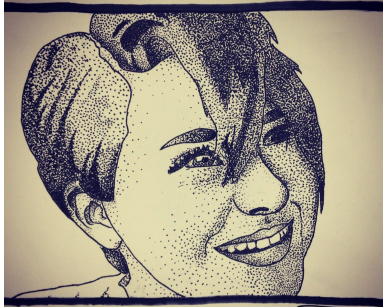



Name of Lesson: Pointillism Portraits - Grade 6

Middle School - Visual Arts Class - Created by Kelly Sabatini

Overview or Purpose:	Standards Addressed:
Introduction to creating values, portrait art and to the work of George Seurat.	VA:Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, & approaches in making works of art & design. VA:Cr1.2.6a Formulate an artistic investigation of personally relevant content for creating art. VA:Cr3.1.6a Reflect on whether personal artwork conveys the intended meaning and revise accordingly. VA:Re9.1.6a Develop and apply relevant criteria to evaluate a work of Art. VA:Cn11.1.6a Analyze how art reflects changing times, traditions, resources, and cultural uses. VA:Re8.1.6a Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

<u>Objectives:</u> Skills & Information	<u>Assessment:</u> Checking for Understanding	<u>Activity:</u> Timeline and description of lesson and events	<u>Resources:</u>	<u>Materials:</u>
Students will: <ul style="list-style-type: none"> Understand the characteristics of a portrait Recognize and recall the artist George Seurat and his work <i>the Sunday Afternoon on the Island of la Grande Jatte</i> 	<ul style="list-style-type: none"> Completed Celebrity Portrait Project Celebrity Portrait Self-Evaluation Rubric Shape & Form - Pointillism end of unit quiz Daily Sketchbook Exercises to support project 	(Whole unit/project takes about 4 weeks to complete) (40 minute classes - 5 days a week) <ol style="list-style-type: none"> Introduction to the project with example slides of previous student work Glogster Art History page along with follow-along worksheet that will be used for the quiz at the end of 	<ol style="list-style-type: none"> Art history self guided page and corresponding worksheet: http://edu.glogster.com/glog/shapeform-pointillism/1gmi0rgsu5d Value Practice Worksheet 	<ul style="list-style-type: none"> Bristol Paper 11X14 Fine and Ultra Fine point sharpies Graphite paper Printed images Pencil and

<ul style="list-style-type: none"> • Understand what a Value is in visual arts • Know how to differentiate between values • Understand the characteristics of the art style/movement: Pointillism/Stippling • Draw on references from art history • Understand what Form and Shape are and apply these concepts to their finished project • Create values with dots or stippling • Create form and shape through the stippling or pointillism technique • Break down and simplify an image independently • Know how to use transfer/graphite paper. • Complete a image of a celebrity using only dots with a ultra fine or fine tip black sharpie 	<ul style="list-style-type: none"> • Extra practice worksheets to support project, such as, practicing creating values using only the spacing of the dots. <p>EXAMPLES:</p>  	<p>the unit</p> <ol style="list-style-type: none"> 3. <u>Value Practice Worksheet:</u> find one that includes a value scale and transforming a circle into a sphere using pointillism. 4. <i>Demo of how to create the border on the Bristol paper</i> 5. <i>Demo of how to trace over the facial features of the celebrity on the print out</i> 6. <i>Demo of how to set up to transfer the facial features using the graphite paper.</i> <ol style="list-style-type: none"> a. Tape the image to the border paper b. Slide the graphite paper under the image with the dark side down c. Tape the corners down with masking tape so nothing moves around 7. <u>Value Identifying and Labeling worksheet:</u> find an image of someone and have the students pick out which areas are what value. I use 5 value steps as a starting off point: Light, Light-Medium, Medium, Medium-Dark and Dark. (We also touch on how to achieve the transitions between values) 8. <i>Demo on tracing over the initial image with thin sharpie. (Ultra fine ONLY for this step)</i> 	<ol style="list-style-type: none"> 3. Value Scale Face Labeling worksheet 4. Previous student work examples to identify successful characteristic of a piece. 5. Daily Bell-Ringers to reinforce concepts 6. Demonstrations lead by teacher by use of Elmo Projector 7. End of Unit Quiz: https://drive.google.com/a/avoca37.org/file/d/1ZuwNaqkGvXn42wj_M7F3o9fWRlEB4xGm/view?usp=sharing 	<p>Pen</p> <ul style="list-style-type: none"> • Masking Tape • Rulers • Printed off images of celebrities on 8.5x11 computer paper <p>Optional: Colorful thick sharpies for border</p>
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<p><u>Summary & Notes:</u> Overview of the lesson</p> <ul style="list-style-type: none"> - Be prepared to go back and re-teach or reinforce concepts/steps if a lot of students are making the same mistakes - Spend time on explaining and showing what a quality project looks like - Let students know that they should be working for their personal best and that everyone is at different levels - Make sure students choose images that are smart for their ability level: closer up images are easier than farther away. High contrast images are easier than ones that have a full range of values. 				