**Class:** Art, Gr.3 **Instructor:** Miss Kobbert

**Date:** Wednesday, September 27th 2016

**Time:** 70 Minutes

**Topic: Alter Ego Portraits**

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| **Objective:** * **Students will help set the art expectations and explain what an art classroom should look and sound like.**
* **Students will use construction paper shapes like Picasso to create a self-portrait.**

**Key Questions:*** **What does proportion mean?**
* **What does expression mean?**
* **How can we show proportion and expression in our artwork?**
* **What are examples of complimentary colours?**
* **How do I use scissors properly and safely?**
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| **General and Specific Learning Outcomes:**Reflection: Component 3-Appreciation-Concept D,E,FDepiction: Component 4-Main Forms and Proportions-Concept A,B,C,FDepiction: Component 6-Qualities and Details-Concept A,BComposition: Component 7-Emphasis-Concept A,BComposition: Component 8-Unity-Concept A,C,DExpression-Component 10(i) Purpose 3-Concept AExpression-Component 10(i) Purpose 4-Concept AExpression- Component 10(i) Purpose 5-Concept AExpression-Component 10 (iii) - MEDIA AND TECHNIQUES |

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| **Differentiation/Modifications:** | **Materials/Technology Needed:** |
| **Differentiation:** Verbal and written instructions, chunking information, peer assistance, one-on-one teacher assistance, extra instructions, passing around the model, reviewing how to draw face characteristics, reviewing vocabulary, assistance using scissors**Modifications:** If there are time or ability considerations, the project can be completed using drawing and colouring rather than cutting and gluing**Integration:**This project could be included into Language Arts, students could write a story about their alter ego. | **Materials:** Scissors, Colored Construction Paper, Girl in the Mirror Painting on SMART Board**Technology:** SMART boardPicasso's "[Girl Before a Mirror](http://www.amazon.com/gp/product/B000XY0J36/ref%3Das_li_tf_tl?ie=UTF8&camp=1789&creative=9325&creativeASIN=B000XY0J36&linkCode=as2&tag=incredibleart-20),"<https://drydenartcity.wordpress.com/category/third/><http://www.incredibleart.org/lessons/elem/Jeanette-picasso.htm><http://www.incredibleart.org/lessons/elem/Jeanette-picasso.htm#sthash.HRq2uLT2.dpuf> |

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| **Time** | **Content/Description** | **Assessment Strategy** |
| 15 mins. | **Introduction** * Before, discuss the artwork of Abstract artist Pablo Picasso.
* Before starting look at Picasso’s painting "[Girl Before a Mirror](http://www.amazon.com/gp/product/B000XY0J36/ref%3Das_li_tf_tl?ie=UTF8&camp=1789&creative=9325&creativeASIN=B000XY0J36&linkCode=as2&tag=incredibleart-20)." Have students describe the various things they see (lines, shapes, colors, etc.). Discuss what they think the painting is supposed to be about. After, share the title of the painting.
* Analyze the Picasso art to notice the way that the colour is used to emphasize certain areas more than others.
* Look back at work by Pablo Picasso, taking note of the different angles represented in his Cubist work, to lead into a conversation about showing different sides of ourselves. Ask students if they have a different version of themselves - explain that this is sometimes connected to emotions (Can show the book *When Sofie Gets Really Really Angry*). This alter ego can show the opposite side of your personality or a second self.
* Connect back to Picassos portrait work and explain to students that they will be creating their own alter ego.
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| 40 mins. | **Procedures/Activities:** My Alter Ego is…* **Step 1:** Brainstorm about your “Alter Ego.” Write 2-3 sentences about this person. For example, My alter-ego is “Kristin” the evil twin…. Show students a model of this art task.
* Introduce and explain. Review instructions as a class.
* **Step 2:** Turn paper horizontal and drawing a face shape (using pencil) in the middle of our paper. The students draw a "profile" line going down the middle of the face, thereby making the face look like it was actually 2 faces-a profile views, and a front view. Students will then continue on their draft.
* Add facial characteristics, eyes, extra nose, and mouths, emphasizing the use of SHAPES.
* The last part is to draw hair. Discuss the various types of lines that could be used to make hair.
* **Step 3:** Students will choose two complimentary colours for their faces. Introduce the concept of “complimentary colours” and tie the concept back to Picasso’s work. Have students use construction paper to Identify a set of complimentary colours.
* **Step 4:** After students are done their draft alter ego they will create their alter ego using construction paper. Remind them to use complimentary colours.
* Students may choose to name their alter ego.
 | Checklist with necessary items included for assessment use, checking for understanding, observation for participation and effort, following of instructions, mentally noting the different abilities in the classroom, following expectations, understanding of the use of the appropriate tools for the task.Students will complete a peer feedback “art sandwich” handout on a partner’s artwork. |
| 5 mins. | **Closure*** If there is extra time at the end of class, read “The Day the Crayons Quit” by Drew Daywalt.
 | Begin to mentally note the different abilities and interests seen in the students.  |

**Lesson Reflection/Notes:**