

MANHATTANVILLE COLLEGE

MUSEUM LESSON PLAN Part 2

Wayne Moore
MoMA Field Trip Lesson (After the trip) Portraits
4/9/2020

Context of Instruction

Being able to incorporate different art styles into their own artwork by creating a self-portrait in the style of the artwork they wrote about in their essays
10-12
20 students
Diverse student body where students can range from developmentally delayed to developmentally ahead. But motor skills of all the students are at a level where the lessons are doable. Some of the students take a longer time to get settled and ready to start working. A few of them are also easily distracted during class. So, during distant learning, I encourage the use of calming music without lyrics and use of a “quiet space” with appropriate lighting to eliminate some of the factors that can distract them.
Students know the elements of art and how to apply them to their artwork. They know how to create patterns through shapes and lines and applied this knowledge in prior high school level art classes. All skills required for this lesson were introduced in art classes required district wide before this one. Along with becoming familiar with the different styles they observed on the trip, students will also learn how to develop art pieces that fit an aesthetic of their choosing.
Students creating works of different styles is a challenge for the teacher to give entirely unique critiques to each student.

Lesson Plan

The goal of this lesson is to introduce students to the idea of “Artist Studies.” This is done so students can understand the process, advantages and struggles of creating art inn a particular style.
VA:Cr1.2.HSII: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design that follows or break established artistic conventions
VA:Cr2.1.HSII: Thorough experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form
VA:Re7.2.HSII: Identify commonalities within a group of artists or visual images attributed to a particular type of art, time frame, or culture
VA:Re8.1.HSII: Identify types of contextual information useful in process of constructing interpretations of an artwork or collection of works
Students will be required to identify the style they are working in and use the appropriate language to describe their work while asking for help from the teacher and during class critique.

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Teacher will regularly walk around the room, giving students suggestions, critiques and assistance to ensure that each student creates an artwork the truly falls into the style they selected. If several students are having a similar problem, teacher can use the projector to do a demonstration on how those students can resolve their issue.

Students will email a selfie to the teacher and the teacher will it out for the students to reference. Students will have access to 8.5"x11" tracing paper, pencils, pens, charcoal, sticks, conte crayons, acrylic paints and brushes. Students will also have access to 14"x24" paper and stretched canvases.

Teacher will hand back the printed-out selfies to the students. Students will be told to grab a piece of tracing paper and a pencil. When they return to their seats, the students will go over their selfies and recreate it following the principles of the style they selected; whether it be cubism, pointillism, surrealism, post-impressionism, etc. teacher will go around seeing if anyone needs help or suggestions. Once their portraits are recreated. Students will be instructed to draw or paint their portrait on the bigger paper or canvas. Students will gather their supplies on their own. But teacher will ask if they want suggestions on colors, mediums and proportions. Students who are drawing their portraits can use "X+◇" method of scaling, to speed up the process of gridding. They will copy the image they traced and continue drawing. For the ones who decided to paint, they can do a similar gridding method on the canvas with a pencil. They will copy their traced image as well. They will fill in each space with an appropriate color. Once that's completed, they will refine the painting. Throughout the process, teacher will go around the class offering help to any student who needs it. Once the portraits are completed, we will hold a class critique, where students can share comments, suggestion and observations with each other. The artist of each piece can speak about their experience and challenges of creating art in their selected style. Students will put their pieces on the grading rack before they leave

Students are faced with the challenge of creating an art piece in a style they are not familiar with. They will use their skills they developed to find the best way for them to complete the art piece.

Students are required to listen to verbal instruction in order to complete the assignment correctly and efficiently. Also, students must use the appropriate art vocabulary while talking about their art or someone's artwork.

- If a student cannot take a selfie on their own, teacher will take a picture of them using the class camera.
- Students are able to pick between drawing and painting. Whichever they are more comfortable with
- Students are not expected to master their selected style. Just do the best of their ability.

Analysis and Reflection

Teacher will reassure that students are doing well by simply trying their best. If students are struggling, the teacher will do individualized instruction until the student feels comfortable.

Students will receive feedback through comments and suggestions during the critique. They will also be given a letter grade and short written response by the teacher, discussing where they did well and where they could improve.

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