

# FINE ARTS TEKS

<b>Lesson Plan, Art, Grade 5</b>	
<b>Lesson Plan Based on the Original TEKS:</b> Self-Portrait	<b>Lesson Plan Based on the Revised TEKS:</b> My Contemporary Self
	<b>Key Question:</b>
<b>TEKS Included in Lesson:</b> Art, Grade 5 (1)(A)(B), (2)(A)(B)(C), (3)(A)(B), (4)(A)	<b>TEKS Included in Lesson:</b> Art, Grade 5 (1)(A)(B)(C)(D), (2)(A)(B)(C)(D)(E)(F), (3)(A)(B)(D), (4)(A)(B)(C)(D)
<b>Lesson Objectives:</b> <ol style="list-style-type: none"> <li>1. Students use observation to understand the proportions of the human face and then draw accurately.</li> <li>2. Portrait must fill the picture plane.</li> <li>3. Marker must be used as shading and placed on the face with a balance of dark and light shapes.</li> <li>4. Marks should follow the contours of the face.</li> <li>5. Finished artwork should look like the student.</li> </ol>	<b>Lesson Objectives:</b> <ol style="list-style-type: none"> <li>1. Self-portrait composition must be creative and real objects should be used to enhance the portrait and the composition of the picture plane.</li> <li>2. Self-portrait must reveal something about you – must communicate.</li> <li>3. The background setting for the portraits must be an environment that expresses what influences and interests the student.</li> <li>4. Portrait must be drawn accurately in the correct proportions.</li> <li>5. Medium used to shade the portrait must show a balance of dark and light shapes.</li> <li>6. Marks should follow the contours of the face.</li> <li>7. The finished drawing should show an extensive &amp; extended use of creative expression.</li> <li>8. Accompanying journal must express the student’s thoughts as the project progresses and use project vocabulary accurately.</li> </ol>
<b>Instructional Activities:</b> <ol style="list-style-type: none"> <li>1. Student works from photo or from looking in mirror.</li> <li>2. Face should fill the entire piece of paper.</li> <li>3. Use judgments based on approximate proportional measurements to draw accurately.</li> <li>4. Use marker to shade your drawn image. There should be a balance of the dark and light shapes created by the markers.</li> <li>5. The marks made with the marker should follow the contours of the face.</li> <li>6. You should finish your drawing.</li> </ol>	<b>Instructional Activities:</b> <ol style="list-style-type: none"> <li>1. Draw practice drawings of your face, using different poses, and ask you friends which one is best for what you are trying to express in your drawing.</li> <li>2. The pose of your face should say something about you.</li> <li>3. Pose should fit into an environment. Create your environment with things that influence and interest you. You could add actual objects.</li> <li>4. Work from a mirror or use a student produced photo.</li> <li>5. Draw the image judging the approximate proportional measurements.</li> <li>6. Block in your position and basic shapes. Draw off your image using lines.</li> <li>7. Shade your drawn image using your choice of media and show a contrast in values that have a balance of shapes.</li> <li>8. For each day of the project you should make a “Personal Reflection” journal entry.</li> <li>9. Now take a “critical” look at your drawing. Check your criteria.</li> <li>10. Place this artwork in your portfolio to show you met this art goal.</li> </ol>
<b>Assessment:</b> use rubric based on student objectives	<b>Assessment:</b> use rubric based on student objectives, class critique, portfolio assessment