

## Unit 5: Portrait

**Unit #:** APSDO-00068561  
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**Grade(s):** 9, 10, 11, 12  
**Subject(s):** Visual Arts  
**Course(s):** FOUNDATIONS IN DESIGN

### Unit Focus

In this unit, students will paint a creative self-portrait with appropriate facial proportion. Assessments will include sketchbook evaluations, in class critique, project based rubric, and written self evaluation. Primary instructional materials include, but are not limited to, watercolor paper, watercolor, resists, tempera paint, sharpie marker, collage papers, paint brushes, and frisket.

### Stage 1: Desired Results

Established Goals	Transfer	
<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Connecticut Goals and Standards               <ul style="list-style-type: none"> <li>◦ <i>Visual Arts: PK-12</i> <ul style="list-style-type: none"> <li>▪ CREATING                   <ul style="list-style-type: none"> <li>▪ Generate and conceptualize artistic ideas and work. <i>(ART.CREA.01 PK-12)</i></li> <li>▪ Organize and develop artistic ideas and work. <i>(ART.CREA.02 PK-12)</i></li> <li>▪ Refine and complete artistic work. <i>(ART.CREA.03 PK-12)</i></li> </ul> </li> <li>▪ PRESENTING                   <ul style="list-style-type: none"> <li>▪ Select, analyze, and interpret artistic work for presentation. <i>(ART.PRES.01 PK-12)</i></li> <li>▪ Develop and refine artistic techniques and work for presentation. <i>(ART.PRES.02 PK-12)</i></li> <li>▪ Convey meaning through the presentation of artistic work. <i>(ART.PRES.03 PK-12)</i></li> </ul> </li> <li>▪ RESPONDING                   <ul style="list-style-type: none"> <li>▪ Apply criteria to evaluate artistic work. <i>(ART.RESP.03 PK-12)</i></li> </ul> </li> <li>▪ CONNECTING                   <ul style="list-style-type: none"> <li>▪ Synthesize and relate knowledge and personal experiences to make art. <i>(ART.CONN.01 PK-12)</i></li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p> <p>T1 (T100) Work through a creative process to make art that communicates meaning and/or achieves a desired result.</p> <p>T2 (T101) Experiment with diverse materials, tools, techniques, and concepts in order to grow one's capacity as an artist.</p> <p>T3 (T102) Provide specific, actionable feedback to another artist during the creative process.</p> <p>T4 (T103) Analyze a piece of artwork according to the elements and principles of design.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)

	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 (U400) Effective analysis of artwork uses the elements and principles of design with appropriate art terminology.</p> <p>U2 (U100) Artists plan, problem solve, and revise ideas throughout the creative process.</p> <p>U3 (U101) Artists effectively communicate by using the elements and principles of design.</p> <p>U4 (U102) Artists communicate meaning through their work.</p> <p>U5 (U103) The act of making art has value regardless of the end result.</p> <p>U6 (U104) Artists improve through exploration and experimentation with materials, tools, techniques, and concepts.</p> <p>U7 (U105) The materials and techniques you use and the way you use them affect the craftsmanship/quality of your work.</p> <p>U8 (U106) Growing artistic capacity requires exploration, invention, and openness to new ideas.</p> <p>U9 (U200) Artists consider various criteria (concept, craftsmanship, personal connection) in selecting and presenting.</p> <p>U10 (U300) Feedback is effective when specific suggestions are shared in order to help the artist achieve a desired result.</p> <p>U11 (U301) Personal experience and technical knowledge impact reactions to works of art.</p>	<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q104) How do I use materials, tools, techniques, and concepts to express my ideas?</p> <p>Q2 (Q102) How and when do I step back/evaluate my work to figure out what I need to do next?</p> <p>Q3 (Q105) What happens when I try something new to improve my artwork? When should I do it again? When should I try something different?</p> <p>Q4 (Q103) When is my work ready for an audience?</p> <p>Q5 (Q400) How can I "read" a work of art? What do I notice?</p> <p>Q6 (Q401) How do I use art vocabulary and criteria to talk about a work of art?</p> <p>Q7 (Q303) How does knowing about the artist (and the history) help me better react to/understand this work of art?</p> <p>Q8 (Q302) Why do people have different reactions to/interpretations of the same piece?</p> <p>Q9 (Q300) How do I use what I know to evaluate a work in progress? What ideas can I suggest to make it better? How do I share that in a helpful way?</p> <p>Q10 (Q402) What am I learning as an artist by reflecting on a work of art?</p>
<b>Acquisition</b>		
<b>Knowledge</b>		<b>Skill(s)</b>

	<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p>
	<p>K1 Artists employ the elements and principles of design for self expression in portraiture</p> <p>K2 There are many choices of media and technique that artists use to create expressive portraits</p>	<p>S1 Applying appropriate facial proportion to create a self portrait</p> <p>S2 Using knowledge of design elements and principles to make choices for an expressive self portrait</p> <p>S3 Choosing appropriate tools and materials to support a specific expressive idea</p> <p>S4 Critiquing art using appropriate terminology and concepts (e.g., elements, principles) supported by clear explanations</p>