**Art Integration Lesson Plan – Personal and Social Development**

LTC 4240: Art for Children

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| Lesson Title & Big Idea: Inner-Self Portraits --- HER RELATIONSHIP WITH HERSELF | Grade Level: 5th --- Girls |
| Lesson Purpose:- Establish the importance of focusing on inner beauty- Artist study of women artists’ self-portraits- Representation of inner beauty through self-portraits | Class Periods Required:1 |
| Key Concepts (2-3):- Students will learn to look at beauty from a different perspective --- what’s on the inside counts!- Students will analyze the self-portraits of various female artists and discuss what they are portraying about themselves? | Essential Questions (2-3):- How do the artists’ portray themselves in their self-portraits?- Why is inner beauty important to focus on?- How do you represent your inner beauty in your self-portraits? |
| Lesson Objectives: (Excellent resource at <http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1>) 1. Students will identify inner beauty and demonstrate an understanding of why it is important to focus on inner beauty2. Students will observe and analyze self-portraits of female artists --- think about why they chose to depict themselves the way they did3. Students will create their own self-portraits --- represent their inner beauty and be able to explain artistic choices  |
| Grade Level Expectations (GLEs) (3-4) (<http://dese.mo.gov/divimprove/curriculum/GLE/>)Visual Arts: Product/Performance1. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems A. Drawing - Create texture or surface quality using any drawing media B. Painting - Mix a variety of hues to create new colors - Apply layers of watercolor paint from lightest to darkest colors - Using tempera paints, produce a sharp, clear edge between  areas of colors3. Communicate ideas about subject matter and themes in artworks created for various purposes A. Subject Matter: Fine Art - Portrait: Create a portrait from observationInformation Literacy2. Develop and apply effective skills and strategies to analyze and evaluate oral and visual media A. Media Messages - Analyze messages conveyed in various media (e.g. videos,  pictures, websites, artwork, plays, and/or news programs)Personal and Social Development1 Understanding self as an individual and as a member of diverse local and global communities A. Self-Concept - Demonstrate the personal characteristics to maintain a positive  self-concept. | Missouri Core Academic Standards (Common Core State Standards) (3-4) (<http://www.corestandards.org/>) [**CCSS.ELA-Literacy.SL.5.1**](http://www.corestandards.org/ELA-Literacy/SL/5/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.[**CCSS.ELA-Literacy.SL.5.1b**](http://www.corestandards.org/ELA-Literacy/SL/5/1/b/) Follow agreed-upon rules for discussions and carry out assigned roles.[**CCSS.ELA-Literacy.SL.5.1c**](http://www.corestandards.org/ELA-Literacy/SL/5/1/c/) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| Integrated Content Areas:1. Visual Art2. Personal and Social Development | Identify & define **common vocabulary/concepts** that connect visual art with the non-art content area.**Self Portrait:** a portrait of oneself created by oneself.**Inner Beauty:** an individuals personality and traits that make them who they are; what’s on the inside.**Representation:** description or portrayal of someone or something in a particular or meaningful way. |
| Anticipatory Set (Gaining Attention):Students will watch Dove Evolution video: <http://www.youtube.com/watch?v=iYhCn0jf46U> - Students will be asked to respond to their video in their writer’s notebooks | Closure (Reflecting Anticipatory Set):Students will present their self-portraits to the class and explain how they represented their inner beauty --- students can also practice complementing in this activity (builds classroom community) |
| Lesson Activities & Procedure(s):1. After watching the video and taking a few minutes to do the reaction journal entry, students will participate in a whole class discussion about what their first thoughts are about the video. 2. Following the discussion, students will be introduced to self-portraits --- define self portraits (of self, by self)3. Students will VTS various self-portraits including Frida Kahlo, Zinaida Serebriakova, Angelica Kauffman, Louise Elisabeth Vigee Le Brun, and Kiki Smith --- discuss artist’s portrayal of self (Why do you think this artist portrayed herself this way? What do you notice about this self-portrait? etc.)4. Students will sticky note their definition of beauty and stick them on the board --- this can be an anonymous activity if students prefer5. Whole class discussion about sticky notes and then students are presented with another question, “What is inner beauty?” --- they are given some time to reflect on this question and journal about their views of outer and inner beauty --- students who wish to share their journal entries can do so at this point6. Students will create self-portraits of themselves to represent their inner beauty --- visual art options include painting, drawing, paper cutting, etc. | Lesson Texts & Materials:1. Dove Evolution:<http://www.youtube.com/watch?v=iYhCn0jf46U> 2. Frida Kahlo Self-Portrait:<http://www.wikipaintings.org/en/frida-kahlo/self-portrait-with-a-monkey-1938>3. Zinaida Serebriakova Self-Portrait:<http://uploads4.wikipaintings.org/images/zinaida-serebriakova/self-portrait.jpg>4. Angelica Kauffman Self-Portrait:<http://www.wikipaintings.org/en/angelica-kauffman/self-portrait-1787> 5. Louise Elisabeth Vigee Le Brun Self-Portrait:<http://www.wikipaintings.org/en/louise-elisabeth-vigee-le-brun/self-portrait-1781>6. Kiki Smith Self-Portrait:<http://www.wikipaintings.org/en/kiki-smith/sitting-with-snake-self-portrait-2007>  |
| Lesson **adaptations** for challenged learners:- All students will have special carpet spots for the VTS portion of this lesson --- struggling students will sit towards the front so they aren’t as easily distracted by their peers.- To begin self-portraits, students will have the opportunity to watch a demonstration to get them going --- this is good for challenged learners who need a little extra instruction/guidance. | Lesson **extensions/enrichments** for gifted learners:- Students will write an “About the Artist” piece to explain how they represented their inner beauty in their self-portraits and why it is important to focus on inner rather than outer beauty. |
| **Formative Assessment** strategies:- Completion of journal entries by students will serve as a guide to how well they responded to the video- Participation in VTS activities will determine if students are ready to move forward to the self-portrait making or if they need more background knowledge to prepare- Sticky note activity assesses prior knowledge/exposure to concept of beauty- Class discussion of will assess understanding of concept of inner beauty- Creation of self-portraits – summative assessment |