



Teacher(s)	Mx. Weingarten
Date	Feb 6 – Feb 10
Course/Period	Periods 2,3,7,8 Intro to Visual Arts
CCLS/NGLS/Standards	VA:Cr2.3HSI: Students will practice creating sketches and drafts for work that they will display in class. They will discuss how to put up work and why certain pieces are shown and others are not.
Learning Target	I can make a portrait of myself by using a mirror or a pre-existing image. I can learn about drawing realistic people by looking at images from other artists.
SWAG Target	I can develop knowledge and Awareness of our diverse school community while taking Accountability of my contribution to creating a safe and supportive learning environment.
Assessment / Criteria for Success	Students will follow an overall criteria for success checklist as well as daily, mini checklists in order to guide them through the project and ensure that they understand what is required of them for the project. Criteria for Success Checklists can be found in the weekly lesson segments.
Access For All Learners	Visual, verbal, and written instruction. All instructions will be posted on Google Classroom for easy access. Assistance will be provided in the classroom as needed for students.
Do Now / Ignite (Get the Brain's attention)	Day 1: Students will fill out page 1 of the packet writing down what they notice from the video on drawing self-portraits. Day 2: Students will complete page 2 of the packet, recording the overall criteria for success checklist so that they have an understanding of what they need to complete for full credit. Day 3: Students will complete page 3 of their packet explaining the theme in the background of their portrait. Day 4: Students will play a quick round of the portrait game to show how far their skills have come from the previous week. Day 5: Students will complete the last page of their packet, reflecting on the assignment as a whole, what they learned and what else they would like to know about drawing self-portraits.
Mini-Lesson/Modeling (I Do/ We Do)	Day 1: Students will watch and participate in a demonstration about setting up their workspace to work on a self portrait. Day 2: Students will watch a demonstration about transferring a smaller sketch onto a larger paper for the final drafts. Day 3: Students will watch a demonstration about adding shadows and lights to their drawings to make them realistic.



	<p>Day 4: Students will watch and participate in a demonstration about adding realistic color to their self-portraits.</p> <p>Day 5: Students will watch and participate in a demonstration about engaging in dialogue about each other's work.</p>
<p>Collaborative Practice: (You do together)</p>	<p>Day 1: Students will work at their tables practicing the techniques they learned last week and deciding on the images that they are going to use for the self-portraits.</p> <p>Day 2: Students will work at their tables to help each other transfer their small sketches into large form on the final draft paper.</p> <p>Day 3: Students will work at their tables to discuss what they have made so far and what the end goal of their project is.</p> <p>Day 4: Students will work at their tables to discuss what they have made so far and what the end goal of their project is.</p> <p>Day 5: Students will work at their tables to discuss what they have made so far and what the end goal of their project is.</p>
<p>Independent Practice: (You do it alone)</p>	<p>Day 1: Students will sketch a mock-up of themselves in their sketchbooks playing around with shadows and lights and making the face as realistic as possible.</p> <p>Day 2: Students will transfer their sketches to the large paper for their final draft.</p> <p>Day 3: Students will begin adding shadows and lights to the final draft making the face look three dimensional.</p> <p>Day 4: Students will begin adding realistic color to their projects using a variety of drawing mediums.</p> <p>Day 5: Students will finish up their portraits and have small at table critiques using the Questions for Discussion at the front of the classroom.</p>

Overall Criteria for Success Checklist:

Students will create a realistic self-portrait of themselves building off of the drawing skills that they learned the previous week.

Students will practice using shadows and lights to create a realistic looking 3D drawing

Students will build off the skills they learned the week before and last semester to create a realistic drawing with realistic color using a variety of drawing mediums.

Students will practice using vocabulary learned in class to engage in small group discussions.

Criteria for Success Checklist Day 1:

Students will complete page one in their work packet writing down what they notice from the video

Students will begin creating a rough sketch in their sketchbooks to prepare for the assignment's final draft.

Students will decide if they will use the mirror or a pre-existing photo for their self-portrait reference.



Criteria for Success Checklist Day 2:

Students will complete page two of their work packet, writing down the Overall Criteria for Success Checklist as a guide for what they need to complete for full credit.

Students will transfer their rough sketch to the final draft paper of the project.

Students will practice enlarging their drawings when transferring from paper to another.

Criteria for Success Checklist Day 3:

Students will complete page 3 of their packet describing their theme for the background of their portrait.

Students will watch a demonstration about using shadows and lights to make an accurate 3D drawing of a person.

Students will practice the skills that they learned by adding shadows and lights to their portraits.

Criteria for Success Checklist Day 4:

Students will participate in a shorter version of the portrait game that they played the week before comparing the skills that they have learned while making the portrait.

Students will begin adding realistic color to their portraits using drawing mediums such as colored pencils, markers, and paint sticks.

Criteria for Success Checklist Day 5:

Students will complete page 4 of their packet, reflecting on the project as a whole and what they learned and what they enjoyed about the project.

Students will complete their drawing and review the overall criteria for success to ensure that they will be able to get full credit.

Students will engage in small group class critiques at their tables.