

UNIT: IDENTITY IN PORTRAITURE

INTRODUCTION AND OVERVIEW:

This unit uses the Washington D.C. standards for grade eight. At the end of this unit students will be able to analyze portraiture and find meaning in visual images. Students will also have a better understanding of identity and how identity is represented through works of art.

TECHNOLOGY:

Using images from the Arts 101 posters and CD, the class will study the selected works from the Corcoran Gallery of Art and discuss as a class. Warm-ups may also be incorporated with technology to simplify class demonstrations. This can be achieved using a SMART Board or projector.

TIME ALOTTED:

Lessons one and two will take approximately one class period each but may need additional time. Lesson three will take two periods to complete.

RATIONALE:

At this age level, identity is an important aspect of adolescent development. This unit will help students better understand specific areas of their own identity as well as how to express their identity through the visual arts. Through analysis of artwork, students will also have a better understanding of how identity is expressed historically and by different cultures. Using a combination of collage, drawing, and writing, students will further develop artistic skills as well as visual literacy.

BROAD GOALS:

The overall theme of identity in portraiture will be addressed in each lesson. Writing activities are incorporated into each lesson to develop writing skills. Writing activities will allow students to create a verbal account of their art practices and create a bridge between the Visual Arts and Language Arts.

NATIONAL VISUAL ARTS STANDARDS:

Strand 1: Perceive and understand the components of visual language: the elements of art and principles of design (Artistic perception)

Strand 2: Apply artistic processes and skills in a variety of media to communicate meaning and intent in original works of art (Production and Creative Expression)

Strand 3: Investigate and understand historical and cultural dimensions of the

visual arts and to construct meaning in the diverse ways in which human experience is expressed across time and place (Historical and Cultural Context)

Strand 4: Respond to, analyze and make judgments about works in the visual arts (Aesthetics, Valuing & Perspectives of Art)

NATIONAL READING/ENGLISH LANGUAGE ARTS STANDARDS:

Strand: Literary Text

Strand: Media

D.C. VISUAL ARTS STANDARDS:

8.1.1 Explore the significance and purposes of art.

8.1.3 Use and identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors.

8.2.9 Combine film, photography, computer graphics, and/or video to create an original work of art. Describe artists' examples.

8.3.1 Compare, contrast, and analyze styles of art from a variety of early, colonial and contemporary America, drawing on a museum visit and research.

8.3.2 Explain the function and meaning of works of art from its historical perspective.

8.3.3 Examine and report on the role of a work of art created to make social comment or protest social conditions.

8.4.1 Verbalize interpretations of aesthetic valuing in writing and speaking about works of art, including judgment.

8.4.4 Develop and apply specific criteria alone or in groups to assess and critique works of art.

8.4.5 Select a grouping of their own works of art that reflects growth over time and describe the progression based on the same criteria.

D.C. READING/ENGLISH LANGUAGE ARTS STANDARDS

8.LT-C.1. Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.

8.M.1. Analyze the effect of images, text, and sound in electronic journalism on the viewer, distinguishing the techniques used in each to achieve these effects.

UNDERSTANDING BY DESIGN—SPECIFIC STUDENT OUTCOMES:

Identity is visually represented in many different ways. Portraiture has continually been a method used by artists to convey identity. Through analysis of different portraits, students will be able to relate to different works of art as well as develop their own sense of identity. What makes up an identity? Why do artists choose to represent different aspects of identity? How is the viewer affected by artistic choices made in composition, subject, and color?

CONTENT ANALYSIS

MULTIPLE INTELLIGENCES CHART

Intrapersonal	Visual/Spatial Kinesthetic	Linguistic Naturalistic	Logical/Math	Musical	Interpersonal	
Lesson 1	Sketching out identity map	Written worksheet on identity		Discussing works of art as a group. Writing about identity.	Group discussion about parts of identity	Choosing drawing media and incorporating into map
Lesson 2	Creating a visual representation of identity	Writing a haiku poem		Discussing works of art and identity as a group. Writing a poem.	Group discussion of visual culture and identity	Arrangement of materials into a composition
Lesson 3	Sketching self-portrait. Making color choices in artwork	Journal entry covering experiences throughout the unit		Creating a journal entry and sharing written/art work with class	Critiquing others' work	Choosing media and incorporating it into design

INSTRUCTIONAL STRATEGIES:

Group discussions of artwork will allow students to engage openly with other students and express their ideas verbally. Before each writing activity, the teacher will clearly state the goals of the activity and show examples if appropriate. During the work period, the teacher will circulate around the room to check on individual progress and offer advice/give help if needed.

ASSESSMENT AND EVALUATION:

Warm-ups will ask students to be critical about artistic choice and how they each relate to the works of art being shown. Worksheets given must be completed by the student using specific criteria stated in the directions. At the end of the unit, a group critique will be held to judge the progress of each student throughout the unit.

LESSON PLANS:

Three lesson plans are sequentially included in this unit. Each lesson builds upon the lessons before it.

RESOURCES, BIBLIOGRAPHY:

Arts 101 images and text were used to plan this unit. All images are a part of the collection at the Corcoran Gallery of Art.

LESSON ONE: IDENTITY IN PORTRAITURE

GRADE LEVEL: EIGHTH

ACADEMIC SUBJECT: VISUAL ARTS AND LANGUAGE ARTS

GOAL/DESCRIPTION:

Students will use analytical skills to explore the purpose of portraiture and use symbolism to create original works of art.

BIG IDEA:

The expression of identity through portraiture and symbolism.

OBJECTIVES/OUTCOMES:

Students will discuss how identity is represented in the portraits by Johnson, Brooke, Parks, Colescott, Simpson, Marshall, and Hammond. Historical context as well as social situation will be explored through each work. Students will complete a writing activity to explore the parts of their own identity. Using the writing activity, students will create a visual representation of the parts making up their identity in the form of an identity map. Each section of the map will have the written words describing that area of identity with visual representations symbolizing the words.

TEACHING PROCEDURE/TIME ALLOTTED:

PRE-ASSESSMENT:

(3 minutes) Warm-Up. Write the word identity on the board. Give students 1 minute to write down all the words/phrases that come to mind pertaining to the word identity. Discuss the words students came up with as a class.

INTRO/MOTIVATIONAL DIALOGUE:

(10 minutes) Put up slides/posters of selected artists for students to see.

Let's talk about what we see in these paintings.

Do you think all of these paintings are portraits?

How is each artist choosing to create a portrait?

How is the artist incorporating identity into the portrait?

Are there any specific symbols you see in any of the portraits?

What parts of identity is each artist trying to convey?

DEMONSTRATION:

(5-7 minutes) Students will receive identity worksheet. Teacher will explain the

parts of the worksheet. After completion of the worksheet, teacher will show students how to make an identity map using symbols to represent different parts of identity.

WORK PERIOD:

(30-35 minutes) Students will complete identity worksheet individually. Using the identity worksheet, students will work individually on their identity maps.

CLEAN-UP:

(3 minutes) Students will put away any materials used to create identity map. If wet media was used, identity maps will be placed in the appropriate drying area.

CLOSURE:

(4 minutes) As a class, we will discuss some of the symbols students used to represent their identity and why.

ADDITIONAL DISCUSSION QUESTIONS:

What is identity?

How do we express our identity through symbols?

How do artists use portraiture to express identity?

How has the idea of identity in portraiture changed throughout history (in context to the images)?

What are the elements of your identity and how do you express them through symbols?

PLANS FOR DIFFERENTIATING INSTRUCTION:

Students having trouble with symbols will be able to discuss with their peers. Arts 101 images will stay up throughout class to provide inspiration. Teacher will circulate through the class and periodically ask students how they are progressing.

ENDURING UNDERSTANDINGS:

Identity is visually represented in many different ways. Symbolism is a valuable tool in creating a visual language. Through writing about personal identity and creating a visual identity map, students will understand how Language Arts relates to Visual Arts and can supplement artistic development.

KEY KNOWLEDGE/SKILLS:

Portraiture has many different purposes which have changed historically and culturally. Identity can be expressed through symbols. Students will be able to analyze visual symbols and determine their meaning. Students will be able to create a written and visual representation of their identity using symbolism.

EVALUATION/ASSESSMENT:

Did they complete the identity worksheet?

While creating their identity map, did students use symbols to represent the different aspects of their identity?

Group discussion about how each student created their identity map and what they found to be the most important parts of their identity.

MATERIALS/TEACHER RESOURCES:

Arts 101 Posters/images on CD of the works of Joshua Johnson, Richard Norris Brooke, Gordon Parks, Robert Colescott, Lorna Simpson, Kerry James Marshall, and Jane Hammond from the permanent collection at the Corcoran Gallery of Art. Identity worksheet, drawing paper, pencils, coloring medium (colored pencils, markers, watercolors etc.)

TEACHER REFLECTION:

Students should have a better understanding of portraiture and why artists create portraits. Students will also be able to recognize different symbols and how they relate to identity. Students should also be able to see how their identity takes a form in visual arts.

DEVELOPMENTAL RATIONALE:

In the eighth grade, students become increasingly concerned with personal identity and how to express their own identity. Adolescents are also developing visual skills to understand the identity of others. Through this lesson, students will be able to interpret visual language and how symbolism is used to express identity. A writing activity centering on different aspects of identity will give students a better understanding of their own identity. A drawn identity map will give students a visual language through which they will express aspects of their identity using symbols.

STANDARDS

VISUAL ARTS

8.1.1 Explore the significance and purposes of art.

8.3.1 Compare, contrast, and analyze styles of art from a variety of early, colonial and contemporary America, drawing on a museum visit and research.

8.3.2 Explain the function and meaning of works of art from its historical perspective.

8.3.3 Examine and report on the role of a work of art created to make social comment or protest social conditions.

8.4.1 Verbalize interpretations of aesthetic valuing in writing and speaking about works of art, including judgment.

READING/ENGLISH LANGUAGE ARTS

8.LT-C.1. Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.

Identity Map Worksheet

Name _____

Write down anything you think of relating to the word *Identity*.

How do you identify yourself? What do you think makes you who you are? Make a list of things that come to mind.

Things to consider: religion, community, gender, geography (ex: I live in Washington D.C.), family, age, political issues, aesthetics (how I look: dress, hair, jewelry, etc.), recreation (biking, playing a musical instrument, sports, hobbies, etc.).

Can you group your identity list into more specific categories?

For example: I like to paint, draw, use a sketchbook} may all be grouped into my identity as an artist.

LESSON TWO: IDENTITY COLLAGE AND POETRY

GRADE LEVEL: SIXTH

ACADEMIC SUBJECT: VISUAL ARTS AND READING/ENGLISH LANGUAGE ARTS

GOAL/DESCRIPTION:

Students will relate to a work of art and use collage to create an original work of art expressing an aspect of their identity.

BIG IDEA:

Discerning different aspects of identity. Expressing a specific aspect of identity through artwork. Evaluating visual culture and using it to create original works of art.

OBJECTIVES/OUTCOMES:

Students will get back identity worksheet and map from last lesson. Using these for reference and the works of Johnson, Brooke, Parks, Colescott, Simpson, Marshall, and Hammond, students will talk about how their identity relates to the identities expressed in the artworks. Students will then each choose one part of their identity (from worksheet or map) and a work of art they personally relate to the most and create a Haiku poem about that part of identity being expressed. The Haiku will be written on a piece of construction paper or some other heavy-weight paper. Then, students will use magazines, newspapers, sharpies, etc. to create a collage around the Haiku. The students may also bring in their own pictures to create the collage. The collage should represent the part of identity expressed in the painting and collage.

TEACHING PROCEDURE/TIME ALLOTTED:

PRE-ASSESSMENT:

(3 minutes) Warm-Up. Looking at artwork from Art 101, students will discuss as a class what specific parts of identity the artist is trying to convey and relate this to the students.

INTRO/MOTIVATIONAL DIALOGUE:

(10 minutes) Put up slides/posters of selected artists for students to see.

What do you think is the identity being expressed through these portraits?

Are there multiple identities being expressed here?

Do you relate to any of the identities being expressed in these portraits?

How do we use visual culture now to express our identities?

DEMONSTRATION:

(5-7 minutes) Teacher will show students how to write a haiku poem and how to determine the number of syllables in a word. Teacher may also read examples of haiku poetry (haiku authors: Kijo Murakami, Yosa Buson, etc). After students write their poem, teacher will explain how to access collage materials and incorporate the poem into the collage.

WORK PERIOD:

(30-35 minutes) After warm-up and haiku demonstration, teacher will pass out haiku worksheet. Upon completion of worksheet, teacher will give students collage paper and markers. Teacher will give demonstration on incorporating collage with poem. Students will work on collage.

CLEAN-UP:

(3-5 minutes) Students will return collage materials to appropriate place. Collages will be put in a drying area such as drying rack, table, or area of the floor. Haiku worksheet will be turned in to teacher.

CLOSURE:

(4 minutes) Students will discuss how they used images from the magazines to express identity. Students will discuss how they related their visual culture to the identity expressed in the painting they chose.

PLANS FOR DIFFERENTIATING INSTRUCTION:

Examples of haiku poems may be given to clarify how a haiku is written. Individual help will be given to students experiencing difficulty with syllable recognition.

ADDITIONAL DISCUSSION QUESTIONS:

What part(s) of your identity do you find most important?

How do you express that part of your identity (through dress, hairstyle, music, etc.)?

How do others express certain aspects of their identity (through dress, hairstyle, etc.)?

How can you relate aspects of your identity to works of art created in different time periods, cultures, etc.?

How will you choose to express your identity through words and visual culture?

ENDURING UNDERSTANDINGS:

Artists have specific goals in mind when creating a portrait. Important aspects of identity are expressed through portraits. Students will recognize the theme of identity and how we relate to the identity in artworks regardless of time period and culture.

KEY KNOWLEDGE/SKILLS:

Using visual culture and written word to express identity. Students will know how to write a haiku using the 5-7-5 template. Students will be able to incorporate written word into artwork and create responsive artwork.

EVALUATION/ASSESSMENT:

Haiku worksheet must be completed using the correct format. Is the theme of identity clearly demonstrated in the poem? Is the collage responsive and relate to the poem and artwork chosen?

MATERIALS/TEACHER RESOURCES:

Arts 101 posters/images on CD of the works of Joshua Johnson, Richard Norris Brooke, Gordon Parks, Robert Colescott, Lorna Simpson, Kerry James Marshall, and Jane Hammond from the permanent collection at the Corcoran Gallery of Art. Haiku worksheet and identity worksheet/map from previous lesson. Pencils, heavy paper, sharpie markers, collage materials (magazines, newspapers, pictures, wrappers, etc.), scissors, glue.

TEACHER REFLECTION:

Students should have a better understanding of how they express specific parts of their identity. Students should also be able to relate to others through visual culture. Students will be able to see common themes in artwork and how they relate to different pieces of artwork.

DEVELOPMENTAL RATIONALE:

Adolescents are developing visual skills to understand the identity of others. Through this lesson, students will be able to interpret visual language and how we relate to others through visual language. At this stage of artistic development, students are also beginning to develop strong likes and dislikes to visual culture. By creating a collage from contemporary magazines, students will be able to express their approval/disapproval of visual culture and use those images to create a collage about their identity.

STANDARDS:

VISUAL ARTS

8.2.9 Combine film, photography, computer graphics, and/or video to create an original work of art. Describe artists' examples.

8.3.1 Compare, contrast, and analyze styles of art from a variety of early, colonial and contemporary America, drawing on a museum visit and research.

8.3.2 Explain the function and meaning of works of art from its historical perspective.

8.3.3 Examine and report on the role of a work of art created to make social comment or protest social conditions.

8.4.1 Verbalize interpretations of aesthetic valuing in writing and speaking about works of art, including judgment

READING/LANGUAGE ARTS

8.M.1. Analyze the effect of images, text, and sound in electronic journalism on the viewer, distinguishing the techniques used in each to achieve these effects.

Identity Haiku Worksheet

Name _____

What is a Haiku? A *Haiku* is a Japanese form of poetry expressed in 3 lines. Each line has a specific amount of syllables that must be used. Each word has a specific number of syllables. The word “haiku” has 2 syllables (hai-ku).

The Haiku syllable pattern is 5-7-5.

Assignment: Using the work of art you have chosen, figure out the part of identity that artwork is expressing. Think about how this relates to your own identity. Write a haiku expressing that aspect of your identity.

Line 1: 5 syllables

Line 2: 7 syllables

Line 3: 5 syllables

LESSON THREE: IDENTITY AND SELF-PORTRAITURE

GRADE LEVEL: EIGHTH

ACADEMIC SUBJECT: VISUAL ARTS

GOAL/DESCRIPTION:

Students will use prior knowledge of identity in portraiture to create an original self-portrait. Students will explore color variation to create mood in artwork. Students will then evaluate the unit and their work in a journal entry and share their progress in a group critique.

BIG IDEA:

Exploring the purpose of portraiture. Considering variation in portraiture. The effects of different colors on mood in artwork.

OBJECTIVES/OUTCOMES:

Drawing upon the previous lessons in this unit, students will review the purposes of portraiture. Looking at the selected artists from the Art 101 images, students will explore different ways of creating a portrait, looking specifically at subject and composition. Students will also explore different color schemes (monochromatic, analogous, etc.) and techniques in color (low value, tint and shade, etc.) to change the mood in a work of art. Students will then create a self-portrait illustrating an aspect of their identity. At the end of the project, students will write a brief journal entry about their progress throughout the unit and how they developed as an artist. A group critique will then be held during which students may share some or all of the work (including writing). Students will be asked to describe their process up to the end point when they created their self-portrait and how they chose to depict their identity.

TEACHING PROCEDURE/TIME ALLOTTED:

PRE-ASSESSMENT:

(3 minutes) Warm-Up: Different colors will be written/displayed. Students will be asked to give different words associated with each of the colors.

INTRO/MOTIVATIONAL DIALOGUE:

(5-7 minutes) Looking back on our experiences with portraiture, why do artists create portraits?

How do different artists approach the use of symbolism and identity in their portraits?

You must now choose how you will represent yourself in your own self-portrait. What parts of your identity will you choose to represent?

How will you depict yourself?

DEMONSTRATION:

(10 minutes) After the warm-up, the teacher will demonstrate different color techniques and show examples of how these techniques can be used to achieve a mood in a work of art. Students will also revisit the portraits from Arts 101 and explore how each artist chose to approach portraiture.

WORK PERIOD:

(40 minutes) Students will first sketch out their ideas on scratch paper. Then, the sketch will be redrawn on drawing paper. Students will choose an appropriate medium to use in their self-portrait. When students are finished, they will write a brief journal entry about their progress through the unit and how they created their self-portrait.

CLEAN UP:

(3 minutes) Students will return material to appropriate places. Students will put self-portraits in drying area if needed.

CLOSURE AND CRITIQUE:

(30-40 minutes) A group critique will be held to close the lesson/unit. Students will choose to share some or all of their work created throughout this unit. This may include written and art work.

ADDITIONAL DISCUSSION QUESTIONS:

How does portraiture differ in each of the images we've looked at [from the Arts 101 images]?

What is the purpose of depicting a portrait?

How will you choose to portray yourself in your self-portrait?

What colors will you choose and why?

What aspects of your identity will you include?

Will you draw your whole body or different parts of your body (ex: face, hands, eyes, etc.)?

What symbols will you use in your self-portrait?

PLANS FOR DIFFERENTIATING INSTRUCTION:

A class demonstration will help students visualize different color schemes. Teacher will circulate through the room, helping students having trouble with the project. Identity map and worksheet will be available to students to better clarify their goals.

ENDURING UNDERSTANDINGS:

Students will understand how portraiture reflects identity. Students will understand how color affects mood in a work of art. Students will be able to consider their own identity in context to works of art.

KEY KNOWLEDGE/SKILLS:

Students will be able to identify different types of portraiture. Students will have knowledge of different color schemes and color techniques. Students will be able to incorporate symbols and identity into an original work of art.

EVALUATION/ASSESSMENT:

Students will write a journal entry evaluating their own progress throughout the unit. At the end of this project, a group critique will be held. Students must be able to explain their progression to this point and the development of their self-portrait. Did the student use a specific color scheme or technique in their artwork to portray mood? Is their identity visible through this portrait?

MATERIALS/TEACHER RESOURCES:

Art 101 Posters/images on CD of the works of Joshua Johnson, Richard Norris Brooke, Gordon Parks, Robert Colescott, Lorna Simpson, Kerry James Marshall, and Jane Hammond from the permanent collection at the Corcoran Gallery of Art. Work from previous lessons to be used as reference. A color wheel is essential, either drawn on the board or available on a poster. Drawing paper, pencils, choice of colored pencils, pastels, watercolors. Notebook paper (for journal entry).

TEACHER REFLECTION:

At the end of this unit, students will have a greater understanding of portraiture and how works of art relate to their own lives. Through the journal entry and group critique, students will also have a better understanding of their own identity and artistic process.

DEVELOPMENTAL RATIONALE:

Students at this age are in the Emerging Expertise stage of development and are preparing to move into the Artistic Thinking stage of development. In this stage, adolescents are concerned with depicting the human form in different ways. Creating a self-portrait allows students to depict the human form in a personal way that relates to the artwork they have been studying as well as their own identity. Allowing students to depict themselves also helps develop self-confidence in their artistic skills as well as their identity.

STANDARDS:

VISUAL ARTS

8.1.3 Use and identify hues, values, intermediate shades, tints, tones, complimentary, analogous, and monochromatic colors.

8.3.1 Compare, contrast, and analyze styles of art from a variety of early, colonial and contemporary America, drawing on a museum visit and research.

8.3.2 Explain the function and meaning of works of art from its historical perspective.

8.3.3 Examine and report on the role of a work of art created to make social comment or protest social conditions.

8.4.1 Verbalize interpretations of aesthetic valuing in writing and speaking about works of art, including judgment.

8.4.4 Develop and apply specific criteria alone or in groups to assess and critique works of art.

8.4.5 Select a grouping of their own works of art that reflects growth over time and describe the progression based on the same criteria.