**8)Lesson Title: Someone You Admirer**

**Lesson Topic: Identity**

**Introduction:**

Students will create an artwork depicting someone they are close to or someone they admirer. Students can choose to represent them through portraiture or symbolically.

**Standards:**

1.2 Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

2.1 Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

2.2 Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

2.3 Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

3 Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

4 Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

10 Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design

**Vocabulary:**

* Space
* Value
* Movement
* Proportion

**Objectives/Big Ideas**

*Students/community members will…*

Know/Understand:

* How the elements and principles of design along with other artistic strategies can impact the meaning of a work of art and create emotion through portraiture or representation
* How depicting another person creates a new perspective in art and develops a story

Be Able to Do:

*What skills and habits of mind will this lesson help develop?*

* Make decisions with art materials that positively impact the meaning of the work
* Identify a person using portraiture/personal items/significant place etc.
* Use elements and principles of design and an art style to create meaning

**Essential Question**

What person do you admire? Why?

**Sub-essential Questions**

* What do you think about when you think of this person?
* How do they connect/relate to you personally/culturally?
* How will you depict this person?
* What style of art do you feel matches/expresses who this person is/is to you?

**Materials Needed:**

* Art materials
* Sketchbook
* Computer/ipad/camera/phone
* Reference images

**Activities/Procedures:**

1. Warm up questions asking essential question
2. Introduction on project topic with image examples
3. Review of space and movement
4. Mini sketches in sketchbook and brainstorming
5. Practice and use of reference images if needed
6. Checks for understanding using sub essential questions
7. Final project independent work
8. Self-assessment rubric
9. Table group critique

**Assessment/Evaluation**

*How will I know what students have learned?*

* Warmups and Exit tickets throughout course of the project to check for understanding/progress
* Reflection page with questions regarding vocabulary and Understanding goals. Reflection sheet is also good to understand the students process and artistic choices
* Self-assessment rubric which allows the student to visually analyze their work and make sure they hit all of the requirements
* Critique. Constructive Feedback from peers