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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 work  VA: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 understanding  VA:Cn11.1.6a- Analyze how art reflects changing times, traditions, resources, and cultural uses.  **Responding**  Anchor Standard 9: Apply criteria to evaluate artistic work  VA: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 |
| **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 |
| **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). |
| **Materials:**   * Prezi on miniature art, sketchbooks, balloons, bobby pins, magic markers, printing paper, colored pencils |
| **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 |