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| <b>Teacher(s)</b>                                  | Mx. Weingarten  |
| <b>Date</b>  | Feb 6 – Feb 10  |
| <b>Course/Period</b>                               | Studio Art, Period 1  |
| <b>CCLS/NGLS/Standards</b>                         | VA:Cr2.3HSI: Students will create sketches and then final drafts of drawings inspired by artists that they have researched. Students will use sketches to guide themselves through their work keeping in mind how they would display the art.   |
| <b>Learning Target</b>                             | I can explain what realism is.<br>I can create work that is inspired by an artist that I have done research on.   |
| <b>SWAG Target</b>                                 | I can show a Growth Mindset by challenging myself to set high goals and using my mistakes as an opportunity to increase my academic learning and emotional growth.  |
| <b>Assessment / Criteria for Success</b>           | 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.   |
| <b>Access For All Learners</b>                     | 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.  |
| <b>Do Now / Ignite (Get the Brain's attention)</b> | Day 1: Students will come up to the board and take turns writing down the artists that they looked up for the realist project. They will see if there is any overlap in interests.<br>Day 2: Students will watch a video about drafts in art and write down three things that they learned.<br>Day 3: Students will play the mix and match portrait game from the week prior using their new skills in portrait making to create as realistic as possible portraits.<br>Day 4: Students will create a color wheel to use as a reference for their portrait.<br>Day 5: Students will come up with a series of questions to ask classmates during the critique. |
| <b>Mini-Lesson/Modeling (I Do/ We Do)</b>          | Day 1: Students will watch a demo about creating realistic portraits and how to make drafts of their work.<br>Day 2: Students will watch a demonstration on how to transfer small sketches to a final draft paper.<br>Day 3: Students will watch and participate in a demo about how to add shadows and lights to their project to make it appear realistic.<br>Day 4: Students will watch and participate in a demo about adding realistic color to their drawings.<br>Day 5: Students will watch and listen to a demo on participating in critiques.  |



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| <b>Collaborative Practice:</b> (You do together) | Day 1: Students will work together to create mini portraits of each other as practice.<br>Day 2: Students will use the Questions for Discussion sheet to guide table conversations about their work so far with their peers.<br>Day 3: Students will use the Questions for Discussion sheet to guide table conversations about their work so far with their peers.<br>Day 4: Students will use the Questions for Discussion sheet to guide table conversations about their work so far with their peers.<br>Day 5: Students will use the Questions for Discussion sheet to guide table conversations about their work so far with their peers. |
| <b>Independent Practice:</b> (You do it alone)   | Day 1: Students will work on mini sketches creating several portraits practicing setting up the layout of their portraits.<br>Day 2: After selecting which portrait layout they want to go with, students will begin transferring the sketch to the larger paper.<br>Day 3: Students will continue sketching their draft.<br>Day 4: Students will begin coloring in their final draft adding background details, shadows and lights.<br>Day 5: Students will finish their final draft and walk around the room looking at their classmates' work and exchanging feedback.  |

**Overall Criteria for Success Checklist:**

Students will create a portrait inspired by the artists they looked up last week.

Students will practice using the questions for the discussion page to guide class discussions to improve their skill in gallery walks and critiques.

Students will use their portraits to showcase their growing skills.

**Criteria for Success Checklist Day 1:**

Students will review the list of artists that they discovered for realism.

Students will create mini sketches inspired by the three artists from last week to see which they prefer for their final version.

Students will watch a demo about creating portraits so as to prepare themselves for the project.

**Criteria for Success Checklist Day 2:**

Students will compare their work from yesterday selecting which portrait to go with.

Students will transfer their first draft onto a larger paper to work on the final draft.

Students will begin building their background to their portrait inspired by the artist they have selected.



Criteria for Success Checklist Day 3:

Students will look over the Questions for Discussion to practice discussing art in class.

Students will work on their final sketches in order to complete the work on time.

Students will practice making mix and match portraits to enhance their skills.

Criteria for Success Checklist Day 4:

Students will begin adding color to their portraits.

Students will begin adding detail to their backgrounds to add to the realism element of their portraits.

Students will watch and discuss a video on color in portraits to help them come up with ideas for enhancing their work.

Criteria for Success Checklist Day 5:

Students will complete their portraits.

Students will review the Questions for Discussion.

Students will participate in a gallery walk and critique.