

<b>Name:</b>	Chris Pekich
<b>Lesson Title:</b>	Cardboard Self Portrait
<b>Grade Level:</b>	10-12

**Vocab, Art History, Interdisciplinary Connections**

<p><b>Artist/Culture/Movement Connections</b>  James Lake  Identity  Self Representation  Frida Kahlo</p>	<p><b>Interdisciplinary Connections:</b></p> <p><b>English Language Arts -</b></p> <p><b>Comprehension and Collaboration:</b></p> <p><a href="#"><u>CCSS.ELA-LITERACY.SL.9-10.1</u></a></p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<p><b>Art Vocabulary:</b> Self Portrait, portrait, relief, design, texture, template, balance, proportion, scale,</p>	<p><b>Elements/Principles of Art</b>  Proportion, scale,</p>
<p><b>Media and Materials needed:</b> Cardboard, self portrait print out, scissors, elmers glue/ gluestick.</p>	

## Content Standards

### CREATING

**Anchor Standard 2:** Organize and develop artistic ideas and work.

### PRESENTING

**Anchor Standard 6:** Convey meaning through the presentation of artistic work.

### CONNECTING

**Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art.

#### **Learning Objectives (related to standards, specific to your project)**

1. Students will learn the meaning and importance of identity.
2. Students will be able to create a work of art that represents themselves in the form of a self portrait.
3. Students will use their prior knowledge of working in 3D to plan, create and design a work of art using a commonly found material.

#### **Anticipatory Set:**

When students first log on to the online meeting instead of seeing me, I will have positioned a cardboard portrait of myself in front of the camera. Students will then receive a powerpoint presentation on the assignment.

**Big Idea:** As our nation increases in diversity, it becomes more important that our students learn to value identity. High school is a critical time for students to begin forming their own identities. There are a tremendous amount of social pressures that may have an effect on how a students identity is formed. Students need to be able to interact with people of many different backgrounds and identities. Once students are able to be confident in their own identity, then they will be able to understand others and develop a sense of community.

Identity can be a difficult concept to define. The definition of Self Identity - “the recognition of one's potential and qualities as an individual, especially in relation to social context.” Individuality is an important part of maintaining one's identity, and it may not be encouraged enough in society. Through making art and engaging in discussions with their peers, students will learn about the many factors that influence identity. These factors include race/ethnic, sexual orientation, background, friends, family, traditions, culture, personal values, socio-economic background, hobbies, etc. Encouraging students to think critically about issues of identity and community is not only an effective way to engage them in the study of Art, but also provide a way to build a class culture that supports learning. The process of learning about their classmates can help break down stereotypes that students may have, as well as build relationships with their peers.

The purpose of this project is for students to take what they know about identity and use a portrait of themselves that they will recreate using cardboard. Students will be able to create a relief portrait of the photo they choose and use the photo as a template to recreate their portrait using cardboard. Students will display their work so that everyone will be able to see how each other differs, but students also may learn how much they have in common with one another or have shared similar experiences and identities.

**Essential Question:**

How can one's individual identity be represented in or influence a way a person makes art?

Why are different identities important in society?

**Objective/Purpose:**

Students will be able to know the meaning and importance of identity. Students will be able to create a work of art that represents themselves in the form of a self portrait. Students will create a work of art using cardboard as a relief sculpture and use techniques and skills they have learned to create a portrait of themselves. Students will be able to create a work of art using a relatively common found object that is accessible for everyone.

**Model:** Instructor will show examples of self portraits and how they can be a representation of your personality through a powerpoint. Instructor will provide a demonstration of how to use their portrait photo as a template to cut out pieces of cardboard to start to build their relief sculpture.

**Check for Understanding:** Instructor will ask students what they think the importance of identity is. Instructor will have students turn in their portrait photo they will be using. Instructor will have students document their progress each day to be turned in to the one note notebook.

### Step by Step Instruction of Lesson

<b>Instructional Strategies</b> <b>(what the teacher does)</b>	<b>Activities</b> <b>(what the students do)</b>
<b>Day 1 - Teacher will provide a powerpoint to introduce the assignment, and provide a rubric and learning expectations</b>	<b>Day 1- Students will observe a powerpoint and look over the rubric and learning expectations for the assignment.</b>
<b>Day 2 - Teacher will show a demonstration video on working with cardboard and creating templates. Teacher will tell students to work on their projects and upload their portrait.</b>	<b>Day 2- Students will watch a video demonstration on making templates from their photo and how to cut cardboard. Students will upload their portrait photo and get to work on the assignment</b>
<b>Day 3 - Teacher will check in with the students to see if there are any issues. Teacher will go over the templates again to clarify, and answer any questions students may have.</b>	<b>Day 3- Students will check in. Students will ask any questions they may have regarding the assignment. Students will work on their portrait.</b>
<b>Day 4 - Teacher will check in with the students to see if there are any issues. Teacher will answer any questions the students may have. Teacher will allow students to work on their project.</b>	<b>Day 4 - Students will check in. Students will ask any questions they may have regarding the assignment. Students will work on their portrait.</b>
<b>Day 5 - Teacher will go over the finished projects. Teacher will have each person present their self portrait project. Teacher will have students write a positive comment about each of their peers portrait</b>	<b>Day 5 - Students will present their projects. Students will observe each of the finished work and write a positive comment about each portrait.</b>

**Critique/Discussion:** Students will show each other their relief sculpture over the online platform. Students will write one comment about each of their peers work.

### Assessment/Scoring Rubric

Criteria	50	40	30	20	Students Score
Craftsmanship	The project is presented neatly. Choice of representation is clear. Portraits use relief effectively	Somewhat	Little	None	
3 Dimensional	Students used cardboard layering very well and had a great amount of depth and texture.	Somewhat	Little	None	

Representati on	The artwork is a clear representatio n of the student. Shows individuality and personality.	Somewhat	Little	None	
Size/ Proportions	Cardboard portrait is close to life size and the proportions of facial features are life like.	Somewhat	Little	None	

**Adaptations:** (describe 2-3 ways you will adapt your instruction or student activities for students with disabilities or for English Language learners).

ELL students will have visuals and text handouts as well as student samples to walk them through the lesson. Students will have closed caption subtitles so that they may visually be able to read the spoken words during the lesson.