

Sara Noelle Delgado

Lesson Plan #3

UNIT 8 Lesson 3

Self Portraits- Frida Kahlo and Autobiographical Art

Lesson Overview	
Teacher	Ms. Sara Delgado
Title of Lesson	Self Portraits- Frida Kahlo and Autobiographical Art
Course/Grade Level	<i>Art 1: Introduction to Art Fundamentals- Drawing & Painting</i> Highschool: 9-11th grade
Time Frame & Daily Plan	<p><i>2 weeks (class held daily, 5 days a week at 50 minutes a class)</i></p> <p><u>Week 1</u></p> <p>Day 1- This lesson starts with a daily sketch: a tiny warm up self portrait using the Lumis method for drawing heads for 5 minutes.</p> <p><u>PRESENTATION:</u> Then we will engage in a 20 minute interactive presentation that includes audio and visuals. In this presentation we will quickly review what portraiture is and then expand on our idea of portraiture by delving into "Self Portrait," especially stylized Self portraits that lie heavily in the realm of autobiography. We will delve into Frida Kahlo's work, particularly how the "message of pain" in her paintings directly reflected the difficulties of her life. Her Self Portraits were not just portraits of her appearance but of her mind, soul, and her inner struggles. We will particularly look at her "surrealist" style and her use of "Symbolism" The presentation will cover Kahlo's personal self portraiture as well as that of Jean-Michel Basquiat, Vincent Van Gogh, and Pablo Picasso, looking to answer the question, "How does one's personal, cultural and historical background influence their portraiture?" Each of these portrait artists paint vivid self portraits that speak to the inner workings of their hearts and minds. We will delve into portrait painting as a form of self expression and autobiography. Students will react to Frida Kahlo's work (as well as that of others) and be asked to analyze her intentions and the story she's telling with her work. We will compare and contrast the different self portraits and as a class formulate hypotheses as to what story each self portrait is telling.</p> <p>When we are done with the presentation, I will explain the project for this lesson:</p> <p><u>PROJECT:</u> Autobiographical Self Portrait Project In the Style of Frida Kahlo, Students will design and paint a large Self Portrait that expresses their identities and emotions, particularly expressing moments in their life that affected them, whether positively or negatively. They can use any medium/technique that they've learned over the course of the year. The Self Portrait must include 3 personal symbols that tell a story. They can take a photograph of themselves and copy that, use a mirror or copy from memory. There must be a visibly recognizable face.</p>

They will need to present their work to the class and describe their choices and journey and how the work was influenced by and represents their background or personal history. I will leave room for questions, concerns and ideas

ACTIVITY:

Students will spend the rest of class before our closing journal, brainstorming "symbols" that they believe represent themselves,

They will need to come up with at least 5 symbols, drawn and written out in their sketchbooks.

REVIEW/REFLECTION:

We will have a quick cool down discussion reviewing Frida Kahlo and her Self Portraits.

In their sketch books students will write journal responses explaining:

- 1. What is a Self Portrait?**
- 2. What is "Symbolism" in Art?**
- 3. Describe "surrealism" in art as best you can?**
- 4. Describe Frida Kahlo's Work in one sentence?**
- 5. What was your initial response to Frida Kahlo's Work?**

Day 2-

Class will start with a daily sketch: I will put up a painting by Frida Kahlo and students will have 5 minutes to find one symbol and try to draw it (or their own version of it)

DISCUSSION/PRESENTATION- 15 minutes

As a class we will review the Autobiographical Self Portrait Project

Then we will review Frida Kahlo's work, focussing on her use of Symbolism,

We will also look closely at Basquiat and his use of symbolism.

Students will be tasked with picking our symbols and their potential meanings.

ACTION: 30 minutes

Students will spend the majority of class composing their ideas for their self portraits. They will have access to their tablets to look at more ideas and examples. I will demonstrate to the class a couple of my own self portraits. This can be a group activity, students are encouraged to talk to each other and walk around, looking at our supplies for inspiration. As this is their final project for the year, they will be allowed to use whatever medium they like and be encouraged to push themselves.

By the end of class they will need to submit a clear thumbnail sketch for their portrait identifying the medium they want to use and at least 3 symbols they intend to incorporate.

REVIEW/REFLECTION:

We will have a quick cool down discussion about how everyone is feeling, nerves and excitement, answering any questions they have.

They will submit an exit ticket identifying the medium they want to use and at least 3 symbols they intend to incorporate.

They must explain their rationale for these symbols.

They must also show me a thumbnail/concept sketch of their planned self portrait.

Day 3-

Class will start with a daily sketch: a thumbnail drawing of the Symbols they chose yesterday (or one given to them if they missed yesterday).

We will start day three with a QUICK review of Frida Kahlo, Autobiographical Self Portraits and Symbolism.

We will have a class Question & Answer Session where we review the assignment

ACTION: Day 3 is about finalizing their design and writing up a rationale for it. Students must finalize their medium, symbols, composition and idea for their self portrait. They will submit an official preliminary sketch that clearly shows what the portrait will look like, identifying color and medium.

Students will write two paragraphs explaining their design (1) and the rationale behind each symbol and (2) the medium they are going to use and all the supplies they will need.

They will have to get their idea approved by me before the end of the day. If they are using a photograph as a reference I will take it today or they can bring one from home. I will let them know I am giving them 5 whole days to work on this so they have to make something worthy of that time that represents all the skills they learned this year.

Their exit ticket for class will be getting project approval from me and submitting their "project rationale"

Day 4-

After a 5 minute warm up sketch (random fun sketch)

We will quickly review the project and check in on where everyone is. Giving space for any questions anyone may have.

ACTIVITY:

We will do a 20 minute review on how to draw faces where the class draws along with me through a demonstration. We will be doing quick self portraits in our sketchbooks.

ACTION

I will then provide hand mirrors for the students who wish to use them and print out the reference photos that were taken yesterday

Students will have all of class to work on their self portraits. I will be going around checking that they have the supplies they need and are on task or if they need assistance. Students must have started their self portraits. I should see some evidence of progress.

At the end of class everyone will check in with me about where they are and submit a quick journal entry about how they are feeling about the process. **They must also submit the Self portrait sketch.**

Day 5-

After a 5 minute warm up sketch (random fun sketch).

We will quickly review the project and check in on where everyone is. Giving space for any questions anyone may have.

Students will have all of class to work on their self portraits. I will be going around checking that they have the supplies they need and are on task or if they need assistance. Students must have started their self portraits. I should see some evidence of progress.

At the end of class all the students will check in with me about their progress.

They must submit a written plan for the next three days of work

We will review the project, Frida Kahlo, Self Portraits, Symbolism, and look at our time line for next week.

Week 2

Day 6-

Class will start with a daily sketch: FUN (5 minutes)

PRESENTATION:

We will start day three with a Review of Frida Kahlo, her work, Self portraits, and Symbolism. We will also Review, Basquiat, Picasso and Van Gogh. We will discuss Surrealism and Expressionism.

ACTIVITY: 7 minutes

Is this Surrealism or Expressionism or Realism?

I will show students a piece of artworks and they have to identify both who the artist is and which of the three categories falls under.

We will have a Class Question and Answer Session where we review the assignment and the timeline of this week. Monday, Tuesday and Wednesday will be studio days and Thursday and Friday will be Gallery Walks and Presentations.

Students will have the rest of class to work on their self portraits. I will be going around checking that they have the supplies they need and are on task or if they need assistance. I should see evidence of progress.

They should be at least half way done.

REVIEW:

The exit ticket for the day will ask them to answer these questions

1. Describe **Surrealism** and name an artist that does this
2. Describe **Realism** and name an artist that does this
3. Describe **Expressionism** and name an artist that does this

Day 7-

Class will start with a daily sketch: FUN (5 minutes)

We will quickly review Frida Kahlo's work, Symbolism, and surrealism.

Students will have the rest of class to work on their self portraits. I will be going around checking that they have the supplies they need and are on task or if they need assistance. I should see evidence of progress.

They should be mostly done, with a recognizable figure representing themselves and All their symbols should be visibly blocked out.

The last 10 minutes of class will be for clean up and review.

Day 8-

We will have a quick Class Check-in. This is their last FULL DAY to work on their portraits. We will quickly review Self Portraits from Basquiat, Van Gogh and Picasso, discussing Symbolism, and expressionism

Students will have the rest of class to work on their self portraits. I will be going around checking that they have the supplies they need and are on task or if they need assistance. I should see evidence of progress.

They should be almost if not completely done, with a recognizable portrait of themselves And all their symbols recognizably included

The last 10 minutes of class will be for clean up and review.

At the end of class all the students will check in with me about their progress.

As an Exit ticket: the students will write a Project Statement/Reflections in their sketchbook answering the following questions

1. Why do we make self portraits?
2. Did you successfully capture your inner self? Your outer self?
3. What medium did you use and why? How does that represent you?
4. What symbols did you use to represent yourself and your history? Why?
5. What were you trying to say with your portrait and does the final result say what you wanted?

6. How do you feel about your work? Is there anything you are proud of or wish you could change?
 7. Reflections on this year: How do you feel about your work this year overall? One thing you liked?
- This is what they will present.

Day 9- Gallery Walk and Start Presentations

Students will spend the first 20 minutes finishing their portraits. Or adding any extra detail they were not able to finish,
 Then, we will reflect as a class on the experience and how everyone is feeling.
 The students can also spend this time refining their Project Reflection

GALLERY WALK:

Students will then stop and set up their projects around the classroom.
 We will have a Gallery walk where the students will get to go around and observe each other's work.

ACTIVITY

Every student will be assigned two other students' work that they must "review." For each student, they need to write down three things:

1. one positive comment
2. identify the three symbols
3. write what they think the portrait is "saying" about that person

Once all the reviews are submitted, Students will start presenting. Only one or two will start today and the rest will go on Friday.

Day 10-

The Last day of class wont have a review up top.

We will spend the whole class presenting our work. Reading off the statements we wrote and anything else we want to add. Each student should present for 5 minutes tops. After every presentation, there will be room for one question. We will have snacks
 At the end of class we will review the concepts we learned about self portraits and how we felt.

Assessment: Completed Painting with all required criteria on the rubric, Presentation (answering all the questions thoughtfully), Gallery Walk and Peer Review Submissions

Description & Rationale

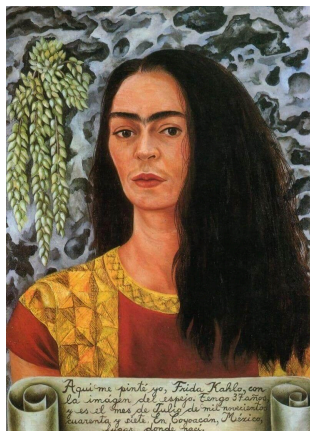
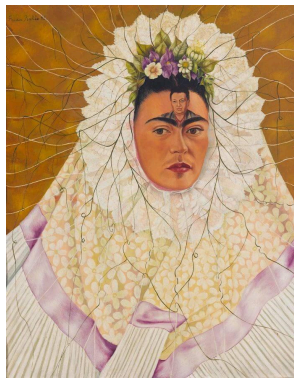
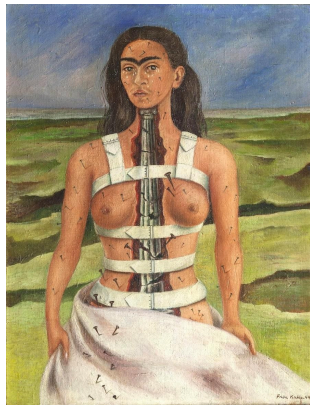
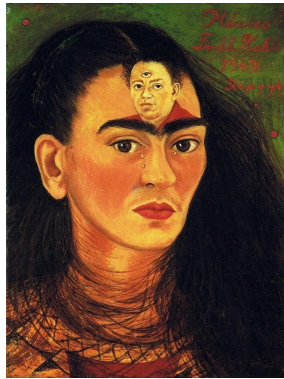
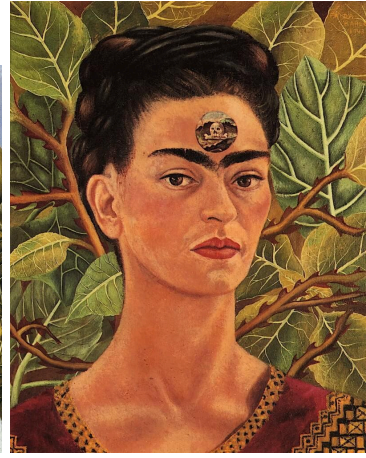
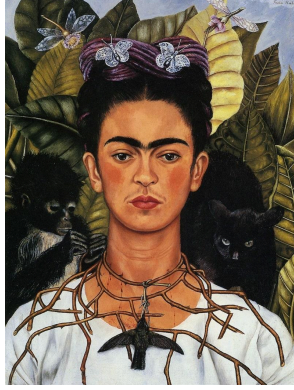
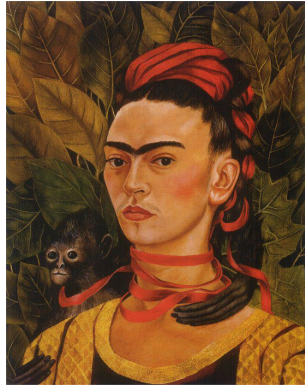
In the Style of Frida Kahlo, Students will design and paint a large Self Portrait that expresses their identities and emotions, particularly expressing moments in their life that affected them, whether positively or negatively. They can use any medium/technique that they've learned over the course of the year.

In this lesson we will explore Self Portraits, especially those done in a more stylized, non typical, expressionist manner.
 We will delve into self portraits such as that of Frida Kahlo, Basquiat and Pablo Picasso. We will discuss how portraits shape and are shaped by our personal histories, journeys, and cultures. We will discuss how you can use portrait painting to tell a story, your story. We will discuss how the style and symbolism of the portrait affects that story to answer the question, "How does one's personal, cultural and historical background influence their portraiture?"
 The artist we are looking at, Especially Frida Kahlo, paints vivid self portraits that speak to the inner workings of their hearts and minds. That's what I want for my students, to be able to speak their truths through art, painting their own self portraits as a form of self expression and autobiography.
 By having Students react to Frida Kahlo's work (as well as that of others) and analyze her intentions and the story she's telling with her work, Students will be inspired to tell their own stories and look at art as something that doesn't have to be beautiful but can be the tool we use to express our hurts or our joys, to tell the world about ourselves.

	<p>This lesson also pushes Students to think about symbolism and the deeper meaning behind the art, pushing them to think critically about not only the art they see but the art they create.</p> <p>Frida Kahlo is also a Mexican painter. Teaching in California, I know the majority of my students will be Latino. Teaching about Frida Kahlo allows them to feel seen and represented.</p> <p>Being able to paint a person, paint a portrait is the culmination of all the skills we've learned throughout the year. Portraits are an essential part of human History, culture and art history. Before cameras, portraits were how we captured the likeness or essence of our loved ones, how we immortalized great and important people, or at least the people we felt were important. That's still the case, but post the invention of the camera, portraits serve to convey identity, expression, community and story. When done right, portraits can show us some fundamental truths about humanity and identity which is what Art is all about. Students will be able to delve into the idea of representing personal identity and culture through portraits. In painting a portrait they will be able to engage with the idea of story telling through portraiture and what stories about humanity are being told right now and what stories they want to tell.</p> <p>Each portrait is just as much a portrait of the artist as it is of the subject. So, having the Students end the semester on Portrait painting allows them to fully tap into human expression, others and their own, in a way that unites all the skills they've learned throughout the year. Teaching Portraiture through the techniques and histories of different artists allows the students to choose who and what they think is worthy of immortalizing, thus painting a portrait of themselves.</p>
<p>CA VAPA Standards</p>	<p>CREATING Prof.VA:Cr3.1.HSI – Refine and complete artistic work</p> <p>CREATING Prof.VA:Cr3 Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in Progress.</p> <p>CREATING VA:Cr2.3 Demonstrate in works of art or design how visual and material culture defines, shapes, Enhances, inhibits, and/or empowers people's lives.</p> <p>CREATING Acc.VA:Cr3 Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.</p> <p>PRESENTING Acc.VA:Pr6 Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</p> <p>RESPONDING Acc.VA:Re7.1 Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>RESPONDING Acc.VA:Re7.2 Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p> <p>RESPONDING Prof.VA:Re8 Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p>CONNECTING Adv.VA:Cn10 Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p> <p>CONNECTING Prof.VA:Cn11 Describe how knowledge of culture, traditions, and history may Influence personal responses to art</p>
<p>Essential Questions</p>	<p>Why do we make portraits?</p> <p>Why do we make Self Portraits?</p> <p>How does one's personal, cultural and historical background influence their portraiture?</p> <p>How does a portrait reflect and express identity?</p> <p>How can you as an artist express yourself with portraits?</p>

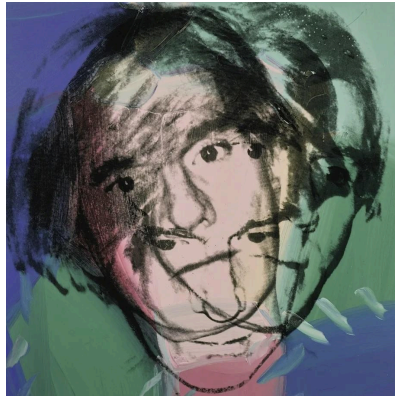
	<p>How can a Portrait convey a story or idea? How does the style in which a portrait is made influence its meaning and impact?</p>
<p>Content Specific Learning Goal(s)</p>	<ul style="list-style-type: none"> ● Students will be able to understand, identify and discuss what a Self Portrait is. ● Students will be able to understand, identify and discuss portraits and formulate a personal, informed, and well reasoned answer to the question “Why do we make portraits?” “Why do we make Self Portraits?” ● Students will be able identify and discuss the works of Frida Kahlo, giving informed insight on her intentions and purpose. ● Students will be able to interpret and analyze artworks by using appropriate artistic vocabulary. ● Students will be able to broadly discuss the life of Frida Kahlo, giving informed insight on her muse and inspirations. ● Students will be able to identify and discuss "Surrealism" ● Students will be able to understand, identify and discuss "Symbolism" ● Students will be able to envision, conceptualize, and create their own artwork and composition: ● Having learned about Autobiographical Self Portraits students will be able to build on their foundational knowledge of portrait painting and apply it to their own autobiographical self portrait. ● Students will be able to brainstorm ideas and design an original portrait that visibly represents themselves and their personal history. ● Students will demonstrate an understanding of color theory, mixing, and manipulating color intentionally. ● Students will be able to envision, conceptualize, and create their own original artwork and ideas. ● Students will demonstrate responsible studio habits, including proper tool use, clean-up, and collaboration.
<p>CA ELD Standard(s)</p>	<p>Part I: Interacting in Meaningful Ways (C), Productive, (9). Expressing information and ideas in formal oral presentations on academic topics.</p> <p>Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts</p> <p>Part I: Interacting in Meaningful Ways A. Collaborative (A)</p> <ol style="list-style-type: none"> 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges 4. Adapting language choices to various contexts <p>Part I: Interacting in Meaningful Ways: Corresponding CA CCSS for ELA/Literacy</p> <p>B. Interpretive 5. Listening actively to spoken English in a range of social and academic contexts</p> <p>Part I, Interacting in Meaningful Ways C. Productive. (10) Writing a. Write short literary and informational texts</p>

	<p>Part I, Interacting in Meaningful Ways C. Productive. (g) Presenting a. Plan and deliver brief oral presentations</p>
<p>ELD Learning Goal(s)</p>	<ul style="list-style-type: none"> ● Students will be able to coherently present their artwork to the class and discuss their own art work using relevant English vocabulary. ● Students will be able to respond to artwork and engage in discussion using appropriate English vocabulary. ● Students will be able to listen to English being spoken using key vocabulary learned in this lesson and respond with original ideas using English. ● Students will be able to write their thoughts out accurately using the appropriate english key vocabulary words for the given context.
<p>Art History Connections</p>	<p>Historical Context</p> <ul style="list-style-type: none"> ● Self Portraiture, Frida Kahlo and her biography <hr/> <p>Art Movement(s)</p> <ul style="list-style-type: none"> ● Surrealism, Folk Art, Expressionism, Realism <hr/> <p>Artist Mentor(s)</p> <ul style="list-style-type: none"> ● Frida Kahlo ● Jean Michel Basquia ● Pablo Picasso ● Vincent Van Gogh ● Andy Warhol ● Norman Rockwell ● Rembrant van Rijn ● _____ <hr/> <p>Reference Images</p> <p>()</p>

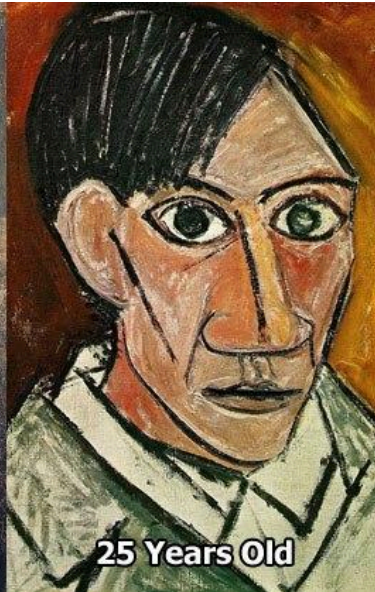


Aquí me pinté yo, Frida Kahlo, con la imagen del Señor San Juan y en el momento que yo me encontraba sufriendo y sola en Copacabana, Misceos, de la ciudad de La Paz.

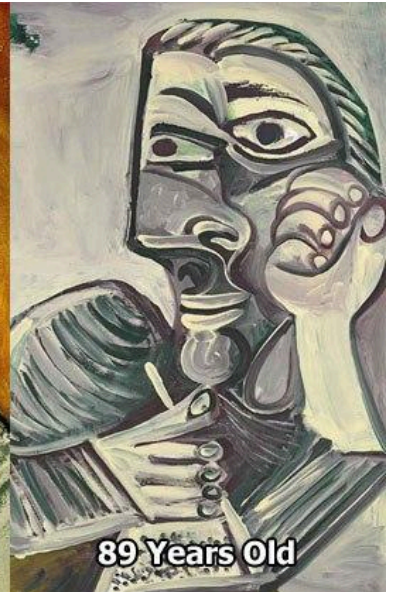




15 Years Old



25 Years Old



89 Years Old

Vocabulary

Skills/Techniques

- Portraiture
- Portraits

	<ul style="list-style-type: none"> ● Self Portraits ● Identity ● Expression ● Construction <hr/> <p>Tools/Media</p> <ul style="list-style-type: none"> ● Acrylic Paint ● Pencils ● Printed Images ● Tablets (To search and find imagery) <hr/> <p>Elements/Principles</p> <ul style="list-style-type: none"> ● Portraiture ● Self Portraits ● Composition ● Expressionism ● Surrealism ● Realism ● Symbolism ● Expression
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<p>Materials/ Resources Needed</p>	<p><i>Student engagement with technology should connect to active language acquisition and learning goals. This needs to go beyond kahoots and slides.</i></p> <p>Technology & Resources:</p> <ul style="list-style-type: none"> ● Chromebooks or tablets, Cleartouch, demonstration and projection camera <hr/> <p>Materials List:</p> <ul style="list-style-type: none"> ● printed out subject image, Mirror, pencil, paper plates, paint brushes, Paint (acrylic), water, paper towels, colored pencils, Charcoal, paper, Anything we already have in the classroom is available.
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Content of Lesson

<p>Student Asset-Based Goals</p>	<p>Students should be able to understand WHAT a Self Portrait is and Why We make Self portraits. They should be able to retain the idea of using a picture of a person to convey some universal truths of humanity, of themselves and of others. Portraits are representations of humanity, of different people and of the artist.</p> <p>Students will design and paint a large Self Portrait that expresses their identities and emotions, particularly expressing moments in their life that affected them, whether positively or negatively. They can use any medium/technique that they've learned over the course of the year. The Self Portrait must tell a story that represents their background, personal history, or personal narrative.</p> <p>I expect my students to be able to put their own personal histories, cultures and backgrounds into their work, to have their work represent them as much as it represents their chosen subject. They will be delving into their own funds of knowledge to choose three symbols that represent themselves and their own hopes and dreams. These must be incorporated into their art in a way that tells a personal narrative. They are learning to take their own histories and goals and incorporate that into their work.</p> <p>Based on their prior funds of knowledge (shape, line, proportion, color theory, intro to painting, shape) students will build on their knowledge to paint a recognizable stylized self portrait. Allowing them to choose the medium, symbols and style, gives them agency over their work. Using themselves as the base allows them to truly connect to the work and understand portraiture in a deeply personal way.</p>
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<p>Clarifications</p>	<p><i>Students might have trouble coming up with symbols that represent them.</i></p> <ul style="list-style-type: none"> <i>I will give suggestions and provide images of my suggestions.</i> <p><i>Students without specific guided instructions for their portraits will get too far off track and get overwhelmed with the freedom of the assignment.</i></p> <ul style="list-style-type: none"> <i>I will encourage them to take photos of themselves and use the grid method or draw from the mirror. This is why I have several days for brainstorming and finalizing the design. I will be there to suggest directions if need be,</i> <p><i>Students will try to do something too easy like a simple quick doodle.</i></p> <ul style="list-style-type: none"> <i>I will impress upon them the idea that this assignment is graded on how well their project represents everything they have learned this year.</i>
<p>Higher Order Thinking</p>	<p>The Students should leave the lesson understanding what a Self Portrait is. Not just in a literal sense but WHY we make self portraits and how we can use them to express ourselves, our histories and our inner workings. Students should be able to understand how a portrait can serve as an autobiography.</p> <p>ANALYSIS:</p> <ul style="list-style-type: none"> Students should be able to look at a portrait, analyze it and discuss why they think the portrait was made and describe the subject. Students should be able to analyze the intention behind a self portrait and interpret Fundamental Truths about the artist and their biography, background, and personal life. Students should then be able to speak to what they think those personal truths might then say about humanity as whole. Students will be accomplishing this through reflection and discussion. <p>INTERPRETATION/EVALUATION</p> <ul style="list-style-type: none"> Students should be able to look at a self portrait and interpret the intention of the work, and what Fundamental Truths the portrait says about the artist and their biography, background, and personal life. Students should be able to look at a portrait or work of art and critique its proportions, use of color and success conveying its intention. Students should be able to identify symbolism in an artwork and interpret their meaning to the best of their ability. Students will be accomplishing this through reflection and discussion. <p>SYNTHESIS/ CREATE/TRANSFER:</p> <ul style="list-style-type: none"> Students should be able to combine the ideas and concepts they have learned to create their own work or at least be able to brainstorm ideas for a work of their own with style and intention. They will be learning about how a portrait reflects the author and their personal histories and backgrounds. Students should be able to take their understanding of symbolism and transfer it to creating their own symbols that represent their own life and personal histories.
<p>Aesthetics</p>	<p><i>What activities will you implement that allow students to practice and engage in active listening, making distinctions, identifying assumptions, reasoning, questioning, evaluating, defining concepts, drawing conclusions, and imagining? How will students engage with the lesson's essential questions in ways that allow them to explore philosophical art questions?</i></p> <p>Philosophy- Students will engage in discussions where they assess the purpose and concepts of Self Portraits, in a personal, historical, cultural way. Throughout this Unit, students will daily reflect on the WHY of creating Self Portraits. Students will present on how their own self portrait serves as an individual, cultural and historical representation of themselves. We will look at different examples of self portraits</p>

and symbolism in self portraits, react and explain the context and intention, Students will engage in discussions on how style and symbolism in a portrait can affect meaning and speak to different truths about a person and why that matters.

Planning - In the Style of Frida Kahlo, Students will design and paint a large Self Portrait that expresses their identities and emotions, particularly expressing moments in their life that affected them, whether positively or negatively. They need to plan out the composition, symbolism and medium for their portrait. They need to plan out their own "process" from any of the techniques we've done throughout the year, They need to plan out their work carefully and thoughtfully so that **The Self Portrait and 3 personal symbols tell a story.**

They will need to present their work to the class and describe their choices and journey and how the work was influenced by and represents their background or personal history.

Reflection - Students will reflect on their artwork by explaining why they chose the specific symbols, composition, style and medium that they did. They will need to reflect (both spoken and in writing) about what story they are telling about themselves and how that connects to their personal histories or backgrounds. They will also reflect on the process of designing their own work, having agency over the project and how they feel about their work this year.

Students will be tasked with explaining how their final portrait represented themselves and how successful they were and what the style added or subtracted from the work.

Critique - students observe and interpret their peers' self portraits and offer positive critiques based on the symbolism and style, and on how well the students executed their vision.

Lesson Implementation

Student Asset-based Learning

PROJECT:

This entire project is specifically designed to be asset based. Students will use all the skills they have gained throughout the year to paint an autobiographical Self portrait.

This portrait should express their identities and emotions, particularly expressing moments in their life that affected them, whether positively or negatively. They can use any medium/technique that they've learned over the course of the year. **The Self Portrait must include 3 personal symbols that tell a story about themselves.**

They will be delving into their own funds of knowledge to choose three symbols that represent themselves and their own hopes and dreams. These must be incorporated into their art in a way that tells a personal narrative.

They can choose whatever medium they prefer. They can take a photograph of themselves and copy that, use a mirror or copy from memory. They are allowed and encouraged to discuss and brainstorm with each other and look up examples or artists they like for reference.

They will need to present their work to the class and describe their choices and journey and how the work was influenced by and represents their background or personal history. They will also reflect on their own artistic journey throughout the year,

<p>Anticipating Learning/ Activating Prior Knowledge/ The “hook”</p>	<p>We will start this lesson with an engaging interactive presentation that includes audio and visuals. In this presentation we will quickly review what portraiture is and then expand on our idea of portraiture by delving into “Self Portrait,” especially stylized Self portraits that lie heavily in the realm of autobiography.</p> <p>We will delve into Frida Kahlo’s work, particularly how the “message of pain” in her paintings directly reflected the difficulties of her life. Her Self Portraits were not just portraits of her appearance but of her mind, soul, and her inner struggles. We will particularly look at her “surrealist” style and her use of “Symbolism”</p> <p>The presentation will cover Kahlo’s personal self portraiture as well as that of Jean-Michel Basquiat, Vincent Van Gogh, and Pablo Picasso, looking to answer the question, “How does one’s personal, cultural and historical background influence their portraiture?”</p> <p>Each of these portrait artists paint vivid self portraits that speak to the inner workings of their hearts and minds.</p> <p>We will delve into portrait painting as a form of self expression and autobiography. Students will react to Frida Kahlo’s work (as well as that of others) and be asked to analyze her intentions and the story she’s telling with her work.</p> <p>We will compare and contrast the different self portraits and as a class formulate hypotheses as to what story each self portrait is telling.</p> <p>I will then verbally and visually explain the learning goals through the guided presentation, clearly identifying what we are going to be doing in this lesson, making an autobiographical Self Portrait using Frida Kahlo as an artist mentor.</p> <p>When I introduce the assignment I will put an emphasis on connecting art to our personal lives and inner workings.</p> <p>In identifying the skills we will be developing in this lesson I will connect that back to the skills we have already learned from previous units.</p>
<p>Demonstrating/ Modeling of New Knowledge</p>	<p>This final project is the culmination of everything we’ve learned this year so there won’t exactly be new skills, instead we will review the skills and ideas we’ve learned throughout the year.</p> <p>For every activity we do in this lesson (brainstorming symbols, learning about surrealism, reviewing drawing faces) I will first verbally explain the activity, goal and process in detail. There will be written instructions on the board as part of the presentation. I will do a quick demonstration using a camera/projector. And then do the assignment again with them on the projector so that we can do it together in a side by side demonstration. I will then go around to see how everyone is doing and correct or assist as needed. All of these steps allow for students to stop me and ask clarifying questions.</p> <p>These various presentations and demonstrations also present the information in multiple ways allowing for multiple access points and repetition.</p> <p>I will be doing this process for smaller activities like daily sketches as well.</p>
<p>Guided Instruction (teacher and students)</p>	<p>I will know that each student has formulated a response to the lesson questions by interacting with them regularly as they go through the creative process step by step. I will go through the class asking the students about their choices and their reactions to what they are working on. I will be checking in with everyone on their confidence with the prescribed assignment and task.</p> <p>This lesson requires the students doing almost daily reflections in their sketchbook answering prompts about the days lesson, I will be able to gauge whether each student has formulated response the days lesson through their reflections and prompts</p> <p>Each activity should be able to demonstrate a comprehension of portraiture, symbolism, drawing faces, or an understanding of surrealism, expressionism and realism.</p>

	<p>As a class we will participate in various conversations and games where the student have to identify stork, symbolism and style (surrealism, expressionism, realism, pop) If any of the students are struggling or not answering, I will be able to see that they are off track.</p> <p>As I am going through I will stop and engage with students who seem to be off track (in addition to those who are doing it correctly), asking them leading questions about both the purpose of the instructions, steps and how they think their work is corresponding to the final intended result. I have found that talking to them one on one is the most effective strategy for getting a student both on task and to engage with the subject matter. Having an actual conversation about what I am trying to do and why I laid out these particular steps usually helps a student see where they got off track or confused. This allows them to process the information in a practical way that directly ties into what they are presently doing, allowing them to follow the logic, kindly prompting them with hints if they don't find it on their own. I will regularly prompt students with questions and conversations throughout the practical portions of the project, tying what they are presently doing in with the subject matter. Walking around and discussing their work also allows me to individually gauge their understanding of key concepts, like what is a portrait and why do we make them?</p>
<p>Collaborative Learning (students together)</p>	<p>In Art classrooms, students should be set up in collaborative tables of multiple pupils where they can discuss their work, ask for help, share supplies and collaborate on ideas, being inspired by one another. While this is an individual assignment, Students will work together to brainstorm their ideas and designs for their self portraits, help each other mix colors or share paint.</p> <p>The entire lesson is a hands-on project that emphasizes the concept of self expression and autobiography through self portraits. As it is an individual project, the students will be at group tables assigned by myself to create a more dynamic and calm atmosphere. Students will be encouraged to share supplies such as paint and colors. They will be encouraged to ask each other for advice, opinions or some (small level of) help. Students will each be held accountable for their learning by each being responsible for completing their own portrait. Each student must have completed the concept sketches and initial design on their own and completed the actual finished self portrait on their own. They will then have to explain their choices in design at the end during their presentation</p> <p>The complexity of this task was determined through observation as to what these students have previously been able to accomplish. I have broken it up into a 10 day project based in the amount of time I have witnessed it taking them to draw, and paint in the past. As a lot of the work on this project is conceptual we have three days for concept and design and 5 days for completing the entire project. That is plenty of time based on their previous work. The last two days are for presentation and review.</p>
<p>Independent Learning (individual students)</p>	<p>I will know that each students responded to the questions given because they will be able to move on to the next step in the process. As there are clear standards and steps we need to have met at the end of each day and at the end of the lesson I will clearly be able to determine who has mastered content based on where each student is in the creation process of their portrait.</p> <p>At the end of the third day they should have submitted their concept and gotten approval from me. That step in getting final approval will show me that they have responded to the questions of the first couple of days. By the end of the first week they should be about a third of the way through their project and all the ideas will be blocked out. By the end of day six they should be done with their portrait and onto the symbolism By Day eight they should be done with their portrait. By the end of day 9 they should have a</p>

written project statement and reflection. Both of these will show me exactly where they are with the learning and in forming responses to the lesson questions.

At the end of each class period I will reiterate what the goal was for that day and where we should be in the process. Students will be tasked with looking at their own work and assessing their progress. If I see that someone is not where they are supposed to be, I can intervene and assist. I will speak to them one on one about a plan of action for the next class and discuss the goals and learning outcomes for that day. In the next class, I will check in with them and ensure they are following our catch up plan and review the subject matter with them.

I will also be regularly checking in on all their progress throughout so that no one should be too far behind or surprised. If a couple students get done way before everyone else and are ready to move on before their peers, I will challenge them to first observe their peers and offer constructive advice or formulate positive responses

We will have regular discussions and reflections that allow me to check in where all the students are at in understanding the concepts and material.

At the end of the Lesson, their completed portrait and short presentation should demonstrate comprehensive understanding of the skills and concepts.

Instructional Support

Multiple Modalities

Reading: using Lecturing and Presentation at the top of the class, students will be able to read the definitions and key ideas off of the presentation on the ClearTouch. Students will be able to read the step by step instructions for each daily activity on the board.

Auditory: Using Lecturing and Class Q&A sessions, I will verbally define the key terms and concepts as well as explaining the project and goals verbally in front of the class, addressing an auditory modality. Students will also verbally explain key vocab and concepts at the top of the class during our daily review, which both activates auditory and speaking learning methods.

Visual: using Art Samples and Demonstrations I will provide a plethora of visual examples and demonstrations from demonstrating the supplies. I will be doing at least three different demonstrations throughout the lesson. And as the students go through the work themselves I will be doing a side by side demo, all these will be projected on the clear touch. I will also use the smart board to draw out the process as well. They will also get a multitude of visual Examples of Portraits, not only in the style they are to attempt but of portraiture of all kinds as inspiration.

Written - this lesson requires the students to submit several written reflections of what they have learned and their own reactions to it. They will submit written project Statements by the end of the project.

Verbal - Students will discuss and review the work we are learning about at the top and tail end of each class, Students will then end with a verbal presentation of their work and their reflections. During this time, they will also be tasked with verbally responding to each other's work.

Kinesthetic: The entire project is an example of hands-on learning as the students physically use the tools and techniques we've learned throughout the year to create a portrait. We will also be doing several review activities that activate previous physical skills.. As we go through the steps, students will be able to physically practice the core concepts as they proceed, such as practicing grid drawing and mixing colors, drawing facial proportions.

Adaptations

ELL ADAPTATION:
I repeat the key words, themes, ideas and instructions in Spanish.

	<p>I will give students access to google translate when they don't understand me or if they speak a language you don't speak.</p> <p>I always make sure my English Learners sit next to other students who also speak Spanish. That way they can engage in group discussions and ask questions of their peers.</p> <ul style="list-style-type: none"> • I also will have the daily step by step instructions written in Spanish again on the white board <p>ADAPTATIONS:</p> <ul style="list-style-type: none"> • Visual aids, powerpoints and video recordings of my demonstrations will all be provided and accessible to students. My presentation and summary of the lesson will also be available to students after class. • Students are allowed and encouraged to get up and walk around or stand behind their chairs if they need to be moving. • Music will be provided and students are allowed to use their headphones during studio time. • My class will be set up in a flexible way that allows students to collaborate with each other, ask questions and move about if necessary, • Students who struggle with motor functions will be allowed to direct a photoshoot of themselves, posterize it, print out the picture and paint over that.. Their job will be to use the paint to add personal color and style, the symbolism they add can be abstract as long as there is clear intention with color or medium. They can use cotton balls and qetips for mixing and applying paint instead of brushes. • NO Homework or homework will ever be mandated in my class to allow students to manage any homelife responsibilities.
<p>Student Adaptations</p>	<p><i>Based on student assets, what activities will Focus Student 1 (english learners), Focus Student 2 (special needs), and Focus Student 3 (life challenge) be involved in during the lesson to support, engage, and challenge their achievement of the lesson goals and ELD goal(s)? What can you adapt within your lesson? Be specific.</i></p> <p>e.g.</p> <p>FS1 (English Learner)-</p> <ul style="list-style-type: none"> • When engaging in Reviews and discussions, I make sure to choose one of my ELLS, asking them to answer in whatever mix of Spanish and English they can master. If they answer in a way that appropriately engages with the subject but answers exclusively in Spanish, I translate for the class. • I also always make sure my English Learners sit next to other students who also speak Spanish. That way they can engage in group discussions and ask questions of their peers. • My English Learner Students need adaptations in the presentation, during the demonstrations and with step by step instructions. For which I will provide written translations and provide them access to google translate. Where possible in my presentation I had Key Vocabulary and Key Concepts defined in both English and Spanish. • I also will have the daily step by step instructions written in Spanish again on the white board. Fortunately, I speak Spanish, so I can repeat key points and the instructions all in Spanish as I go along. I regularly engage my English language learners with questions and pick them to volunteer. <hr/> <p>FS2 (Special Needs)-</p> <ul style="list-style-type: none"> • Students who struggle with motor functions will be allowed to direct a photoshoot of themselves, posterize it, print out the picture and paint over that.. Their job will be to use the paint to add personal color and style, the symbolism they add can be abstract as long as there is clear intention with color or medium. They can use

	<p>cotton balls and wetips for mixing and applying paint instead of brushes.</p> <ul style="list-style-type: none"> • Their peers can also be helpful in making the color mixing a more collaborative process, sharing colors and discussing where the colors should go. • I have had students with severe attention deficit hyperactive disorders and as such the class is set up so they can move around and be standing. When they get off track, I will nudge them back in the direction of the assignment. It is also why the assignment is built in with extra cushion time. • Students are allowed and encouraged to get up and walk around or stand behind their chairs if they need to be moving. • Music will be provided and students are allowed to use their headphones during studio time. • If they need space to concentrate, headphones will be provided and they can sit alone at a separate desk. • If required, students will be provided with extra time to complete the steps. • If the student is non Verbal or has severe anxiety we can work individually to find another method of presenting their work. Perhaps they can have another student read out their written reflection. <hr/> <p>FS3 (Life Challenge)-</p> <ul style="list-style-type: none"> • Anyone experiencing a life challenge will get extra time to work on their assignment. If they need alone time or extra space, I will find a way to give them the space they need in an adjacent classroom with another teacher, or they can come work on it during lunch. • NO Homework or homework will ever be mandated in my class but if they feel that they would work better at home they are allowed to take the project with them with a small set of supplies, the return of which WILL be part of their score. • One of my students, Maddison, was having severe homelife difficulties that were causing her to crash out. In order to assist her need for space and address her outburst of anger, I let her sit at my desk. One of my other students, Demariay, who not only has an IEP but was experiencing intense home life difficulties, refused to do the assignment. So I found a way to let him just explore his emotions with the materials. If a life event is personally affecting a student they can speak to me and discuss the project being more abstract. I would allow the students to alter the parameters of the project in a way that is healing but still focuses on the same goals (representing themselves through an autobiographical self portrait and the use of symbolism)
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Assessment/Checking for Understanding

<p>Formative (generally used to plan and modify subsequent instruction)</p>	<ul style="list-style-type: none"> • <i>Students will regularly engage in class discussions, answering questions and giving their opinions as we review each day.</i> • <i>Students will submit a Thumbnail sketch of their proposed Self portrait along with idea sketches for their "Symbols"</i> • They will submit an exit ticket identifying the medium they want to use and at least 3 symbols they intend to incorporate. They must explain their rationale for these symbols. • <i>At the end of class everyone will check in with me about where they are and submit a quick journal entry about how they are feeling about the process. They must also submit the Self portrait sketch.</i> • <i>Students will submit a plan/schedule for the last three days of studio time</i> • <i>As a class we will participate in various conversations and games where the student have to identify story, symbolism and style (surrealism, expressionism, realism, pop)</i> • <i>If any of the students are struggling or not answering, I will be able to see that they are off track.</i> • <i>Students will be working in class so I will go around the room speaking to students and assisting them, thus enabling me to gauge where they are all at.</i>
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	<ul style="list-style-type: none"> ● <i>Students will complete exit tickets at the end of the day.</i> ● <i>Students will submit and exit ticket explaining their understanding of surrealism, expressionism and realism</i> ● <i>Students will write and submit written reflections on their progress and reaction to the concepts learned in that day's lesson.</i>
<p style="text-align: center;">Summative (evaluative, at "end of" instruction/ learning</p>	<ul style="list-style-type: none"> ● <u>Written Project Statement/Reflections:</u> in their sketchbook answering the following questions <ul style="list-style-type: none"> ○ Why do we make self portraits? ○ Did you successfully capture your inner self? Your outer self? ○ What medium did you use and why? How does that represent you? ○ What symbols did you use to represent yourself and your history? Why? ○ What were you trying to say with your portrait and does the final result say what you wanted? ○ How do you feel about your work? Is there anything you are proud of or wish you could change? ○ Reflections on this year: How do you feel about your work this year overall? One thing you liked? ○ This is what they will present. ● <u>Completed Portrait:</u> <i>At the end of the lesson students will have completed a large Self Portrait that expresses their identities and emotions, particularly expressing moments in their life that affected them, whether positively or negatively. The Self Portrait must include 3 personal symbols that tell a story, show style, thought and creativity, and be a visibly recognizable representation of themselves.</i> ● <u>Presentation:</u> Students will present their artwork to the class, reading off the statements they wrote (and answering all the questions above) and adding anything else they want to reflect on. Each student should present for 5 minutes tops. After every presentation, there will be room for one question. <ul style="list-style-type: none"> ○ <i>I will use a Rubric to grade the project and presentation</i> ● <u>Gallery Walk:</u> Students will set up their projects around the classroom. ● We will have a Gallery walk where the students will get to go around and observe each other's work, discuss and ask questions. Participation will be measured by filling out a Peer feedback form. <i>Students will get points for completing the feedback form.</i> <ul style="list-style-type: none"> ○ <u>PEER FEEDBACK:</u> <i>At the end of the project, after the gallery walk, every student will be assigned two other students' work that they must "review." For each student, they need to write down three things:</i> <ul style="list-style-type: none"> ■ <i>one positive comment</i> ■ <i>identify the three symbols</i> ■ <i>write what they think the portrait is "saying" about that person</i>
<p>ELD Assessment</p>	<ul style="list-style-type: none"> ● <i>Students will have completed a written reflection that uses correct English art vocabulary and effectively communicates their intention with and feelings on their work</i> ● <i>Students will have effectively presented their work in class to their peers, effectively communicating their intentions and reflections whilst using appropriate Subject (Portrait Art) related English vocabulary.</i> ● <i>Students will have responded to at least two other student's presentations with a comprehensible verbal response in English.</i> ● <i>Students will have responded to at least two other student's presentations with a comprehensible written response in English.</i>