

Englewood Public School District

Art

HS Painting Foundations

Unit 4: Summative Personal Expression

Overview: In this unit, students will examine personal expression through artistic design. Through research, practice, and assessment, students will demonstrate knowledge of the history and creation of self-portraits.

Time Frame: One Marking Period

Enduring Understandings:

Art can be utilized as a method of research, investigation, concept development and communication.
Art reflects culture, history and identity.

Essential Questions:

What does my own Art communicate about me?

How do I communicate through color?

Who is my intended audience?

How has Art made me a more effective communicator, researcher, developer and investigator?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. 1.3.12.D.2 Produce an original body of artwork in one	Topics <ul style="list-style-type: none"> Art is Self- Expression Self-Portrait: A Study Self Portrait: A project Self-Portrait Gallery Peer Assessment and Self-Assessment Objectives <ul style="list-style-type: none"> Students will identify the painting style that represents themselves the best 	<ul style="list-style-type: none"> Students will complete sketch book exercises. (CRP2, CRP6, 9.3.12.AR-VIS.3) https://design.tutsplus.com/articles/i-want-to-draw-simple-exercises-for-complete-beginners--vector-20583 Students will complete pencil sketches. (CRP2, CRP6, 9.3.12.AR-VIS.3) https://thevirtualinstructor.com/blog/observation-drills-to-improve-representational- 	Texts: “Expressive Self-Portraits” https://www.incredibleart.org/files/melissa-portrait.htm Video: “Artists and Their Self-Portraits” https://www.youtube.com/watch?v=73aD0682yBE Companion Text: “Famous Self Portraits”	Formative Assessment: Students will be evaluated on the completion of their self-assessments. Students will be evaluated on the quality of their sketch book entries. Students will be evaluated on the quality of their graphic presentations.

<p>or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.</p> <p>1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works</p>	<ul style="list-style-type: none"> • Demonstrate the validity of their choice in a presentation using a chosen, graphic method • Provide a several paragraph, written explanation to support their choice • Study self-portraits painted by 5 artists in different styles • Attribute one paragraph explanation to each as to why their style communicates their identity • Create student's own self-portrait in their own, chosen painting style • Participate in a gallery displaying all self-portraits • Fill out both peer and self-assessments 	<p><u>drawing</u></p> <ul style="list-style-type: none"> • In a graphic presentation, students will determine which painting style most represents and captures their character and why. (CRP4, CRP7, NJSLSA.W4, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.3) • Students will study 5 self-portraits by prominent artists (Van Gogh, Frida Kahlo, Rembrandt, for examples). Students will examine how the artist communicated their sense of self through their artistic portrayal in a 1-3 paragraph reflection. (CRP4, CRP7, NJSLSA.W2, NJSLSA.W4, NJSLSA.W9, 9.3.12.AR-VIS.1, 9.3.12.AR-VIS.3) • Students will paint a self-portrait that is either current, from the past (childhood) and what they predict themselves to be in the future. Students will write a one page reflection on why 	<p>https://mymodernmet.com/famous-self-portraits/</p> <p>“10 Masters of Self-Portrait” https://www.artsy.net/article/artsy-editorial-10-masters-self-portrait-frida-kahlo-cindy-sherman</p> <p>“Writing an Artistic Statement” http://mrrobertsart.weebly.com/uploads/2/3/3/9/23390822/writing an artist statement.pdf</p>	<p>Students will be evaluated on the quality of their pencil sketches.</p> <p>Students will be evaluated on the quality of their paragraph reflections.</p> <p>Students will be evaluated on the quality of their self-portraits.</p> <p>Students will be evaluated on the quality of their peer evaluations.</p> <p>Summative Assessment: Students will share their portfolios with the class.</p> <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments: Students will complete a self-assessment on one of their pieces using a rubric.</p> <p>Students will share their portfolios with the class.</p> <p>Students will present their artistic portrayal reflections.</p> <p>Students will peer review their reflections using a PARCC rubric.</p>
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<p>of dance, music, theatre, and visual art.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p>		<p>they chose the particular era to capture themselves. (CRP2, CRP4, CRP7, NJSLA.W2, NJSLA.W4, 9.3.12.AR-VIS.3)</p> <p>https://www.artsy.net/article/theartgenomeproject-lesson-plan-number-1-the-portrait https://www.dickblick.com/lessonplans/selfportraits/</p> <ul style="list-style-type: none"> • Students will provide feedback to their peers in the form of a peer-assessment sheet based on a rubric created by them. (CRP2, CRP4) https://www.theartofed.com/2016/04/18/peer-feedback-helping-students-glow-grow/ • Students will self-assess their final product. (CRP2, CRP4) • Students will create an online portfolio of the unit's work. (CRP2, CRP6, 9.3.12.AR-VIS.3, 8.1.12.A.1) 		
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Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to

by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Shorten assignments to focus on mastery of key concepts. ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Give directions/instructions verbally and in simple written format. ● Provide audiotapes of textbooks and have the student follow the text while listening ● Allow students to use a dual language dictionary 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student’s IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Give directions/instructions verbally and in simple written format. ● Provide extra time to complete assignments. ● Adjust the pace of lessons 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction

		expectations and adjust for personal space or other behaviors as needed. <ul style="list-style-type: none"> ● Oral prompts can be given. 	
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Integration of 21st Century Standards NJSLS 9:

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Interdisciplinary Connections:

English/Language Arts

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integration of Technology Standards NJSLS 8:

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

Key Vocabulary:

Drawing

Sketching

Various Painting Styles

Self-Portrait

Acrylic

Watercolor