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| **Lesson:** Mini Portraits **Grade:** 6 **Time:** 3 (50 Minute Class periods) |
| **Central Focus:** As a general rule, a miniature should invite, and stand up to, close inspection as well as holding its own from a distance. In the end, of course, that is what miniatures are all about- the smallest details.  |
| **Content Standards:**National Visual Arts Standards**Create** Anchor Standard 1: Organize and develop artistic ideas and workVA:Cr2.1.6a- Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design**Connecting** Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understandingVA:Cn11.1.6a- Analyze how art reflects changing times, traditions, resources, and cultural uses.**Responding**Anchor Standard 9: Apply criteria to evaluate artistic workVA:Re9.1.7a- Develop and apply relevant criteria to evaluate a work of art |
|  **Essential Questions*** How do artists work? How do artists determine if a particular direction in their work is effective? How do artists and designers learn from trial and error?
* How does art help us understand the lives of people of different times, places, and cultures?
* How is personal preference different from an evaluation?

**Enduring Understandings*** Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches.
* People develop ideas and understandings of society, culture, and history through their interaction with an analysis of art.
* People evaluate art based on various criteria
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| **Students will know:*** Miniature art maintains a long respected artistic and cultural traditions
* The criteria for evaluating a miniature work of art
* The artistic process for creating a “shrink-print” self-portrait

**Students will be able to:*** Discuss the historical relevancy of miniature art as well as contemporary practices.
* Create a “shrink-print” as the basis of their self-portrait and refine with colored pencils.
* Analyze and evaluate their art work based on established criteria for miniature art
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| **Performance Tasks/Assessment:*** Engage in discourse throughout presentation of the history of Miniature Art (formative)
* Create a self-portrait thumbnail sketch (formative)
* Create a “shrink-print” as the basis of their self-portrait and refine with colored pencils. (summative).
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| **Materials:*** Prezi on miniature art, sketchbooks, balloons, bobby pins, magic markers, printing paper, colored pencils
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| **Learning Plan****Day 1****Hook:** Students will be presented with a slide of a miniature painting and be asked to guess the size of the actual work. Students will then engage in discourse throughout presentation of the history of Miniature Art**Demonstration:** Teacher review how to draw a portrait using proper facial proportions**Guided Practice:** Students will create a self-portrait thumbnail sketch including a decorative frame.**Assessment:** Evidence of student learning and understanding will be informally assessed through observation during guided practice. **Day 2****Hook:** Students will walk into class to find a balloon, bobby pin, magic marker and printing paper at each of their desks.Teacher will ask how they think they might use the materials to create a miniature portrait.**Demonstration:** Teacher will demonstrate the step by step process on how to create a shrink-print using he materials on the students’ desks. **Guided Practice:** Students will be given the opportunity to practice simple designs and prints prior to beginning their final portrait shrink-print. Students will use their sketch as a reference to create a final shrink print and refine using colored pencils. **Assessment:** Evidence of student learning and understanding will be informally assessed through observation during guided practice. **Day 3****Hook:** Review from previous days’ learning and the evaluation criteria for a successful miniature portrait**Demonstration:** A review of the shrink-print process will be given for those who need an initial demonstration or focused support. **Guided practice:** Students will continue to develop and refine their miniature portraits and submit them for summative assessment. **Assessment:** Evidence of student learning and understanding will be informally assessed through observation during guided practice. Student work will be collected for summative assessment |