

Reflections/Notes:

Organization/Structure/Form • Perception • Expression •  
Self Image • Lines • Color •



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Idea Contributed by Debi West

This lesson will give students an opportunity to create a piece of art that will identify each individual artist, but is not a standard self portrait with traditional facial features. The self portrait will be a tracing of the artist's hand with personally selected colored patterns and a written paragraph describing "who" that artist is. Students will be using the South African Ndebele tribe for inspiration.

**Essential Question: How can a visual art lesson based on art history become a teaching tool for math, language arts, and social studies?**

#### Process

- Students will have a brief discussion about the art of the Ndebele tribe, looking closely at their colored patterned art works. They will be inspired by this art.
- Students will write their name and info on their supplied drawing paper.
- Students will discuss the importance of a hand print, thinking about how each hand tells a personal story of "who they are". Students will then trace their hand with a pencil onto their paper.
- Students will go over their hand outline in Sharpie and then using the Sharpie, they will create a line design inside the hand, see the line family sheet.
- Students will then begin the coloring process, filling in the spaces with varying colored markers, making sure to not put 2 colors together, paying close attention to each individual shape created.
- On day 2, the students will complete the marker process and then embellish their art with oil pastel blending techniques using a cool or warm color palette. They will go around the hand as well as the border of the paper and blend the colors inward to create an art "glow".
- Students will then write a story about who they are as individuals around the hand, giving the art personal meaning. This will be done lightly in pencil in the negative space.
- The students will finally glue a feather somewhere onto the art to complete the process.

#### Extension

Another fun extension is to add expressive or vocabulary words into the artwork, instead of the story element. These words can be hidden or obvious and give each piece a more individual feel. Teachers can also tie this in with Australian or Prehistoric hand print art, or the Folk artist from Georgia, Howard Finster.

Rhythm-ong©:  
Ndebele, Ndebele,  
With their hands they made their art!  
Colors, lines and shapes,  
These are the elements from which to start!

#### Assessment

- Students will understand the proper use of the art elements, line, shape and color.
- Students will recognize the patterned designs of the Ndebele people.
- Students will understand how their art is important and can tell a personal story about who they are.

#### Materials

- 9" x 12" Drawing Paper
- Pencils
- Sharpie black fine tip marker
- Mr. Sketch scented markers
- Oil Pastels
- Feathers
- Ndebele art prints and artifacts

#### Vocabulary

##### Art History

The academic discipline that studies the development of painting and sculptural arts; humanistic discipline, humanities, liberal arts - studies intended to provide general knowledge and intellectual skills.

##### Art Elements

The elements of art are a commonly used group of aspects of a work of art used in teaching and analysis, in combination with the principles of art.

##### Line

An element of art (or math) that defines space, contours and outline.

##### Shape

A two dimensional enclosed space that is defined as 2 lines meet.

##### Color

An art element with 3 properties: hue, value and intensity, a response to reflected light. There are several color theories, such as primary, secondary, neutral, tertiary, complementary, analogous, monochromatic, etc...

##### Ndebele Tribe

In both senses also called *Matabele*. A member of a Zulu people of southwest Zimbabwe.

##### Classroom Tips

Using markers as opposed to paint, makes this lesson very doable in any classroom setting. The success lies in teaching your students how to appropriately "paint" with markers.

## Georgia Performance Standards

### LANGUAGE ARTS

#### GRADE 3

**ELA3R2:** The student acquires and uses grade-level words to communicate effectively.

**ELA3W1:** The student demonstrates competency in the writing process.

**ELA3W2:** The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.

**ELA3LSV1:** The student uses oral and visual strategies to communicate.

#### GRADE 4

**ELA4R3:** The student understands and acquires new vocabulary and uses it correctly in reading and writing.

**ELA4W1:** The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

**ELA4W2:** The student demonstrates competence in a variety of genres.

#### GRADE 5

**ELA5R3:** The student understands and acquires new vocabulary and uses it correctly in reading and writing.

**ELA5W1:** The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

**ELA5W2:** The student demonstrates competence in a variety of genres.

### VISUAL ART

#### GRADE 3

**VA3MC.3:** Selects and uses subject matter, symbols, and ideas to communicate meaning.

**VA3PR.3:** Creates artworks based on personal experience and selected themes.

**VA3PR.2:** Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

**VA3AR.1:** Discusses his or her artwork and the artwork of others.

#### GRADE 4

**VA4MC.3:** Selects and uses subject matter, symbols, and/or ideas to communicate meaning.

**VA4PR.3:** Creates artworks based on personal experience and selected themes.

**VA4PR.2:** Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

#### GRADE 5

**VA5MC.3:** Selects and uses subject matter, symbols, and/or ideas to communicate meaning.

**VA5PR.1:** Creates artworks based on personal experience and selected themes.

**VA5PR.2:** Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

## Common Core Georgia Performance Standards

(\*CCGPS implementation year 1: 2012-2013)

### LANGUAGE ARTS

#### GRADE 3

**ELACC3W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**ELACC3W4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

#### GRADE 4

**ELACC4W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**ELACC4W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### GRADE 5

**ELACC5W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**ELACC5W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

## National Standards

### VISUAL ARTS

**Standard 1:** Understanding and applying media, techniques, and processes

**Standard 2:** Using knowledge of structures and functions

**Standard 3:** Choosing and evaluating a range of subject matter, symbols, and ideas

**Standard 5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others

**Standard 6:** Making connections between visual arts and other disciplines