

Come One, Come All: FACE Yourself!

Jenna Brooks and Jennifer Spengeman

LESSON #3

Roger Kammerer: Knows a Lot About That!

I. DEFINE OBJECTIVES AND CONTENT	
LESSON OBJECTIVE	Students will sketch their own face and nose shape on their final caricature using previously learned drawing techniques for depth and meaning.
POINT TO PONDER	Love of beauty is taste. The creation of beauty is art. ~Ralph Waldo Emerson
ESSENTIAL QUESTION	How does a caricature artist persuade others point of view?
CONTENT Outline the content you will teach in this lesson.	<ul style="list-style-type: none"> I. Drawing a Caricature <ul style="list-style-type: none"> 1. Exaggeration <ul style="list-style-type: none"> a. The overemphasis of the truth b. Exaggerating can be literal or figurative which changes meaning <ul style="list-style-type: none"> i. Big ears; good listener or physically big ears ii. Big mouth; talks too much or physically has a big mouth iii. Small mouth; closed lip or physically has a small mouth. c. Exaggeration is the artist tool for persuasion. II. Proper tools for drawing a caricature <ul style="list-style-type: none"> 1. Paper should be heavy and bright 2. Pencils should be a softer variety (4B or 6B) II. Drawing shapes <ul style="list-style-type: none"> 1. Face base <ul style="list-style-type: none"> a. Round, square, long, triangular (short), triangular (long) 2. Five Shapes of the Face <ul style="list-style-type: none"> a. Eyes (2), Nose, Mouth, Head shape <ul style="list-style-type: none"> i. Face shapes and shapes on the face can be classified as long, round, square or short in shape. ii. Face shapes and shapes on faces are similar to shapes seen in everyday life (square, round, triangular) iii. Proportions-How small or big are the features on the face <ul style="list-style-type: none"> a. Changing “classic” proportions on the face and of the head shape interacts with meaning and effect b. Placement of intersecting lines on the head changes proportions. iv. Distance- How far apart are features from one another

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	<ul style="list-style-type: none"> a. Changing distance of persons features dramatically changes the person. b. Close eyes versus far apart eyes c. Nose and mouth far apart versus all close together <p>III. Shading</p> <ul style="list-style-type: none"> 1. Shading techniques that add depth to shapes- adding value. <ul style="list-style-type: none"> a. Sets of lines together create shading. 2. Hatching <ul style="list-style-type: none"> a. A series of lines (set) drawn beside on another. 3. Crosshatching <ul style="list-style-type: none"> a. Shading technique where sets of lines overlap one another. 4. Vary the density and pressure of the pencil for lighter and darker values.
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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 exaggerating features evokes meaning and reaction. Students will UNDERSTAND how proportion and distance plays a crucial role in portrait drawing. Students will UNDERSTAND how to use shading and simple shapes to create a face.</p> <p>These points of understanding connect to the essential question, "How does a caricature artist persuade others' point of view?" by asking students to demonstrate literal and/or figurative meaning through their self-caricature. Being able to communicate meaning through art will illustrate how art interacts with our daily lives.</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 apply drawing techniques to head and nose shapes. Students will be able to use mirrors to replicate their face and nose shape. Students will be able to use exaggeration in their drawings in order to provoke meaning.</p>

III. PLANNING

<p>HOOK Describe how you will grab students'</p>	<p>TIME: 15 mins Students will use a ball to knock off an object from the ledge. Students will be given three chances, but can earn five additional</p>
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<p>attention at the beginning of the lesson. BE CREATIVE.</p>	<p>chances if they complete the homework from lesson two. On the bottom of each object the word “face” or “nose” will be written on the bottom. The students will then reach into a grab bag of “noses” or “faces” depending on the label on the object they knocked over to pull five examples. Students will paste their features on the “Shout Out” board along with one word that comes to mind. Those that complete this activity will win a carnival themed prize.</p>
<p>INSTRUCTION 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.</p>	<p>TIME: 45 mins</p> <p>On the Smart Board the Point to Ponder will be displayed, “Love of beauty is taste. The creation of beauty is art.” ~Ralph Waldo Emerson.</p> <p>Students, individually or in a pair, will visit class Symbaloo board and refer to two tiles in the lower right hand side to learn more about proportion and distance. Once finished students will use example nose and face shape from “Shout Out” board to sketch examples in their sketchpads manipulating proportion and distance of the nose and face (Mr. Kammerer will also discuss these techniques). Examples will be on Smart Board as well.</p> <p>Roger Kammerer, a professional caricaturist, will demonstrate his drawing technique and discuss the art of caricature (this will be videotaped to reference later). Students will analyze nose and face shapes in order to discuss how exaggeration can be applied to added value and direct meaning in art. Roger will discuss how focusing on a literal or figurative features can help add to the specific type of exaggeration the artist wants to convey and “create beauty” as the point to ponder discusses. Students who completed the assignment to write two questions for homework the previous night will ask the expert questions.</p> <p>Students will be asked to respond to the Point to Ponder “Love of beauty is taste. The creation of beauty is art.” ~Ralph Waldo Emerson on a sticky note and placed on the “Shout Out” board.</p> <p>The teacher will use a Smart Board slide to discuss the final product, completing a self-portrait caricature and its expectations.</p> <p>Referencing the self-survey sheet (see below), completed to help students think more deeply about their beauty and whom they are from the prior night, students will decide on what feature(s) they will exaggerate and why. Students will be asked to record this in their sketch pad.</p>
<p>ASSESSMENT</p>	<p>TIME: 15 min</p>

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<p>(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>Using an Expo Marker and hand held mirror to “feel” (trace) their unique face and nose shape. Students will then apply these techniques to their personal caricature, final product, on heavy and bright paper, by adding face and nose shape to their final product and will be assessed using the caricature rubric.</p> <p>Homework: The students will “vlog” or blog using Edublogs to reflect on the Essential Question: “How does a caricature artist persuade other’ point of view?” They will also comment on the previous nights blog or vlog post. These vlogs or blogs will be posted on the class Edublogs site and then linked to the class website.</p>
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DOES THE ASSESSMENT ALLOW YOU TO DETERMINE WHETHER OR NOT THE STUDENTS HAVE MET YOUR STATED LESSON OBJECTIVE? **YES** OR NO

ASSESSMENT AND INSTRUCTIONAL MATERIALS

Insert ALL materials here including Assessments and Instructional Materials.

Explicitly LIST any additional files for this lesson. Be sure that ALL materials have been submitted for this lesson.

Smart Board for Lesson 3 & 4

<http://exchange.smarttech.com/share.html?tab=manage>

**FACE yourself and discover how you stand out out
above the rest!**

Name your favorite facial feature.	Name your least favorite facial feature.	What physical feature do others notice about you?
Name a famous person you look <i>most</i> like.	What makes you a good friend?	How could you be a better friend?
How are you different from others: siblings, family, friends, peers, or etc?	What is your strongest skill?	What is your weakest skill?

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Caricature Rubric

	Basic/Minimal	Proficient	Advanced
1 Ideas	1 2 Main ideas developing with few supporting images or symbols.	3 4 Main idea is clearly illustrated. Use of symbols emerging.	5 6 Fresh and original thought illustrated. Provokes thought about serious issues in society.
2 Symbols	1 2 Attempts to use symbols. Use is unfocused and unclear.	3 4 Use of symbols to illustrate and support idea.	5 6 Creative symbols are used clearly in an original manner to communicate ideas.
3 Presentation	1 2 Handles art materials with develop-ing skills. Little use of artistic elements. Images small, hard to read.	3 4 Shows understanding of artistic elements (composition, balance, pattern, simplification, detail, texture).	5 6 Clear, precise presentation shows strong understanding of artistic elements; accuracy, neatness.
4 Humor/Irony	1 2 Either not clear or use of too obvious slapstick humor.	3 4 May include overused ideas. May include caricature and stereotype in developing style.	5 6 Displays keen sense of humor, subtlety. Evidence of personal expression and originality.
5 Editing of dialogue and captions	1 2 Contains distracting errors in spelling, grammar, and/or mechanics.	3 4 Contains limited errors in grammar and mechanics. No spelling errors.	5 6 Spelling, grammar, and mechanics are clear and accurate.

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