

North Carolina Standard Course of Study Visual Art Objectives

(National standard objectives in parentheses)

Competency Goal 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

1.04 Discuss and examine familiar objects and literature to inspire imagery.

Competency Goal 2: The learner will develop skills necessary for understanding and applying media, techniques and processes. (*National Standard 1*)

2.02 Use various techniques to create visual effects using texture.

Competency Goal 3: The learner will organize the components of a work into a cohesive whole through knowledge or organizational principles. (*National Standard 2*)

3.01 Use variety of geometric and organic shapes in creating own work.

Competency Goal 7: The learner will perceive connections between visual arts and other disciplines. (*National Standard 6*)

7.01 Uses reading, writing and math in the creation of art.

ABSTRACT OR GOAL OF THE LESSON: Students will use a variety of geometric and organic shapes and a variety of collage materials to create a textural portrait.

KEY OR FOCUSING QUESTIONS:

- What is a portrait?(likeness of a person/animal)
- What shapes do we see in faces? (ovals, circles, triangles, organic shapes)
- What textures do we see on a person? (hair, skin, eyes, teeth, clothing, jewelry, etc.)

VOCABULARY:

Portrait

Shape

Collage

Texture

MATERIALS AND TOOLS:

- 12”X18” colored construction paper
- 9”X12” skin colored construction paper (tan, peach, light brown, dark brown)
- Precut fabric rectangles approximately 6”X8”
- Variety of yarns in hair colors
- Sewing trims (ribbon, braid)
- Fabric scraps
- buttons
- beads
- scissors
- pencils
- glue

CURRICULUM CONNECTIONS TO THE VISUAL ARTS OBJECTIVES:

Math: geometric shapes/organic shapes

Science: tactile sense/textures

INSTRUCTIONAL INPUT:

First session: Introduce the lesson by a discussion of the vocabulary and/or reading a lesson in a textbook regarding portraits. Discuss shapes that we see in the head, nose, mouth, eyes, eyebrows, etc. Show prints or transparencies of portraits such as “The Torn Hat” by Thomas Sully or “Jim” by William Johnson. Demo how to draw LARGE circle or oval on 9X12 paper. Glue down onto 12X18 colored paper. Add neck and ears.

Second session: discuss shapes for eyes (use 2 shapes), nose, mouth and eyebrows. Use scraps from scrap box to cut shapes and glue to head shape.

Third class session: demo how to trim two corners from fabric rectangle and glue down for shoulders. Use fabric scraps to create collar or necktie. Add yarn for hair, buttons, braid, rick-rack and other trims for decoration. Children love to use thin gold braid to create necklaces. Glue all textural and decorative materials to portrait.

GUIDED AND INDEPENDENT PRACTICE: As students work with textural materials, they can cut shapes and arrange on their portrait. Shapes can be rearranged and/or replaced until desired composition is achieved. All of these materials will adhere with regular white glue if they are left in place until dry.

REVIEW AND CLOSURE:

- Review vocabulary words with students.
- Discuss what was learned by asking questions regarding the activity.
- What shapes did you use to create face?
- Who used a fuzzy texture?
- Who used a glossy texture on their portrait?

ASSESSMENT AND EVALUATION:

- Teacher observation
- Oral sharing
- Displayed artwork
- Evaluation of completed collage portrait