

Englewood Public School District
Visual Art
Grade 8

Unit 3: Self-Portraits as Cultural Artifacts

Overview: In this unit, students will create original three-dimensional artwork that demonstrates the principles of rhythm, pattern, and/or movement using direct observation (and preliminary sketches) of natural or man-made objects.

Time Frame: 10-12 days

Enduring Understandings:

- By examining the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, we can use these visual statements as inspiration for original artworks.
- Incorporating various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement aids in the creation of two- and three- dimensional artworks.
- Artists express themselves in the creation of self-portraits.

Essential Questions:

- What are the various ways in which artists create self-portraits?
- What is the purpose of a creating a self-portrait?
- Does it have to look like the artist to be a self-portrait?
- Are the selfies we take simply the 21st century version of self-portraits, or are they fundamentally different?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied</p> <p>1.3.8.D.3 Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.</p> <p>1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in</p>	<p>Topics Compare and contrast different artists’ and self-portraits. Self-portraits as cultural artifacts.</p> <p>Objectives SWBAT to select a single artist’s work that appeals to them and evaluate why.</p> <p>Students will make observations of and describe unique characteristics of self-portraits created by various artists, using art vocabulary.</p> <p>Students will create a self-portrait reflecting a style that made an impact on them.</p> <p>Students will discuss how the artists’ styles and application of the elements of art create an emotional impact on the viewer.</p> <p>Students will compare and contrast self-portraits by artists from various cultures (Kahlo, Van Gogh, Kusama, Warhol).</p>	<p>Students will view slideshows of a variety of styles of artists portraits. NJSLSA.SL2</p> <p>They will observe and reflect on self-portraits by various artists from different movements and cultures. 6.2.8.D.1.b, NJSLSA.SL2</p> <p>Students will research the ideas of narcissism exploring the desire to preserve the self-image and compare to the modern perspective on selfies. RI.8.7, WHST.6-8.9, WHST.6-8.7</p> <p>In small groups students will analyze the works of each artists and make a list of the personality traits they reveal. SL.8.1, NJSLSA.SL2</p> <p>Students will brainstorm the personality traits and cultural elements they want to depict in their own self-portraits.</p> <p>Students will begin creating their own self portrait using, whichever medium they choose. 8.G.A, RST.6-8.3</p>	<p>Artists and their Self Portraits https://www.youtube.com/watch?v=73aD0682yBE</p> <p><u>Iconic Self-Portraits:</u> https://mymodernmet.com/famous-self-portraits/</p> <p><u>Kahlo Self-Portrait:</u> https://www.fridakahlo.org/self-portrait-with-thorn-necklace-and-hummingbird.jsp</p> <p><u>Frida Kahlo lesson:</u> https://educators.brainpop.com/bp-topic/frida-kahlo/</p> <p><u>Frida Kahlo lessons:</u> https://www.scholastic.com/teachers/lesson-plans/teaching-content/frida-kahlo-and-expression-through-self-portraits-lesson-plan/</p> <p><u>Yayoi Kusama Self-Portrait:</u> https://www.tate.org.uk/kids/explore/who-is/who-yayoi-kusama</p> <p><u>Self-Portraits-National Gallery (Van Gogh lesson):</u> https://www.nga.gov/education/teachers/lessons-activities/self-portraits/van-gogh.html</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Observation • Summative non-formal assessment • Question and answer group discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Reflections • Self-Assessment • Peer Assessment <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • 20 Quick Formative Assessments from the art of education: <ul style="list-style-type: none"> • Outcome Sentences • Pair-Share • 3-2-1 • Beach ball • https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/ • Gallery walk displaying student work. • Admit/Exit tickets

<p>different <u>historical eras</u> and cultures.</p> <p>1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.</p> <p>1.3.8.D.5 Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and <u>historical eras</u>, and use these visual statements as inspiration for original artworks.</p>	<p>Students will discuss art from various time periods and cultures using art vocabulary.</p> <p>Students will discuss how the self-portrait reveals personality traits of the artist.</p>	<p>Students will read Van Gogh’s letter describing his self-portrait and create a poem or letter describing their point of view in how they created their self-portrait (medium they chose, etc.). NJSLSA.L3, L.8.5</p> <p>Students will pair with a partner and interview them regarding the story that the self-portrait tells. SL.8.1</p>	<p><u>Warhol lesson:</u> https://www.nga.gov/education/teachers/lessons-activities/self-portraits/warhol.html</p> <p>How to Draw a Quick, Simple, and Easy Self-Portrait https://www.youtube.com/watch?v=wfosxuah1uk</p> <p><u>Van Gogh’s letter:</u> https://www.nga.gov/education/teachers/lessons-activities/self-portraits/van-gogh.html</p> <p><u>Are Portraits and Selfies the Same Thing?</u> http://www.howtotalkaboutart.com/history.com/reader-questions/self-portraits-selfies/</p>	<ul style="list-style-type: none"> • Teacher-made check sheets and rubrics • Projects, Portfolio, Presentations • Think Pair, and Share
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Key Vocabulary:

- **Self-portrait** – a representation of an **artist** that is drawn, painted, photographed, or sculpted by that **artist**.
- **Realism** – a mid-nineteenth century artistic movement characterized by subjects painted from everyday life in a naturalistic manner
- **Abstract-** art that does not attempt to represent external reality, but seeks to achieve its effect using shapes, forms, colors, and textures.
- **Critique** - to review or examine something critically

Integration of 21st Century Standards NJSLS 9:

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Art curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Art requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Speak and display terminology and movement ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Check for understanding of directions ● Use posters with directions written in pictures in all languages ● Seat students close to the 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student’s IEP ● Work with paraprofessional ● Work with a partner ● Provide concrete examples and relate all new assignments to previously learned tasks ● Solidify and refine concepts through 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Room for Artistic Choices ● Elevated Technique Complexity ● Additional Projects

<p>teacher.</p> <ul style="list-style-type: none"> ● Incorporate visuals: graphic organizers, gestures, props 	<p>repetition.</p> <ul style="list-style-type: none"> ● Provide extended time. ● Repeat directions ● Check for understanding of directions 	<ul style="list-style-type: none"> ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. 	<ul style="list-style-type: none"> ● Adaptation of requirements
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

RST.6-8.3 Follow Precisely A Multistep Procedure When Carrying Out Experiments, Taking Measurements, Or Performing Technical Tasks.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

RI.8.7. Evaluate the Advantages And Disadvantages Of Using Different Mediums (E.g., Print Or Digital Text, Video, Multimedia) To Present A Particular Topic Or Idea.

SL.8.1. Engage Effectively In A Range Of Collaborative Discussions (One-On-One, In Groups, And Teacher-Led) With Diverse Partners On Grade 8 Topics, Texts, And Issues, Building On Others Ideas And Expressing Their Own Clearly.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Social Studies:

6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Math:

8.G.A. Understand congruence and similarity using physical models, transparencies, or geometry software.

Integration of Technology Standards NJSLS 8:

8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.3: Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4: Assess the credibility and accuracy of digital content.

8.1.8.E.1: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.2.8.A.5: Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.

8.2.8.B.5: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.

8.1.8.C.1: Explain how different teams/groups can contribute to the overall design of a product.

8.2.8.C.4 Identify the steps in the design process that would be used to solve a designated problem.

8.2.8.C.5 Explain the interdependence of a subsystem that operates as part of a system.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.