

Come One, Come All: FACE Yourself!

Jenna Brooks and Jennifer Spengeman

LESSON #4

The Shape of Me and Other Stuff

I. DEFINE OBJECTIVES AND CONTENT	
LESSON OBJECTIVE	Students will add lip and eye shape to complete their final caricature using previously learned drawing techniques for depth and meaning.
POINT TO PONDER	A picture is worth a 1000 words.
ESSENTIAL QUESTION	What does art tell us about ourselves?
CONTENT Outline the content you will teach in this lesson.	<p>I. Exaggeration</p> <ol style="list-style-type: none"> 1. The overemphasis of the truth 2. Exaggerating can be literal or figurative which changes meaning <ol style="list-style-type: none"> a. Big ears; good listener or physically big ears b. Big mouth; talks too much or physically has a big mouth c. Small mouth; closed lip or physically has a small mouth. <p>II. Meaning in Art</p> <ol style="list-style-type: none"> 4. Tone- "Feeling" of work <ol style="list-style-type: none"> b. The artist implied attitude toward the subject 5. Form versus Content <ol style="list-style-type: none"> b. What it looks like versus what it means 6. Emphasis is a principle of art, which occurs any time an element of a piece, is given dominance by the artist. In other words, the artist <i>makes</i> part of the work stand out, in order to draw the viewer's eye there first. <p>III. Drawing shapes</p> <ol style="list-style-type: none"> 1. Face base <ol style="list-style-type: none"> a. Round, square, long, triangular (short), triangular (long) 2. Five Shapes of the Face <ol style="list-style-type: none"> a. Eyes (2), Nose, Mouth, Head shape <ol 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 iv. Distance- How far apart are features from one another <p>I. Shading</p> <ol style="list-style-type: none"> 1. Shading techniques that add depth to shapes- adding

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	<p>value.</p> <ol style="list-style-type: none"> a. Sets of lines together create shading. <ol style="list-style-type: none"> 2. Hatching <ol style="list-style-type: none"> a. A series of lines (set) drawn beside on another. 3. Crosshatching <ol 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 certain features evoke meaning and reaction. Student 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, “What does art tell us about ourselves?” 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 this lesson, Students will be able to apply drawing techniques to lip and eye shapes. Students will be able to use mirrors to replicate their lip and eye features. Students will be able to use exaggeration in their drawings to add meaning.</p>

III. PLANNING

<p>HOOK Describe how you will grab students’ attention at the beginning of the lesson. BE CREATIVE.</p>	<p>TIME: 15 mins Students will play the Fish Cup Carnival Game by tossing a Ping-Pong ball into a glass fish bowl. Each student will have five chances, however if they completed lesson three’s homework they will have five additional chances. Each bowl will contain the title of a famous persons name. When the students ball lands in a bowl they take that persons name and find that persons caricature, hanging in the classroom and complete the “Picture is worth 1000 words” Part 1 worksheet. Those students who complete the</p>
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	<p>activity in the specific number of throws 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: 50 mins.</p> <p>Students will view a Smart Board lesson with the first slide stating the Point to Ponder, “A picture is worth 1000 words”. The following slides will discuss tone, form, content and emphasis.</p> <p>Students will then be asked to search the room for hidden lip and eye examples in the room. Students will paste them to the “Shout Out” board and label them with a word to describe the tone they are giving. Using the examples from the “Shout Out” board the teacher will ask, “What do these large lips make you think of? Small lips? Red lips? How does eye shape change meaning?”</p> <p>A slide will ask the question what does the saying, “eyes are the door to the soul,” uncover about interaction between the true person and the exaggerated? Students will view pictures of people with strong eyes.</p> <p>Taking what the class has discussed, students will reference the video from Roger Kammerer’s visit on their iPads located on the classroom website and begin practicing eye and lip shape. Using magazines, the “Shout Out” board and tracing paper students will sketch several examples of the lip and eyes in their sketchpads as they work to infuse the necessary amount of exaggeration.</p> <p>Once students feel comfortable drawing eye and lip shapes taken from examples in the magazines, students will use an Expo Marker and hand held mirror to “feel” (trace) their unique eye and mouth shape. Students will then apply these techniques to their personal caricature by adding eye and mouth shape to their final product.</p> <p>Once satisfied with basic shapes students will add hair, ears and other details to convey the necessary tone and emphasis needed for their personal statement about themselves.</p> <p>When the students complete their self-portrait caricature they will reflect on how this process has allowed them to learn more about who they are and how they show themselves to others by completing Part 2 of “Is a Picture Worth 1000 Words?” Finally students should write their name above their caricature and a quote about their caricature or response to the Essential Question, “What does art tell us about ourselves.”</p> <p>Is this picture worth 1000 words? Students will use Voice Thread to</p>

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	<p>write a written explanation or create an audio file to respond to this question. This will be linked to a photograph of their caricature and attached to the classroom website where classmates and family can post comments and view the student's work. Students responses and caricature art will be available for display on a cohesive classroom Power Point filled with pictures and final products on parent night.</p>
<p>ASSESSMENT (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>TIME: 10mins.</p> <p>Completed final caricature with rating of at least "Apprentice."</p> <p>Students will "vlog" or blog in response to lesson three's Essential Question: "How does a caricature artist persuade other' point of view?"</p>

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.

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A Picture is Worth 1000 Words

Part 1

1. My famous person is _____.
 2. What parts are exaggerated? _____
 3. What meaning might these exaggerations have? _____
 4. How does this caricature make me feel? _____
 5. What is the artist trying to tell me about this person?
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A Picture is Worth 1000 Words

Part 2

1. My name is _____
 2. What parts are exaggerated? _____
 3. What tone am I conveying in my caricature? _____
 4. How does my caricature make me feel? How do I want others to feel that view my caricature?
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5. What am I saying about myself through my caricature?
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6. How does my exaggerated person interact with my true person?
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Once you have completed Part 2 on your caricature you should

1. Write your name above your caricature.
2. Looking at the answers to your questions above create a quote or saying that will persuade your audience and create an interaction between your art and the feeling or understanding of who you are.
3. Write it below your caricature. Please check spelling and grammar.
4. Create a voice thread summarizing the answers to your questions above.