opportunity to create a digital portfolio as well as become a part of a virtual community of artists where they will be able to get feedback and draw inspiration from peers.

**Major Goals:**

* Student will be able to create online portfolio through sktchy app.
* Student will be able to use technology as a platform to share their work to a bigger audience.
* Student will explore issues of identity through self-portraits.

**Aesthetics, Art History, Art Criticism, and Interdisciplinary Connections:**

Major concept:creating an online portfolio/ exploring identity through self portraits

Artist/ Arts/ Object/ Period/ Culture: (kind of stuck here. Do you guys have suggestions?)

Aesthetic Questions: (help!?)

Social, Political, Multicultural Context**:** Students will connect to other artist around the world and share works inspired by their peers.

**Art Production:**

Subject Matter: Portrait

Medium: any medium desired by student

Instructional Strategies: self-guided computer instruction, PowerPoint.

Elements of Art: color, form, shape, space.

Principles of Design: proportion, unity, emphasis.

Additional Vocabulary: portfolio, self-portrait, composition

**Content Standard Areas: Content Standard 1 – Artistic Perception**

**Content Standard 2**

2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills..

**Content Standard 4 – Aesthetic Valuing**

4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

**Common Core**

6.0 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Teacher / Learner Materials: computer, projector, IPhone (any apple product), Sktchy app

Anticipatory Set: Assuming the students already have knowledge on how to create a self-portrait. This lesson is intended to be a follow up lesson to a self-portrait assignment.

Objective/Purpose: the main purpose is to have students use technology to publish their work to a larger community of artist. They will be responsible for the creation of another person’s portrait, analyzing the image and making artistic choices on what they want to tell us about that person.

Input: It is essential that the student has previous knowledge on the creation of portraits. There will be in class demos as reminders on how to achieve this if necessary. There will also be a PowerPoint presentation introducing students to the sktchy app and a step by step tutorial on how to create a profile and upload images.

**Model:** (If you will be demonstrating the skill or competence, how will this be done?):  
Teacher will demonstrate how to use the SKTCHY app. For students who do not have an IPhone, students will be given the option to upload their artwork to Instragram instead and “hashtag” #sktchyapp. Teacher will go around the class to make sure everyone understands how to create a profile, upload a photo, add a photo they like to their Queue, and upload their artwork. Teacher will explain how this website can be used to make a portfolio for their artwork, and to connect to other artists around the world. Students will need to choose the medium they like best for drawing.

**Check for Understanding:** (Identify strategies to be used to determine if students have learned the objectives.): During the demonstration of the SKTCHY app, students will be shown examples of portrait renditions on the app, so they can be inspired to create something of their own. Students will need to favorite 10 portraits, showing different styles that they would like to try in the future.

**Procedural Outline:** (describe what each day’s schedule will look like, with goals so that students know they are progressing on target) The goal is to be as proportionate as they can, unless their aim is to be abstract, then they need to explain why they chose to do their portrait that way. Students will recall elements and principles of art, focusing on line, shape, form, color, balance, value, shade, light and dark, contrast, texture, and composition. Teacher will go around the classroom to make sure everyone is familiar with the app, and working on the portrait they chose. Teacher will help the students on “work day” with proportions, composition, and anything else they need help with.

**Day 1 –** Students will watch PowerPoint presentation, create a profile on SKTCHY, and get familiar with the app. Students will look at examples of other artist’s renditions of portraits. Students will begin to favorite 10 portraits they like and comment on them. Out of the 10 portraits they like, students will need to decide on 1 portrait they will render their own creation of.

**Day 2 –**Students should have picked the portrait they were inspired by. Teacher will go over the elements and principles of art. Students will be given the option to choose what medium they would like to draw with, in order to create the portrait they chose.

**Day 3 –** Work day. By the end of class students should have the outline done and background on the portrait.

**Day 4 –** Work day. Students should be blocking in the outlines and major areas in the composition. By the end of class students should have most of the drawing blocked in.

**Day 5 –** Work day. By the end of class students should have the details on the drawing.

**Weekend**

**Monday --** Artwork due. Artwork needs to be uploaded to SKTCHY app, or Instagram with #Sktchyapp.

**Closure:** (What method of review and evaluation will be used to complete the lesson?):  
In-class critique. Students will present their artwork to the class. Students should explain what inspired them and talk about the art process. Teacher will guide students into the critique by giving feedback and asking questions to the student about the portraits and composition. Students will choose a little piece of paper with a vocabulary term on it out of a hat. Students will need to identify the term and use the vocabulary word for an artwork that is presented to the class. This should help the students learn to use the art vocabulary they learned in previous lessons. All students will need to favorite and comment on 3 different works uploaded to SKTCHY app or Instagram from their classmates.

**Evaluation**: (Criteria, rubric, checklist, etc)  
Students will be given a rubric. Students will be graded on the overall artwork and following directions. Students should have all 10 photos they favorite chosen by the end of the week, and favorite 3 classmates artwork with comments.

**Developmental Considerations:** (what do students this age need?)

Students should have a portfolio of their artwork online. Become part of an online community of artists to be inspired by.

**English as Second Language Considerations:** (how will you be able to help ELLs acquire more language skills in reading/writing/speaking/listening?) ESL Student will be given an index card that has a vocabulary word on it, next to it they will write the term in their own language. Underneath the vocabulary word they will write the definition of the term, and next to the definition they will draw a picture to represent it.