# Art 3

**Week of:** (Sept. 12 thru Sept. 16, 2016)

**Teacher:** Willie Sanchez

**Grade:** Art III (8th)

**Subject:** Art III

**Unit:** Drawing: Gesture and Value

**Lesson Title:** Drawing from observation and rendering from still images, methods and practices.

**Warm Up/Hook:** Discuss the differences between drawing from pictures and drawing from observation.

**Assessment:** Formative / Summative

**Description:**
- Discuss the proper uses of the easels, poster boards, charcoal pencils, graphite, color pencils, stumps, sanders, erasers.

<table>
<thead>
<tr>
<th>Day</th>
<th>TEKS</th>
<th>Objectives/Standards</th>
<th>Resources/Materials</th>
<th>Activity</th>
</tr>
</thead>
</table>
| Monday | 1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3C, 3D, 4A, 4B, 4C, 4D | **Content:**  
**Students will:**  
1. Review the general guidelines for facial structure  
2. Review guidelines for using a grid for accurate reproduction of a photograph (if necessary)  
3. Create a self-portrait using a grid method or from direct observation.  
4. Be guided in the functions of the easels.  
5. Be guided in the uses of the drawing boards.  
6. Be guided in the uses of the pencils in drawing.  

**Art Elements:** line, shape, space,  

**Design Principles:** proportion, contrast/value, unity, harmony,  

**Art Skills:** drawing, perception skills: edges, spaces, relationships, light/shadow, gestalt  

**Materials:**  
1. Pencils: #2, #3, #4, #6, colored pencils  
2. Erasers, (kneaded and vinyl)  
3. Ruler  
4. Good drawing paper  
5. Tabletop mirrors  
6. Table easels  
7. Drawing boards  

**Equipment:** Digital cameras, computer with Internet access  

**Software:** Photoshop  

"Self-portraits do not have to be photographic to be believable. Many artists choose to symbolize or even to distort their likeness. Do some extra library research and find self-portraits by Vincent van Gogh, Norman Rockwell, Kathy Kohlritz, Chuck Close. A student, however, should learn faithful, life-like rendering just to have the experience of doing it. Some self-portraits include the whole figure. In these images there might be foreshortening in which a hand might be resting on the arm of a chair, but is coming toward you in the picture plane. A foreshortened image may grow larger as it comes toward the viewer, and it will have parts overlapping as in this hand. The fingers come forward as the palm recedes. Shading/modeling techniques provide highlights and shadows to produce depth. It is important to study facial features carefully, and even to know the names and labels. For example, the pupil is the darkest part of the eye that becomes larger or smaller to adjust the amount of light entering the retina. The iris is the attractive colored part of the eye. When you are able to draw or paint the eyes accurately, you will have made major steps toward capturing the essence of a personality and making the image believable".

**PROCEDURES:**

The students will work in different pods (activity stations) to begin various self-portrait variations.

Students will watch different videos provided in moodle in order to hone their illustrating technique.

Students will practice a series of sketches from observation using hand eye coordination method to translate their portraits as a warm up.

Pod 1: Students will compose a self portrait using lighting, green screen, digital...
### Content:

**Students will:**
1. Review the general guidelines for facial structure
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4. Be guided in the functions of the easels.
5. Be guided in the uses of the drawing boards.

**Materials:**
- Pencils: #2, #3, #4, #6, colored pencils
- Erasers, (kneaded and vinyl)
- Ruler
- Good drawing paper
- Tabletop mirrors
- Table easels
- Drawing boards

**Equipment:**
- Digital cameras, computer with Internet access

### Vocabulary:
- Visual art, self-portrait, positive and negative space, mood, profile, portrait, landscape, background, point of view

### Technology:
- Crop, grayscale, burn, dodge, adjustment layers

### Artists:
- Rembrandt, Vincent Van Gogh, Cindy Sherman, Frida Kahlo, Chuck Close, Pablo Picasso, Norman Rockwell

### Homework:
- Prepare all research materials for evaluation.
- Complete gridwork drawing.

### PROCEDURES:

**Lab Day 1:**
- The students will work in different pods (activity stations) to begin various self-portrait variations.

- Students will practice a series of sketches from observation using hand eye coordination method to translate their portraits as a warm up.

- Pod 1: Students will compose a self portrait using lighting, green screen, digital camera. Students will take a picture and correct the image using photoshop. Students will create a gridwork both on paper and digitally to begin a grid drawing. Students will create a digital grid using a 1" x 1" ratio and expand that to either 2" x 2" or 3" x 3" ratio. Students will number their large grid in order to begin the drawing process.

- Pod 2: Students will use a mirror, easel, board, and 18" x 24" paper to create a series self portrait warm ups. Students will be allowed to use various pencil choices to create their preliminary warm up sketches.

- Pod 3: (advanced) Students from this pod who have already shown proficiency in various drawing media will be allowed to draw self portraits using various techniques and practices learned in class.
## Content:

**Students will:**
1. Review the general guidelines for facial structure
2. Review guidelines for using a grid for accurate reproduction of a photograph (if necessary)

**Materials:**
1. Pencils: #2, #3, #4, #6, colored pencils
2. Erasers, (kneaded and vinyl)
3. Ruler
4. Good drawing paper

## Procedures:

**Lab Day 2:**
The students will work in different pods (activity stations) to begin various self portrait variations.

Students will practice a series of sketches from observation using hand eye coordination method to translate their portraits as a warm up.

**Pod 1:** Students will compose a self portrait using lighting, green screen, digital

**Pod 2:** Students from this pod who have already shown proficiency in various drawing media will be allowed to draw self portraits using various techniques and practices learned in class.

**Pod 3:** Students from this pod who have already shown proficiency in various drawing media will be allowed to draw self portraits using various techniques and practices learned in class.

**Pod 4:** Students from this pod will create their preliminary warm up sketches using various pencil choices.

## Homework:

Students will be allowed to work on the grid artworks from the previous week.

**Wednesday**

<table>
<thead>
<tr>
<th>1A, 1B, 1C, 1D, 2A, 2B, 2C, 3A, 3B, 4A, 4B, 4C</th>
<th>6. Be guided in the uses of the pencils in drawing.</th>
</tr>
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<tbody>
<tr>
<td>art elements: line, shape, space,</td>
<td></td>
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<tr>
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4, 5, 8, 9, 12, 14, 15, 19, 21, 30, 39, 49, 54, 56, 57, 60, 62, 63, 66
| 3. Create a self-portrait using a grid method or from direct observation. |
| 4. Be guided in the functions of the easels. |
| 5. Be guided in the uses of the drawing boards. |
| 6. Be guided in the uses of the pencils in drawing. |

**Art elements:**
- line, shape, space,

**Design principles:**
- proportion, contrast/value, unity, harmony,

**Art skills:**
- drawing, perception
- skills: edges, spaces, relationships, light/shadow, gestalt

**Vocabulary:**
- Visual art, self-portrait, positive and negative space, mood, profile, portrait, landscape, background, point of view

**Technology:**
- crop, grayscale, burn, dodge, adjustment layers

**Artists:**
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- Norman Rockwell

**Art elements:**
- line, shape, space,

**Design principles:**
- proportion, contrast/value, unity, harmony

| 5. Tabletop mirrors |
| 6. Table easels |
| 7. Drawing boards |

**Equipment:**
- Digital cameras, computer with Internet access

**Software:**
- Photoshop

Students will take a picture and correct the image using Photoshop. Students will create a gridwork both on paper and digitally to begin a grid drawing. Students will create a digital grid using a 1” x 1” ratio and expand that to either 2” x 2” or 3” x 3” ratio. Students will number their large grid in order to begin the drawing process.

Pod 2: Students will use a mirror, easel, board, and 18” x 24” paper to create a series self portrait warm ups. Students will be allowed to use various pencil choices to create their preliminary warm up sketches.

Pod 3: (advanced) Students from this pod who have already shown proficiency in various drawing media will be allowed to draw self portraits using various techniques and practices learned in class.

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**Art elements:**
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**Art skills:**
drawing, perception skills: edges, spaces, relationships, light/shadow, gestalt

Materials:
1. Pencils: #2, #3, #4, #6, colored pencils
2. Erasers, (kneaded and vinyl)
3. Ruler
4. Good drawing paper
5. Tabletop mirrors
6. Table easels
7. Drawing boards

Equipment:
Digital cameras, computer with Internet access

Software:
Photoshop

**PROCEDURES:**

**Lab Day 3:**
The students will work in different pods (activity stations) to begin various self portrait variations.

Students will practice a series of sketches from observation using hand eye coordination method to translate their portraits as a warm up.

Pod 1: Students will compose a self portrait using lighting, green screen, digital camera. Students will take a picture and correct the image using photoshop. Students will create a gridwork both on paper and digitally to begin a grid drawing. Students will create a digital grid using a 1” x 1” ratio and expand that to either 2” x 2” or 3” x 3” ratio. Students will number their large grid in order to begin the drawing process.

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**Homework:**
Students will be allowed to work on the grid artworks from the previous week.
**Art elements:**
- line, shape, space,

**Design principles:**
- proportion,
- contrast/value, unity,
- harmony

**Content:**

**Students will:**
1. Review the general guidelines for facial structure
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- Erasers, (kneaded and vinyl)
- Ruler
- Good drawing paper
- Tabletop mirrors
- Table easels
- Drawing boards
- Equipment:
  - Digital cameras,
  - computer with Internet access

**Software:**
- Photoshop

**PROCEDURES:**

**Lab Day 4**

The students will work in different pods (activity stations) to begin various self portrait variations.

Students will practice a series of sketches from observation using hand eye coordination method to translate their portraits as a warm up.

Pod 1: Students will compose a self portrait using lighting, green screen, digital camera. Students will take a picture and correct the image using photoshop. Students will create a gridwork both on paper and digitally to begin a grid drawing. Students will create a digital grid using a 1” x 1” ratio and expand that to either 2” x 2” or 3” x 3” ratio. Students will number their large grid in order to begin the drawing process.

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Pod 3: (advanced) Students from this pod who have already shown proficiency in various drawing media will be allowed to draw self portraits using various techniques and practices learned in class.

**Language:**

**VOCABULARY:**
Write these in the notes with the definitions.

- foreshortening
- pupils
- nostrils
- iris

**Homework:**

Students will be allowed to work on the grid artworks from the previous week.
**§117.204. Art, Middle School 3, Adopted 2013.**

**Introduction.**

The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

Four basic strands—foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.

Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.

**Knowledge and skills.**

<table>
<thead>
<tr>
<th>Foundations: observation and perception</th>
<th>The student is expected to:</th>
</tr>
</thead>
</table>
| The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. | A. **Identify and illustrate** concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international;  
B. **Evaluate the elements of art**, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately;  
C. **Evaluate the principles of design**, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using vocabulary accurately; and  
D. **Compare and contrast** the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately. |

<table>
<thead>
<tr>
<th>Creative expression</th>
<th>The student is expected to:</th>
</tr>
</thead>
</table>
| The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. | A. **Create original artworks** expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community;  
B. **Apply the art-making process** to solve problems and generate design solutions;  
C. **Create artworks** by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media;  
D. **Use an understanding of copyright** and public domain to appropriate imagery when working from sources rather than direct observation or imagination; and |
E. Create experimental artworks using installation, performance, or collaboration.

The student is expected to:

A. Analyze ways in which global, contemporary, historical, and political issues have influenced art;

B. Analyze cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy;

C. Evaluate the relationships that exist among a society’s art, music, theatre, and dance; and

D. Compare and contrast career and a vocational opportunity in art such as various design, museum, and fine arts fields.

Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations.

The student is expected to:

A. Create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;

B. Analyze original artworks and portfolios using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;

C. Investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art; and

D. Understand and demonstrate proper exhibition etiquette.

Source: The provisions of this §117.204 adopted to be effective July 28, 2013, 38 TexReg 4575.

**Modification:**

1. Books on tape
2. Graphic organizers
3. Quiet corner or room to calm down and relax when anxious
4. Preferential seating
5. Alteration of the classroom arrangement
6. Reduction of distractions
7. Answers to be dictated
8. Hands-on activities
9. Use of manipulative
10. No penalty for spelling errors or sloppy handwriting
11. Follow a routine/schedule
12. Alternate quiet and active time
13. Teach time management skills
14. Rest breaks
15. Verbal and visual cues regarding directions and staying on task
16. Agenda book and checklists
17. Daily check-in with case manager or special education teacher
18. Adjusted assignment timelines
19. Visual daily schedule
20. Varied reinforcement procedures
21. Immediate feedback
22. Work-in-progress check
23. Personalized examples
24. Answers to be dictated
25. Frequent rest breaks
26. Additional time
27. Oral testing
28. Untimed tests
29. Choice of test format (multiple-choice, essay, true-false)
30. Alternate ways to evaluate (projects or oral presentations instead of written tests)
31. Accept short answers
32. Open-book or open-note tests
33. Read test and directions to student
34. Provide study guides prior to tests
35. Highlight key directions
36. Test in alternative site
37. Use of calculator or word processor
38. Extra credit option
39. Pace long-term projects
40. Preview test procedures
41. Simplified test wording; rephrased test questions and/or directions
42. Allow outlining, instead of writing for an essay or major project
43. Use of alternative books or materials on the topic being studied
44. Computerized spell-check support
45. Word bank of choices for answers to test questions
46. Provision of calculator and/or number line for math tests
47. Film or video supplements in place of reading text
48. Reworded questions in simpler language
49. Projects instead of written reports
50. Highlighting important words or phrases in reading assignments
51. Modified workload or length of assignments/tests
52. Modified time demands
53. Pass/no pass option
54. Modified grades based on IEP
55. Breaks between tasks
56. Cue expected behavior
57. Daily feedback to student
58. Have contingency plans
59. Use de-escalating strategies
60. Use positive reinforcement
61. Use proximity/touch control
62. Use peer supports and mentoring
63. Model expected behavior by adults
64. Have parent sign homework
65. Have parent sign behavior chart
66. Set and post class rules
67. Chart progress and maintain data
Self-Portrait

Willie Sanchez
### Assessment Rubric

<table>
<thead>
<tr>
<th>Assignment/Problem:</th>
<th>Superior</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Composition and design</strong> - does it read well?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Growth and progress</strong> - how does the work compare to previous work? Is there growth in thought?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Impact</strong> - is it daring? Does it extend from past work? Is it a theme of personal expression or if &quot;borrowed&quot; how did you change it?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>The problem</strong> - is the student addressing the problem posed? Are variations made for a reason?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Care/effort</strong> - is the work appropriate to the style? attention to details - craftsmanship</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Work habits</strong> - efficient use of time, asking questions, recording thoughts, experimenting</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Student Reflection:**

**Teacher's Comments:**