

The background of the page is a watercolor-style pattern consisting of horizontal stripes in shades of blue, purple, and pink. The stripes have a soft, blended appearance with some darker spots and lighter areas, giving it a textured, artistic feel. The stripes are separated by thin white gaps.

GRADE 6 ARTS EDUCATION LESSON PLAN

Ashlyn Helmeczi

Grade 6 Visual Arts - IDENTITY "Self Portrait"

Lesson Time Required: 20 – 25 minutes

Note: take photographs of students and print prior to the lesson

Note: time of lesson may vary depending on grade level

Key Inquiry Question: How does visual arts express our own identity?

Prerequisite Learning: Students will have already been introduced to visual arts and have explored their artistic talents. They will have already worked on prior visual arts assignments/projects and will be introduced to what 'self-portraits' are.. Teacher will have exposed students a variety of self-portraits from a variety of cultures and types of art.

Required Resources and Materials:

- o Pencils
- o White paper (1 sheet per student)
- o Graphite (1 piece per student)
- o Portrait/photograph of each student → camera, printer
- o Exemplar of finished product
- o Optional:
 - o Markers (to add color/write a title)
 - o PowerPoint of different self-portraits in different cultures and instructions
 - o Construction paper for border and glue
 - o Music (playing in the background while students work)

Arts Education Goals Addressed:

Creative/Productive – students will create their own self-portrait and have the opportunity to use a new material, graphite. They also will be creative in how they compose their self-portrait (leave it with the graphite look, color and make it look more abstract, etc.)

Cultural/Historical – students will explore and be exposed to a variety of self-portraits from different cultures.

Critical/Responsive – students will respond critically to their artistic projects and respond to their experience.

Proposed Learning Outcomes and Indicators:

Outcome – CP6.10 Create visual art works that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).

- a. Use inquiry in visual art to extend understanding of identity
- f. Reflect on how images, elements of art, and principles of composition can be organized to convey meaning and express identity in visual art

Outcome – CP6.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about identity.

- a. Select various visual art forms (e.g., drawing, mixed media sculpture) to express ideas about youth and identity
- b. Investigate how visual artists and popular media manipulate the elements of art (i.e., line, colour, texture, shape, form, and space) and principles of design (e.g., balance, rhythm, emphasis, variety, contrast, proportion/scale) to achieve intentions, and apply understanding to own work
- c. Make keen observations of detail, and increase skills in representing unique features of individual people, animals, plants, and objects.
- d. Identify and create visual patterns
- e. Examine ways of creating contrast (e.g., bold/subtle, rough/smooth, light/dark)

Outcome – CP6.12 Demonstrate increased skills and problem-solving abilities in a variety of visual art media.

- b. Demonstrate and determine skillful use of range of appropriate tools, technology, materials, and techniques
- d. Describe own critical and creative thinking, decision-making, and problem-solving processes

Outcome – CR6.2 Investigate and identify ways that the arts can express ideas about identity.

- a. Analyze and describe how identity may be expressed through various styles and forms of art

Outcome – CH6.1 Investigate how personal, cultural, or regional identity may be reflected in arts expressions.

- a. Apply critical thinking when analyzing and describing how identity is expressed in arts expressions
- d. Describe why personal and cultural identity is often an important influence in the creation of arts expressions.

Cross-curricular Competencies:

Developing identity, developing artistic skills

Connections with Other Areas of Study:

Health Studies 6 – strong correlation to the health curriculum (development of personal standards and identity, perceptions related to body image)

Math 6 – strong correlation to the math curriculum relating to angles, lines and shapes

Career Education 6 – strong correlation to the career education curriculum (investigate the influence of a positive self-image)

Planned Learning Activities:

1. Students will receive materials (pencil, paper, graphite, photograph of their face)
2. Teacher will show exemplar of their self portrait and explain how to complete project:
 1. Rub graphite on the BACK of their photograph
 2. Place white paper behind their photograph (graphite side and white paper are touching → photograph of self is in the front)
 3. Trace (with pencil) all lines of their photograph
 4. The lines will go through onto the white paper because of the graphite (graphite is a crystalline form of carbon)
3. Students will begin these steps, while teacher assists and explains when needed
4. Once graphite part is complete, the students can choose where they want to take their piece of art → glue on construction paper for a border and create a title for their portrait, use marker to add color and design to their self-portrait, etc.
5. Once students finish, they will analyze and reflect on their self-portraits to themselves or to a partner (critical/responsive). They will complete a self-reflection.
6. Hang finished product up on a bulletin board and then put in portfolio

Optional: add English Arts/Career Education curricula and allow students to write about themselves to add to the portrait

Plans for Assessment:

- These portraits will be kept in the students' arts education portfolio
- Students will complete a self-evaluation/reflection of the progress
- Here are two examples of reflection papers

Artist Statement

What?

What did you make? What did you use to make it?

How?

How did you make this? What were the steps to create it?

Why?

Why is this piece of art special? What does it tell to your viewers?

3·2·1 → ART!

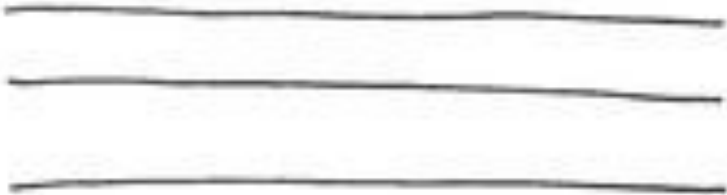
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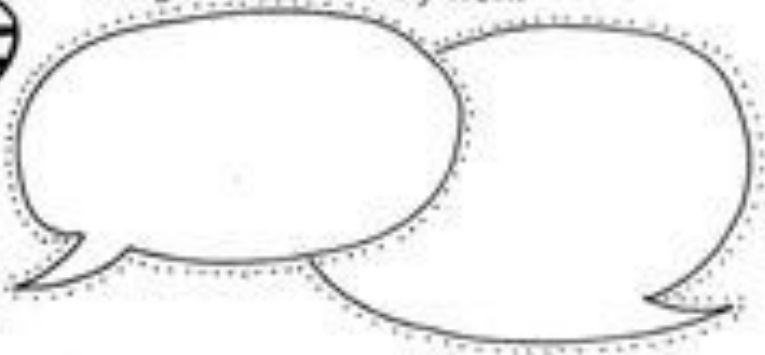
Project/Unit



Things I learned



Things I like about my work



Thing I would change or do differently

