

Student Achievement Toolkit 2007

**UNIT PLAN TEMPLATE\***

\*NOTE: The first step in setting your Unit Goal is to unpack your standards. This step is represented at the bottom of the template because the other steps must be built upon this foundation. We've positioned the Unit Goal section at the top of the template because it represents the pinnacle of this work.

| UNIT BACKGROUND                  |  |                     |          |
|----------------------------------|--|---------------------|----------|
| <b>Unit Number and Title:</b>    | <b>1: Picasso Self Portraits</b>               | <b>Grade Level:</b> | <b>7</b> |
| <b>Subject/Topic:</b>            | Abstract Self Portraits                        |                     |          |
| <b>Key Words:</b>                | Unity, Proportion, Abstract, Picasso, Portrait |                     |          |
| <b>Length (in weeks / days):</b> | 3 weeks/12 days                                | <b>Quarter:</b>     | <b>1</b> |

| <b>Step 1: Creating Vision and Planning for Assessment</b>   |  |
|--|--|
| 1 <sup>st</sup> Unit Plan - GOAL   |  |
| <b>TECHNICAL</b>   |  |
| <p><b>Quantitative</b> (the numerical data): <b>Each student will achieve 80% success on unit standards. Each student will create 3 portrait drafts, 2 color unity practice sheets, 1 final self portrait and 1 project reflection.</b></p>  |  |
| <p><b>Qualitative</b> (what the numerical data mean your students will be able to DO with the content of your course): Each student will be able to identify, observe and produce correct facial proportions on a portrait. Each student will be able to use color to create unity in art. Each student will be able to compare and contrast two of Picasso's periods of art. Each student will be able to critically review their peer's and their own work. Each student will be able to communicate about art they like and for what reasons.</p> |  |
| <b>MOTIVATING VISION OF STUDENT SUCCESS</b>  |  |
| <p>This should be a concrete indication of what the learning will set the students up to be able to DO once they've achieved the goal. This should be anchored in the content and represent a destination that will serve to increase the educational and life opportunities for your students; therefore this motivating vision should have meaning beyond your particular classroom.</p>   |  |
| <p>Once students have achieved my Unit 1 goals, they will critically observe the world around them. They will understand that everything they see has a physical relationship to each other. They will use these observational skills to enhance their drawing abilities. Students will understand how color can bring things they see around them together or pull them apart. Students will view and speak critically about the art of Picasso. Students will gain confidence in their ability to draw.</p>  |  |

## 1<sup>st</sup> Unit Plan – Planning For Assessment

### How will I measure my 1<sup>st</sup> Unit Goal?

- Production: Successful completion of chalk self portrait drawing incorporating proper facial feature proportions and unity through color placement.
- Aesthetics: choose between two Picasso self portraits and write a paragraph on the one you like the best and why using at least one of the following terms: unity, proportion
- History: between two Picasso self portraits, distinguish them as during his blue or cubist period
- Criticism: self criticism: describe your use of unity, color, proportion and shapes in your self portrait

### How will I measure progress toward the 1<sup>st</sup> Unit Goal?

- Spot check of 3 sketchbook portraits: rough (with proportion lines), intermediate (without proportion lines), and final (without proportion lines)
- Peer review of sketchbook portraits: peer criticisms of rough and intermediate (see attached)
- Vocab Check: proportion, shape, portrait (see attached)
- Brainstrain: Color Unity (see attached) \*T Checklists of responsible and safe material (chalk) usage
- Vocab Check: color, unity, Pablo Picasso, abstract, cubism, blue period (see attached)
- T Checklist of proper teamwork
- Analysis of Portrait styles (see attached)
- Spot checks of binder organization

## 1<sup>st</sup> Unit Plan – What's The Big Idea?

| 1 <sup>st</sup> Unit Plan –<br>Enduring<br>Understandings   | 1 <sup>st</sup> Unit Plan –<br>Essential<br>Questions  | 1 <sup>st</sup> Unit Plan –<br>Tasks   |
|---|--|--|
| <p><b>To meet the standards, students will need to understand that:</b></p> <ul style="list-style-type: none"> <li>• Portraits are pictures of faces</li> <li>• Proportion is size relationship</li> <li>• Picasso is an artist who created abstract art</li> <li>• Abstract art is of things you would not see in real life</li> <li>• Unity is all parts of an art work coming together to create a visual whole</li> </ul> | <p><b>To understand, students will need to consider such questions as:</b></p> <ul style="list-style-type: none"> <li>• How do you use facial feature shapes to show proportion relationship?</li> <li>• How do you use color to show unity?</li> <li>• How can you analyze elements and principles to distinguish between different styles of art?</li> </ul> | <p><b>What are the performance tasks implied by the verbs in the standards?</b></p> <ul style="list-style-type: none"> <li>• Identify</li> <li>• Create</li> <li>• Determine</li> <li>• Use</li> <li>• Write</li> <li>• Discuss</li> <li>• Work</li> <li>• Represent</li> <li>• Organize</li> <li>• explain</li> </ul> |

## 1<sup>st</sup> Unit Plan – Achievement Targets

To understand, students will need to *have knowledge of*:

-Basic definitions of the following:

- Art Elements
- Art Principles
- Art mediums
- Art Styles
- Art Periods

To understand, students will need to *be able to*:

- Hold mediums properly

Vocabulary:

- Unity
- Proportion
- Shape
- Color
- Portrait
- Abstract
- Cubism
- Blue Period
- Pablo Picasso.

Tools/Equipment:

- Mirrors
- Sketchbooks
- Pencils
- Sharpeners
- Erasers
- Black Construction Paper
- Adhesive Spray
- Rulers
- Crayons
- Chalk

***Steps 2 and 3: Misunderstandings & Lesson Objectives***

| Standard   | Daily Lesson Objective(s)   | # of days<br><br>1 day = xx min. | Potential Misunderstandings | Lesson Plan Notes                                   |
|--|---|----------------------------------|-----------------------------|---|
| A.1.7 SW recognize rational for safety precautions | <ul style="list-style-type: none"> <li>• SWBAT use pencils safely</li> <li>• SWBAT use crayons safely</li> <li>• SWBAT use paper safely</li> <li>• SWBAT use chalk safely</li> <li>• SWBAT use mirrors safely</li> <li>• SWBAT use rulers safely</li> <li>• SWBAT use spray adhesive safely</li> </ul>                                    | 6                                |                             | no throwing, no ingesting, on project material only |
| A.2.5 SW explore Responsible use of art materials  | <ul style="list-style-type: none"> <li>• SWBAT use pencils responsibly</li> <li>• SWBAT use crayons responsibly</li> <li>• SWBAT use paper responsibly</li> <li>• SWBAT use chalk responsibly</li> <li>• SWBAT use mirrors responsibly</li> <li>• SWBAT use rulers responsibly</li> <li>• SWBAT use spray adhesive responsibly</li> </ul> | 6                                |                             | not wasteful, on project material only, no stealing |
| A.2.8 SW experience working in groups              | <ul style="list-style-type: none"> <li>• SWBAT work cooperatively in a group (taking turns talking, no negative comments to one another, Takings turns using shared materials)</li> <li>• SWBAT work responsibly in a group (using shared</li> </ul>  | 2                                |                             |   |

|   |  |   |  |  |
|---|--|---|--|--|
|   | materials responsibly, no damaging one another's Work)   |   |  |  |
| A.2.1 SW communicate ideas and feelings via media         | <ul style="list-style-type: none"> <li>• SWBAT represent correct portrait proportion</li> <li>• SWBAT represent unity with color</li> </ul>  | 9 |  |  |
| A.2.2 SW study elements and principles of design          | <ul style="list-style-type: none"> <li>• SWBAT observe and reproduce proper lines to create shapes</li> <li>• SWBAT observe and reproduce proper shapes to create facial features</li> <li>• SWBAT use color to create unity</li> <li>• SWBAT observe and reproduce proper facial proportions</li> </ul> | 4 |  |  |
| A.1.1 SW understand the language of art in reproductions  | <ul style="list-style-type: none"> <li>• SWBAT describe lines used in a reproduction</li> <li>• SWBAT describe colors used in a reproduction</li> </ul>  | 3 |  |  |
| A.1.3 SW will recognize ancient/old/modern periods in art | <ul style="list-style-type: none"> <li>• SWBAT identify abstract art</li> <li>• SWBAT create abstract art</li> <li>• SWBAT identify cubism</li> <li>• SWBAT identify Picasso's blue period</li> </ul>  | 5 |  |  |
| A.1.11 SW engage in group problem solving                 | <ul style="list-style-type: none"> <li>• SWBAT identify abstract art</li> <li>• SWBAT identify cubism</li> <li>• SWBAT identify Picasso's blue period</li> <li>• SWBAT determine how to create unity with color</li> </ul>   | 2 |  |  |
| A.1.5 SW research life and work of an artist              | <ul style="list-style-type: none"> <li>•</li> </ul>  |   |  |  |
|   | <ul style="list-style-type: none"> <li>•</li> </ul>  |   |  |  |

|  |   |   |  |  |
|--|---|---|--|--|
| A. 1.2 SW examine and identify materials appropriate for a process |   |   |  |  |
| A.2.3 SW produce art involving problem solving (drafts)            | <ul style="list-style-type: none"> <li>• SWBAT create portrait drafts</li> </ul>  | 2 |  |  |
| A.2.7 SW display knowledge of periods of art                       | <ul style="list-style-type: none"> <li>• SWBAT identify cubism</li> <li>• SWBAT identify Picasso's blue period</li> </ul>   | 2 |  |  |
| A.3.3 SW apply aesthetic reasoning to art work                     | <ul style="list-style-type: none"> <li>• SWBAT write a paragraph discussing whether they like a piece of art or not and why/why not</li> </ul>  | 2 |  |  |
| A.3.5 SW organize portfolios of work                               | <ul style="list-style-type: none"> <li>• SWBAT organize portfolios</li> </ul>   | 1 |  |  |
| A.3.6 SW discuss why artists make different design choices         | <ul style="list-style-type: none"> <li>• SWBAT discuss why Picasso created portraits in two different styles (cubist/blue period)</li> </ul>  | 3 |  |  |
| <b>Unit Review and Assessment</b>                                  | <ul style="list-style-type: none"> <li>• SWBAT represent correct portrait proportion</li> <li>• SWBAT represent unity with color</li> <li>• SWBAT create abstract art</li> <li>• SWBAT describe the elements and principle necessary to create their portraits</li> <li>• SWBAT determine which Picasso period (cubist or blue) they like the best</li> <li>• SWBAT explain the elements of either cubism or the blue period</li> </ul> |   |  |  |
|  |   |   |  |  |

|              |  |  |  |
|--------------|--|--|--|
| <b>Total</b> |  |  |  |
|              |  |  |  |

***Step 4: Sequencing & Scaffolding Objectives on Calendar***

| Monday   | Tuesday  | Wednesday  | Thursday  | Friday    |
|--|--|--|---|-----------|
| <p><b>September</b><br/>1</p> <p>Model: Realist Portraits</p> <p>2.1, 2.2</p>  | <p>2</p> <p>Guided Practice:<br/>Proportion and Shape<br/>Walk Through</p> <p>1.7, 2.1, 2.3, 2.5</p>   | <p>3</p> <p>Sketchbooks!<br/>Independent Practice:<br/>Proportion with lines</p> <p>1.7, 2.1, 2.3, 2.5</p>             | <p>4</p> <ul style="list-style-type: none"> <li>• Peer Review</li> <li>• Independent Practice:<br/>Proportion without lines</li> </ul> <p>Sketchbook #1<br/>(homework):<br/>1.7, 2.1, 2.5</p>   | <p>5</p>  |
| <p>8</p> <ul style="list-style-type: none"> <li>• M: Picasso, Abstract, Realist, Cubism, Blue Period-how his style changed</li> <li>• GP: Table Party Portrait Puzzles</li> <li>• IP: Analysis of Portrait Styles</li> </ul> <p>1.1, 1.3, 1.11, 2.7, 2.8, 3.3, 3.6</p> | <p>9</p> <p>M: Picasso distorting proportion but still creating unity via color<br/>GP: Distorted Proportion Portrait</p> <p>*Picasso Wrap Sheet and Video</p> | <p>10</p> <ul style="list-style-type: none"> <li>• IP: Distorted Proportion Portrait</li> <li>• Peer Review</li> </ul> | <p>11</p> <ul style="list-style-type: none"> <li>• M/GP: Color Unity Walk Through</li> <li>• IP: Color Unity Practice Sheet</li> </ul> <p>1.1, 1.11, 2.1, 2.8, 3.6<br/>Sketchbook#2<br/>(homework): create unity using 3 different colors in your distorted proportion portrait (need to finish portrait if not already done)</p> | <p>12</p> |

|  |   |   |  |    |
|--|---|---|--|----|
| 15 <ul style="list-style-type: none"> <li>Color Unity Practice Sheet Review</li> <li>M/GP: chalk usage</li> <li>IP: Color Unity Brainstrain</li> </ul> 2.1 | 16 <ul style="list-style-type: none"> <li>Aesthetic Day: Was Picasso's work good even though it wasn't proportional?</li> </ul> 3.3 | 17 <ul style="list-style-type: none"> <li>Final Picasso Self Portraits</li> </ul> 1.3, 1.7, 2.1, 2.2, 2.5 | 18 <ul style="list-style-type: none"> <li>Final Picasso Self Portraits</li> </ul> 1.3, 1.7, 2.1, 2.2, 2.5 <ul style="list-style-type: none"> <li></li> </ul> | 19 |
| 24 <ul style="list-style-type: none"> <li>Final Picasso Self Portraits</li> </ul> 1.3, 1.7, 2.1, 2.2, 2.5  | 25 <ul style="list-style-type: none"> <li>Final Picasso Self Portraits</li> </ul> 1.3, 1.7, 2.1, 2.2, 2.5                           | 26 <ul style="list-style-type: none"> <li>Reflection/ Critique</li> </ul> 1.1, 1.3, 2.7, 3.3, 3.5, 3.6    | 27 <p>Game Day (or make up day)</p>  | 28 |
| <b>October</b><br>1  | 2   | 3   | 4  | 5  |

Click here to return to the [TEXT](#).



# Peer Review: Portrait

## These are good!

11. Name one area where your peer's facial feature proportions were perfect.

10. Do the ears stretch from the eyes to below the nose?

12. Name one area where your peer's facial feature lines were perfect.

1. How can the head shape be better?
2. Can the head fill up more of the paper?
3. How can the hair line proportions be better?
4. Do the eyebrows stretch over the whole eyes?
5. Are the eyebrows wider in the middle of the face and do they get thinner going out?

6. Are the eyes half way down the head?

7. Are the eyes spaced between blocks 2 and 4?

8. Is the bottom of the nose halfway between the eye line and the chin?

9. Is the bottom of the mouth halfway between the bottom of the nose and the chin?

## These are bad!

13. Circle any of these facial features if you see them in your peer's portrait.

**EYES**  
\* floating irises, pupils too small/ pupils too big/ no eyelids/ scary eyelashes

**NOSE**  
\* no nostrils/ oinky pig nose/profile nose

**EARS**  
\* monkey ears (drawing ears as seen from the side)

**LIPS**  
\* no lip dip/cartoon lips

**GRADE: /13**

## Analysis of Portrait Styles

1. Write about the edges. Are they soft, blended, hard, fuzzy?

a. Picasso's

b. Van Gogh's

c.

d. Picasso's

2. Write down colors using descriptive words-such as lime green, lemon yellow, soft red, hot pink-so you will remember the exact colors.

a. Picasso's

b. Van Gogh's

c.

d. Picasso's

3. Write about the quality of the lines. Are they thick, thin, curved, straight?

a. Picasso's

b. Van Gogh's

c.

d. Picasso's

4. Write a five sentence paragraph explaining which of the four portraits is your favorite and why.

## Week 1 Vocab Quiz

1. What is proportion?
2. What is shape?
3. What is a portrait?

## Week 2 Vocab Quiz

1. What is color?
2. What is unity?
3. Who was Pablo Picasso?
4. What does abstract art mean?
5. What is cubism?
6. What kind of art was created during Picasso's blue period?

1.7 Checklist (Recognize rational for safety precautions= no throwing, no ingesting, on project material only)

- SWBAT use pencils safely
- SWBAT use crayons safely
- SWBAT use paper safely
- SWBAT use chalk safely
- SWBAT use mirrors safely
- SWBAT use rulers safely
- SWBAT use spray adhesive safely

2.5 Checklist (Explore Responsible use of art materials= not wasteful, on project material only, no stealing)

- SWBAT use pencils responsibly
- SWBAT use crayons responsibly
- SWBAT use paper responsibly
- SWBAT use chalk responsibly
- SWBAT use mirrors responsibly
- SWBAT use rulers responsibly

- SWBAT use spray adhesive responsibly

## 2.8 Checklist (Working in groups)

- SWBAT work cooperatively in a group (taking turns talking, no negative comments to one another, Taking turns using shared materials)
- SWBAT work responsibly in a group (using shared materials responsibly, no damaging one another's Work)

## Assessment:

“manipulate proportion and retain unity through color”

Pre assess their knowledge of unity

-how did picasso's style change?

-was picasso's art work good even though it wasn't proportional?

-is this picasso's art work or not? Why? (moving proportions around-moving around shapes-looks like an abstraction)

Add in how proportion and unity working together

Messed with proportions in Guernica and dor mar (cool colors)

But added color for unity

Messed with color

Lizette (girl with the ponytail)

-blue period, cubism last week-traditional art forms worked for his style but he wanted to mess up unity with proportion so decided to get unity with color does his color choice restore unity to the art? Yes in Guernica.

How we interact with elements and principles determine how we are as artists.