

Reflections/Notes:

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



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100 Edgewood Ave, Suite 100
Atlanta, GA 30303
Phone: 404.688.2480
Fax: 404.688.2424
www.artsnowlearning.org

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 K

ELAKR5: The student acquires and uses grade-level words to communicate effectively.

ELAKW1: The student begins to understand the principles of writing.

ELAKW2: The student begins to write in a variety of genres, including narrative, informational, persuasive, and response to literature.

ELAKSV1: The student uses oral and visual skills to communicate.

GRADE 1

ELA1R5: The student acquires and uses grade-level words to communicate effectively.

ELA1W1: The student begins to understand the principles of writing.

ELA1W2: The student writes in a variety of genres, including narrative, informational, persuasive and response to literature.

ELA1SV1: The student uses oral and visual strategies to communicate.

GRADE 2

ELA2R3: The student acquires and uses grade-level words to communicate effectively.

ELA2W1: The student begins to demonstrate competency in the writing process.

ELA2W2: The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.

ELA2SV1: The student uses oral and visual strategies to communicate.

VISUAL ART

GRADE K

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

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

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

VAKAR.1: Discusses his or her own artwork and the artwork of others.

GRADE 1

VA1MC.3: Selects and uses subject matter, symbols, and ideas to communicate meaning.

VA1PR.1: Creates artworks based on personal experience and selected themes.

VA1PR.2: Understands and applies media, techniques, and processes of two-dimensional works of art (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

VA1AR.1: Discusses his or her artwork and the artwork of others.

GRADE 2

VA2MC.3: Selects and uses subject matter, symbols, and ideas to communicate meaning.

VA2PR.1: Creates artworks based on personal experience and selected themes.

VA2PR.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.

VA2AR.1: Discusses his or her artwork and the artwork of others.

Common Core Georgia Performance Standards

(*CCGPS implementation year 1: 2012-2013)

LANGUAGE ARTS

GRADE K

ELACCKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

ELACCKSL4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

ELACCKSL5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

GRADE 1

ELACC1W2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

ELACC1SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

ELACC1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

GRADE 2

ELACC2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

ELACC2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

ELACC2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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