

## Come One, Come All: FACE Yourself!

*Jenna Brooks and Jennifer Spengeman*

### LESSON #1

#### Caricature History: *Oh, the Place You'll Go!*

I. DEFINE OBJECTIVES AND CONTENT	
<b>LESSON OBJECTIVE</b>	The students will create examples of shadowing and lines to convey meaning in art, which can be used throughout the week for reference.
<b>POINT TO PONDER</b>	The art of caricature has greatly impacted culture through its use of exaggeration.
<b>ESSENTIAL QUESTION</b>	Does exaggeration make caricature art and cartoon more significant and interesting than a portrait?
<b>CONTENT</b> Outline the content you will teach in this lesson.	<p>I. History of a Caricature</p> <p>A. Definition of a Caricature.</p> <ol style="list-style-type: none"> <li>1. According to The Merriam-Webster Dictionary, a caricature is a drawing that makes someone appear funny or foolish because some part of the person's appearance is exaggerated.               <ol style="list-style-type: none"> <li>a. The origin of the word caricature is derived from the Italian words <i>carico</i> and <i>caricare</i> meaning, “to load” or to “exaggerate.”</li> </ol> </li> <li>2. Difference between caricature and a cartoon:               <ol style="list-style-type: none"> <li>a. A cartoon is fictional whereas a caricature is an exaggeration of a factual person.</li> </ol> </li> </ol> <p>B. Origin of the Caricature.</p> <ol style="list-style-type: none"> <li>1. Grotesque and Satirical art has been witnessed since the Middle Ages.               <ol style="list-style-type: none"> <li>a. Egyptians would represent men as animals.</li> </ol> </li> <li>2. First seen in Italy and France               <ol style="list-style-type: none"> <li>a. Leonardo da Vinci collected Grotesque faces.                   <ol style="list-style-type: none"> <li>i. Some art scholars believe they were first hand drawings while other’s believe they were exaggerations.</li> <li>ii. Created grotesque art to better understand beauty.</li> </ol> </li> <li>b. Pier Leone Ghezzi was the first artist to make a living off of creating caricatures for tourist visiting Italy.</li> </ol> </li> </ol> <p>C. Invention of the Lithograph in 1796.</p> <ol style="list-style-type: none"> <li>1. Allowed for the art of caricature to spread quickly.</li> <li>2. Allowed for a message to get across to literate and illiterate classes of people.</li> </ol> <p>D. Growth in the art of Caricature</p> <ol style="list-style-type: none"> <li>1. Invention of the Railroad allowed for immediate movement of ideas in caricature.</li> <li>2. Caricature comes to America               <ol style="list-style-type: none"> <li>a. Thomas Nast</li> </ol> </li> </ol>

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	<p>II. Drawing lines</p> <ol style="list-style-type: none"> <li>1. Grouped lines make a set and are the foundation for all drawing</li> <li>2. Three families of lines             <ol style="list-style-type: none"> <li>a. Straight, angled and curved.</li> <li>b. Curved lines are used most in drawing faces</li> </ol> </li> <li>3. Lines can be thick, dark, and bold, to thin, light.             <ol style="list-style-type: none"> <li>a. Used to convey mood of drawing-“Grammar of Lines”                 <ol style="list-style-type: none"> <li>i. Thick lines are strong</li> <li>ii. Thin lines are fragile</li> <li>iii. Bold lines are heavy</li> <li>iv. Thin lights are light</li> </ol> </li> </ol> </li> </ol> <p>A. Shading</p> <ol style="list-style-type: none"> <li>1. Shading techniques that add depth to shapes- adding value.             <ol style="list-style-type: none"> <li>a. Sets of lines together create shading.</li> </ol> </li> <li>2. Hatching             <ol style="list-style-type: none"> <li>a. A series of lines (set) drawn beside on another.</li> </ol> </li> <li>3. Crosshatching             <ol style="list-style-type: none"> <li>a. Shading technique where sets of lines overlap one another.</li> </ol> </li> <li>4. Vary the density and pressure of the pencil for lighter and</li> </ol>
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II. PRE-PLANNING	
<p>What will students UNDERSTAND as a result of this lesson? How does this connect to the Essential Question?</p>	<p>After the lesson,            Students will UNDERSTAND how exaggeration adds amusement to art and life’s pleasures.            Students will UNDERSTAND how technology enabled caricature art to expand across continents.            Students will UNDERSTAND how shadowing and lines can be used create simple shapes.</p> <p>These points of understanding connect to the Essential Question, “The art of caricature has greatly impacted our culture through its use of exaggeration,” by discovering how exaggeration interacts in our lives daily. Not always a positive verb, students will discuss how the idea of exaggeration has allowed for information to be moved without using the written word and how it has a power much greater than language.</p>
<p>What will students be able to DO as a result of this lesson?</p>	<p>After the lesson,            Students will be able to navigate using Symbaloo to find specific information.            Students will be able to discuss the origins of the caricature.</p>

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	Students will label a photo of themselves taken from the app Photo Booth or from the “fun house” mirrors.
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### III. PLANNING

<b>HOOK</b> Describe how you will grab students' attention at the beginning of the lesson. BE CREATIVE.	<b>TIME:</b> 15 mins. Using a Smart Board created slide show Students will be shown different examples of art, representing both caricature and portrait art. For each slide students will be asked to move to the “portrait” side of the room if they believe they are viewing a portrait or to the “caricature” side of the room if they believe they are viewing a caricature.
<b>INSTRUCTION</b> Explain Step-by-step what you will do in this lesson. Be explicit about ties to Points to Ponder, Essential Question, and Interactions here. Include ALL support and teaching materials with your unit.	<b>TIME:</b> 40 mins. After students complete the “hook” activity a slide will be posted asking students to create a Venn Diagram comparing portraits and caricatures in their sketchbooks. Once completed a slide will be posted to share the Essential Question, “Does exaggeration make caricature art and cartoon more significant and interesting than a portrait?” Discuss as a class. The teachers should ask, “What similarities were seen? Differences?” “How does the art interact with our feelings or does it?” From this, teachers will use Smart Board slides to show how exaggeration is seen in popular culture today and how caricatures influence our perception. For example seeing a caricature of President Obama or Justin Bieber can evoke many different feelings based on each viewer's life experiences. This will introduce our Point to Ponder, “The art of caricature has greatly impacted culture through its use of exaggeration.” Students will be asked to think about this question as we go through the lesson.  Students will look at the history of how caricature art came to be in a fun race against time and accuracy. Working individually using the balloon dartboard, a popular carnival game, students will throw a dart to uncover a question about caricature history, travel or origin. The teachers have created a Symbaloo board ( <a href="https://mobileiphone.symbaloo.com/mix/comeone-comeall-face">https://mobileiphone.symbaloo.com/mix/comeone-comeall-face</a> ) providing links to the answers to questions based on caricature history. The student will then refer to the Symbaloo board to respond to the question they popped. When they have located their response students will write their answer on a large piece of bulletin board paper (Shout out board) mounted in the classroom, which will remain up in the room throughout the week. On the bulletin paper the teachers will have a corresponding picture of a celebrity caricature that matches a celebrity caricature picture on each question. Students will record their responses using

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	<p>exaggerated tools, such as: lipstick, exaggerated pencils, markers, paints, paint markers, and sparkle pens. After a student has recorded their answer on the “Shout Out Board” the student will return to the balloon dartboard and repeat the steps until all questions are completed.</p> <p>After the game is completed students will read their question and response out loud for class discussion. Using the Smart Board balloon game the answers will be revealed to check for accuracy by the teacher and open the floor for class discussion. The student that finishes the quickest, with the most accuracy, will be the winner and will earn a carnival themed prize.</p> <p>Students will receive formal instruction from a professional art teacher, Eleanor Allen. Students will be shown how to incorporate depth by using straight, angled and curved lines, most commonly seen in caricature drawing. Hatching and crosshatching, methods of shading, will also be demonstrated by the art teacher. Once this lesson is complete students will refer to the rubric created by teachers to demonstrate knowledge of these simple drawing practices. They will do this by using the Photo Booth app on the iPads and “fun house” mirrors created by instructors in the classroom. Using their “Face Pad” (sketch book) students will draw using lines and shading they see reflected with distortion. As they work on this, a slide will be posted on the Smart Board asking students to think about how using physical exaggeration both alters and adds aesthetic interest to their physicality.</p>
<p><b>ASSESSMENT</b> (Performance Task) What will the students DO to demonstrate that they have mastered the content? Be specific and include actual assessment with unit materials.</p>	<p><b>TIME:</b> 15mins</p> <p>Once this lesson is complete students will refer to the rubric created by teachers to demonstrate knowledge of these simple drawing practices. They will do this by using the Photo Booth app on the iPads to distort their faces. Using their “Face Pad” (sketch book) students will draw using lines and shading they see reflected with distortion that were learned during the lesson.</p> <p>As students complete this activity they will respond to the point to ponder: “The art of caricature has greatly impacted our culture through its use of exaggeration” on the “Shout Out” board in the classroom.</p> <p>The student’s homework will be to “vlog” or blog using Edublogs at home and to reflect on how caricatures and carnivals are similar and different. (A video will be posted on how to do this on classroom website). As well as to explain why the carnival is the</p>

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	theme in our classroom. These vlogs or blogs will be posted on the class Edublogs site and then linked to the class website.
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DOES THE ASSESSMENT ALLOW YOU TO DETERMINE WHETHER OR NOT THE STUDENTS HAVE MET YOUR STATED LESSON OBJECTIVE? YES  NO